



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	100
Year 2	K-2	150
Year 3	K-3	200
Year 4	K-4	250
Year 5	K-5	300

Desired School Opening Date Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By: Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Family Life Academy Charter School - II (FLACS - II)

2. Charter School Location

Bronx Spanish Evangelical Church
800 East 156 Street Bronx, New York 10455

3. Anticipated Opening Date

September 2012

4. Management Organization Name (if applicable)

DNA

5. Other Partner Organization(s) (if applicable)

Latino Pastoral Action Center

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K - 1	100
Year 5	2016-2017	K - 5	300

7. Applicant(s)

	Name	Bio
X	Renee Williemsen-Goode	Renee Willemsen-Goode has been part of the FLACS staff since September 2005. At FLACS she was hired to be a fifth grade teacher. Ms. Willemsen-Goode was promoted to Data specialist, and now has also been promoted to the role of Middle School Specialist, a role she has held for two years. In this role, she has supervised the design and implementation of the middle school program and works with teachers to develop curricula and supervises middle school instruction.
X	Marilyn Calo	As Principal of FLACS, Ms. Calo has stewarded the school's growth and attainment of Progress Report goals. As the school has demonstrated English Language Learner growth as measured by SED's ELA assessment, the school has shown greater effectiveness.
X		

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Francisco Lugoviña	FLACS II Chairperson, Businessman
X	Evelyn Castro	Director DOE Brooklyn Diocese, Educational Consultant
X	Florence Wolpoff	Consultant, Previous Assistant Principal, School Administrator
X	Greg Nannery	Attorney
X	Wanda Torres Mercado	Director Education, United Way
X	Vacant	Reserved for a parent representative
X	Vacant	Reserved for a parent representative
X		

Add New Trustee

9. Overview of the Proposed Program

a. The Family Life Academy Charter School-II (FLACS-II), in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, socioeconomic status, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

b. FLACS-II selected the Melrose section of the Bronx as our site for several reasons. First, at FLACS, which is west of the FLACS-II site in CSD #9, we received nearly 100 applications from residents of CSD's #7 and #8 between 2009 and 2011; in fact, FLACS currently has 18 enrolled students from CSD's #7 and #8. The parents of children on FLACS's waiting list from the FLACS-II neighborhood regularly approach FLACS staff with hopes of learning of an opening for enrollment. They also affirm their willingness to travel any distance, emphasizing the following characteristics of FLACS that they want in other schools: safety, opportunity for parent participation, available services for children with special needs, English as a Second Language instruction, intervention programs that begin in early childhood, and guidance counseling for high school exams, applications, and selection.

c. FLACS-II will adopt many key design elements that are in direct alignment with our mission. These key design elements focus on high expectations for all students and helping prepare children to be successful in high school, college, and beyond. They include:

- An Extended School Day
- A Focus on Literacy in Alignment with Common Core State Standards
- A Focus on English Language Learners and Immigrant Students
- Active Instructional Leadership
- Rigorous Assessment and Accountability
- Data-Driven Planning

- Early Intervention
- A Commitment to Special Education
- Differentiation of Instruction
- Shared Responsibility for Learning
- Professional Development that Enriches Teaching
- Consistent Discipline
- Family Involvement
- A School Culture and Core Values Focused on Excellence
- A Focus on Preparation for High School and Beyond

d. FLACS-II will have a total of 183 days of instruction for the 2012-2013 school year. The first day of classes will be September 5, 2012. The last day of classes will be June 26, 2013. The school day will run from 8:10 to 4:10 for teachers and from 8:15 to 3:30 for students in kindergarten through fifth grade. In grades six through eighth, the school day will run from 8:15 to 3:30 on Mondays and Fridays, and from 8:15 to 4:10 on Tuesdays, Wednesdays, and Thursdays.

e. FLACS will include the following subjects in our curriculum: ELA, Math, Social Studies, Science, Music, Art, Physical Education, Health Education, Computers, Science Lab.

f. FLACS-II will use Houghton Mifflin Harcourt Journeys for grades kindergarten through fifth grade. This research-based program provides resources for whole and small group instruction in phonemic awareness, phonics, fluency, and comprehension. Mathematics, FLACS-II plans to use Saxon Mathematics, Houghton Mifflin Harcourt Harcourt Social Studies.

g. FLACS-II will work with ELL and immigrant students in the community. FLACS-II will utilize a Sheltered English Immersion model of its own design, based on the model used at FLACS, and will adapt practices for English Language Learners from program models such as Specially Designed Academic Instruction in English (SDAIE), SIOP (Sheltered Instruction Observation Protocol) and English for Students of Other Languages (ESOL). However, the main instructional method that FLACS-II will utilize will be using English as a Second Language (ESL). Various approaches to teaching ESL will be used to ensure that students acquire the English language skills needed to be proficient in English as well as succeed at a high level.

h. The primary instructional leader of FLACS-II will be the principal. The school will have an active Leadership Team directly involved with promoting quality instruction and focused on high expectations for all students. The principal will also create an Instructional Team whose primary responsibility will be to support the faculty and staff. This team will expand as the school adds additional students and will eventually include the principal, assistant principal, instructional coaches, ESL teacher/coordinator, and special education teacher/coordinator and specialized consultants. This team will actively monitor instruction and will meet weekly to share findings, best practices and implement plans to address any areas of concern, the constant monitoring and feedback, supports teachers in examining decisions about their practice.

i. Professional development at FLACS-II will focus on learning and sustaining improved student achievement. The topics will emerge from student data, research and its implication on student achievement, teacher knowledge of content, practice, and ongoing inquiry. Professional development will nurture collegiality, develop shared leadership, and equip teachers with the skills to hold all students to high academic standards. It will be responsive to the needs of the faculty and students, with opportunities for differentiation based on teacher strengths and needs. It will utilize a teacher observation rubric to determine total staff and differentiated teacher needs. It also will be responsive to the needs of the students and faculty.

- j. The management structure of FLACS-II will consist of (a) the Board of Trustees (“Board”); (b) Principal; (c) Director of Finance and Operations; (d) Assistant Principal; (e) Instructional Leadership Team (IT), which includes the Principal and Assistant Principal, as well as the Data Specialist, ESL Coordinator, Special Education Coordinator, and Instructional Coaches; (f) Operations Manager; and (g) Middle School (5-8) Coordinator (in Year 6).
- k. The Latino Pastoral Action Center (LPAC) will be the sole partner organization of FLACS-II. LPAC is the founder and visionary of FLACS, a successful charter school in the Bronx. LPAC now plans to expand its mission by replicating FLACS in the same spirit of promoting academic excellence for the poor, disenfranchised and otherwise at-risk minority population. As a result, LPAC will be the community sponsor of FLACS-II. It also will acquire the necessary real estate and enter into a landlord/tenant agreement with the Bronx Spanish Evangelical Church.
- l. FLACS-II will be located at 800 East 156th Street, Bronx, New York in the upstairs floor of the Bronx Spanish Evangelical Church, The second floor consists of classrooms, offices and meeting space with two bathrooms plus additional building space over a first floor auditorium/gymnasium and a kitchen.
- m. FLACS-II will further the purposes of the Charter Schools Act (Education Law §2850(2)) by improving student learning and achievement through its focus on high expectations for all students, an emphasis on assessment and accountability, and a commitment to high quality instruction.

Proposal to Establish Family Life Academy Charter School II

Attachment 01 – Applicants and Founding Group

(a) Applicant Information

Both applicants Marilyn Calo and Renee Willemsen-Goode, are educators at the Family Life Academy Charter School. Marilyn Calo is the principal of FLACS; a position that she has held since 2003. Ms. Calo has been the educational leader of the school having identified the instructional programs and provided for the professional development that has led to FLACS' success. Prior to coming to FLACS, she served many roles in Community School District 4 in East Harlem. She has been the school director for a bilingual school, an assistant to the Superintendent and a principal of a multi-graded school (elementary, middle and high school).

As principal of FLACS, Ms. Calo has stewarded the school's growth and attainment of Progress Report goals. As the school has demonstrated English language learner growth as measured by SED's ELA assessment, the school has shown greater effectiveness. In recognition of this success, the NYC Charter School Center asked Ms. Calo to take the lead in a consortium of charter schools serving ELL students.

Renee Willemsen-Goode has been part of the FLACS staff since September 2005. Prior to that, she was a teacher in a public elementary school and then another charter school. At FLACS she was hired to be a fifth grade teacher. She was promoted to the position of Data Specialist. Ms. Willemsen-Goode was asked to create spreadsheets for a data base of student performance on standardized and common assessments, as well as performance on interim tests which she created. She meets with grade-level staff members on a monthly basis to evaluate student/class performance and help teachers develop instructional alternative strategies. She makes disaggregated monthly reports to the school board on class/grade/school performance.

Ms. Willemsen-Goode has also been promoted to the role of Middle School Specialist. In this role, she has supervised the design and implementation of the middle school program and works with teachers to develop curricula and supervises middle school instruction.

(b) Founding Group Members

Table 1: Founding Group Members.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Marilyn Calo	Principal at FLACS/Applicant, former principal and assistant to the superintendent of CSD 4	Educational Consultant to FLACS-II
Renee Willemsen-Goode	Teacher, Data Specialist, Middle School Specialist at FLACS/Applicant	Principal
Reverend Raymond Rivera	Pastor of the Latino Pastoral Action Center, Founder of FLACS, Community Leader, Activist/Community Sponsor and Community	Community Sponsor

Proposal to Establish Family Life Academy Charter School II

	Outreach	
Martin Wolpoff	Retired BOE Educator of 37 years, Worked for Deputy Chancellor, Director of Instructional Services, District Superintendent, Liaison to State Education Department/Educational Consultant	None
Francisco Lugoviña	Former FLACS Board Chairperson and Board Member, Businessman/Community Outreach and Board Consultant	Board Chairperson
Noemi Santana	Resource Developer/Community Outreach, Planning, and Facilities Consultant	None
Scott S. Quintero	Director of Finance at FLACS/Financial Consultant	Financial Consultant
Jillian Sandoval	Director of Resource Development at FLACS/Research Consultant	Not Applicable
Edmund Gaffney	Board Chairperson at FLACS/Facilities Consultant	None

Proposal to Establish Family Life Academy Charter School II

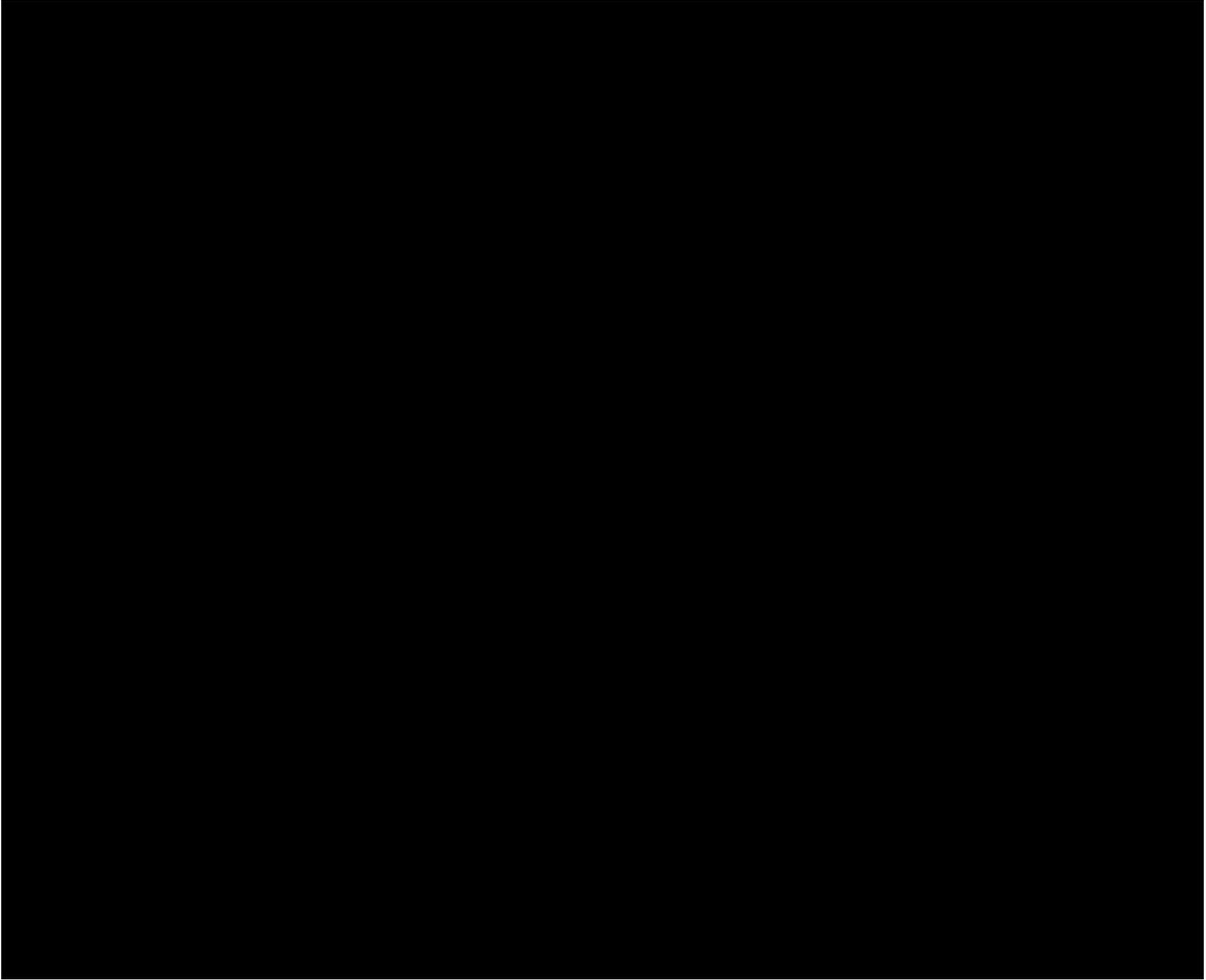
(c) Resumes or biographical statement for each member of the founding group

Marilyn Calo

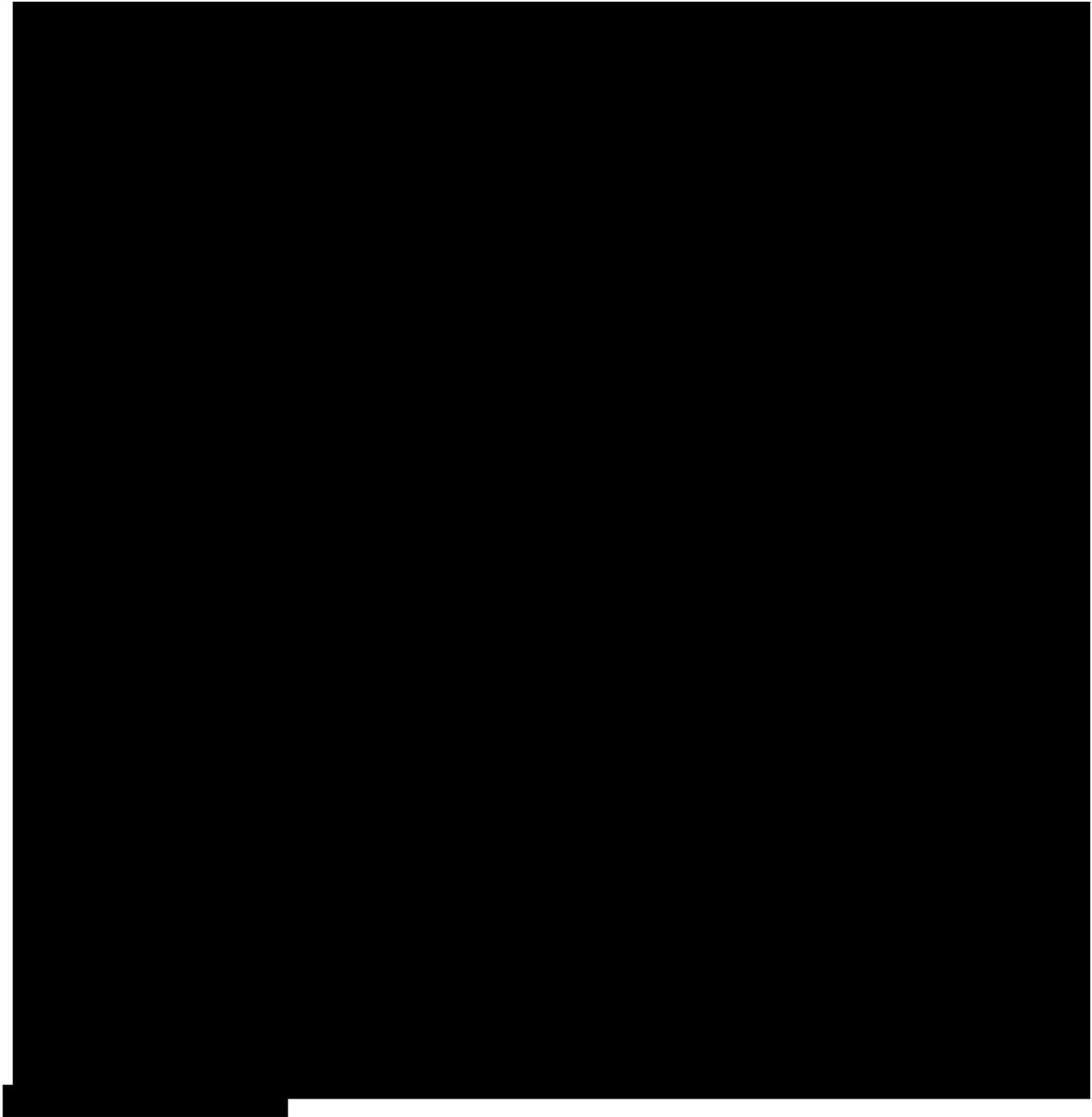
[REDACTED]
Bronx, New York 10469

Professional Mission

To be the inspirational Coach/ leader of a team of deeply committed educators in the development and implementation of a highly effective educational school that has, as its foundation, a culture of academic excellence and healthy social and emotional growth for all students.



Proposal to Establish Family Life Academy Charter School II



Education:	Professional Certificate in Administration and Supervision	1993
	Hunter College, 695 Park Avenue South, New York, NY	
	Masters of Science in Reading Difficulties	1981
	Hunter College, 695 Park Avenue South, New York, NY	
	Bachelors of Science	1976
	Hunter College, 695 Park Avenue South, New York, NY	
Certifications/ Licensure	Principal Day Elementary School	
	Principal Junior High School	
	School District Administrator	

Proposal to Establish Family Life Academy Charter School II

Teacher Day Elementary School – Bilingual

Other Professional Studies:

Teaching and Technology Bank Street College, 112 th Street, New York, NY	1985
Working with Children with Special Needs Fordham University, Bronx, New York	1983
The Child with Special Needs Northside Center for Child Development New York, NY 10029	1982

Proposal to Establish Family Life Academy Charter School II

ENEE LYNETTE WILLEMSSEN-GOODE

Brooklyn, NY 11217 •

EDUCATION AND CERTIFICATION

HUNTER COLLEGE, New York, NY

Certificate anticipated June 2011. Major in Administration and Supervision. *Cumulative GPA: 3.9.*

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Master of Arts awarded May 2007. Major in Curriculum and Teaching. *Cumulative GPA: 3.9.*

SWARTHMORE COLLEGE, Swarthmore, PA

Bachelor of Arts awarded June 2003. Major in Art History, minor in Educational Studies. *Cumulative GPA: 3.6.*

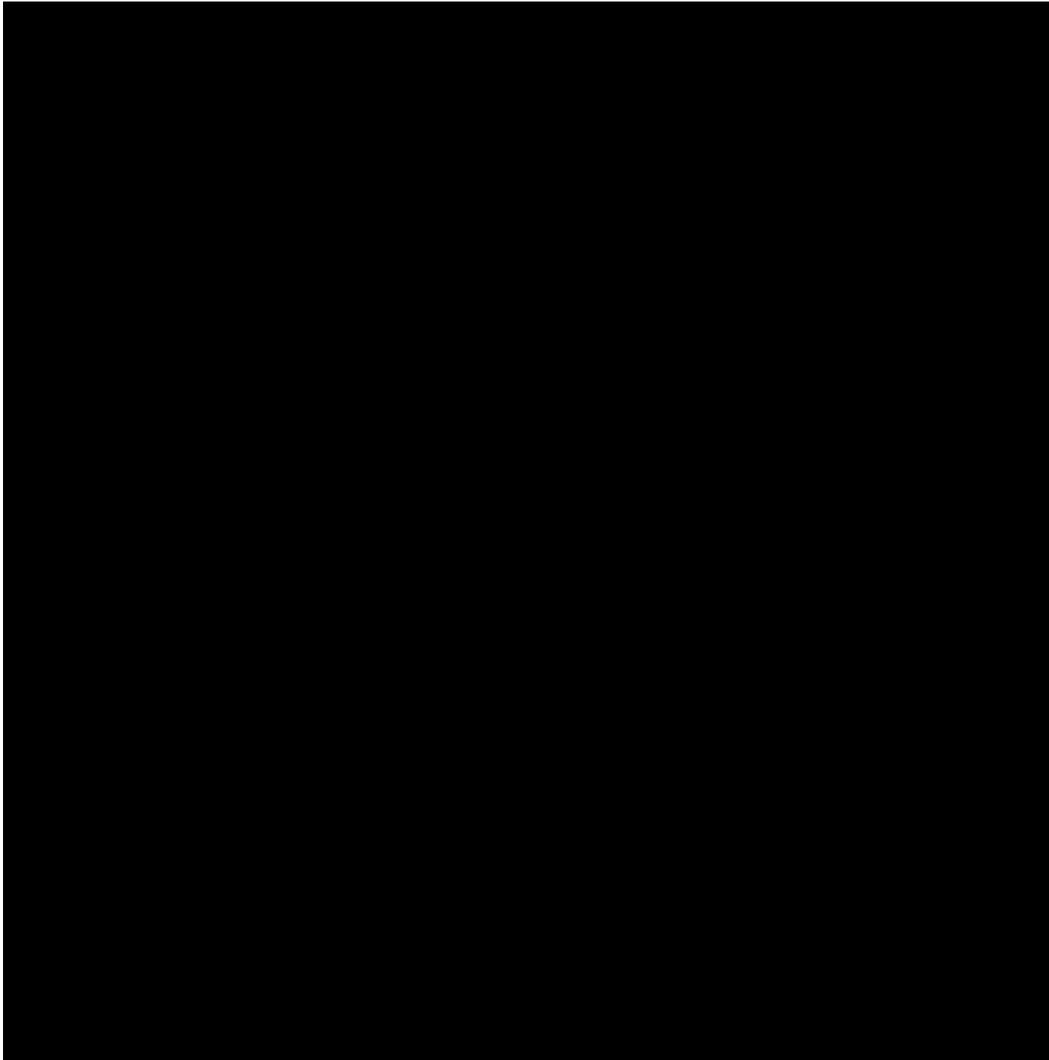
CERTIFICATION

New York State School District Leader Certification, anticipated June 2011.

New York State School Building Leader Certification, anticipated June 2011.

New York State Permanent Certification in Pre-K through 6 Education.

SCHOOL LEADERSHIP AND TEACHING EXPERIENCE



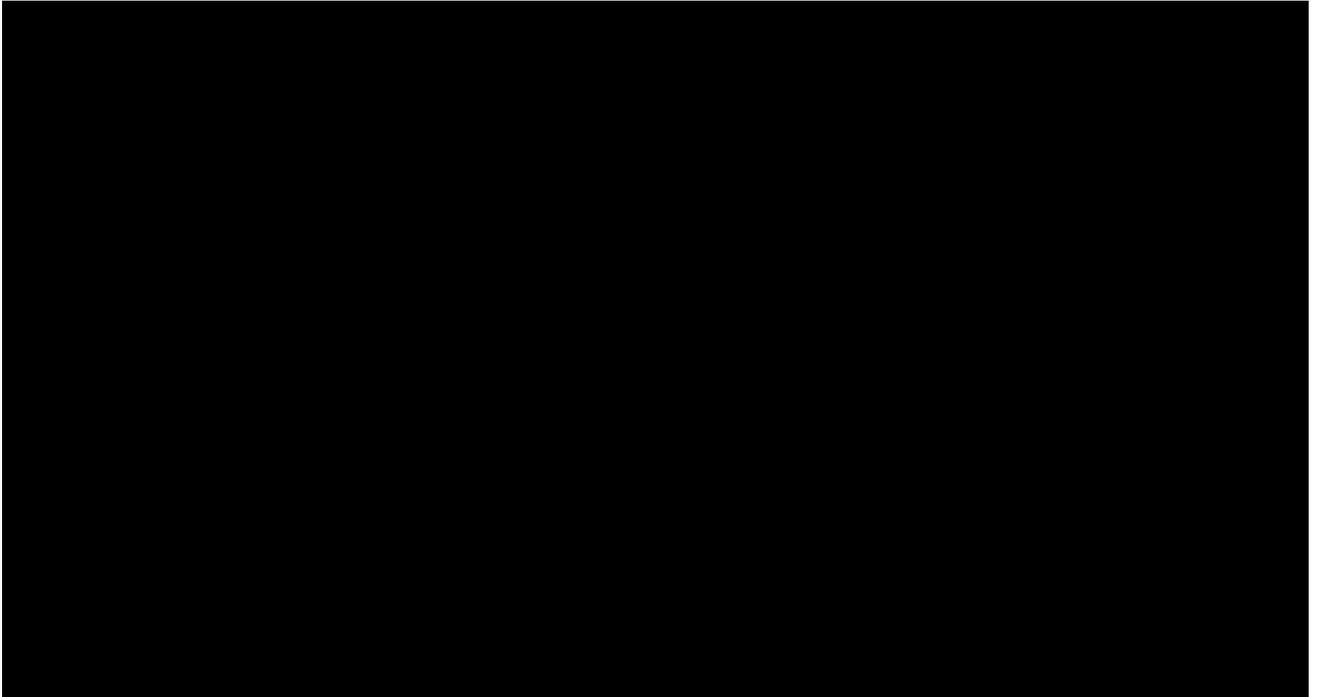
Proposal to Establish Family Life Academy Charter School II

MARTIN S. WOLPOFF

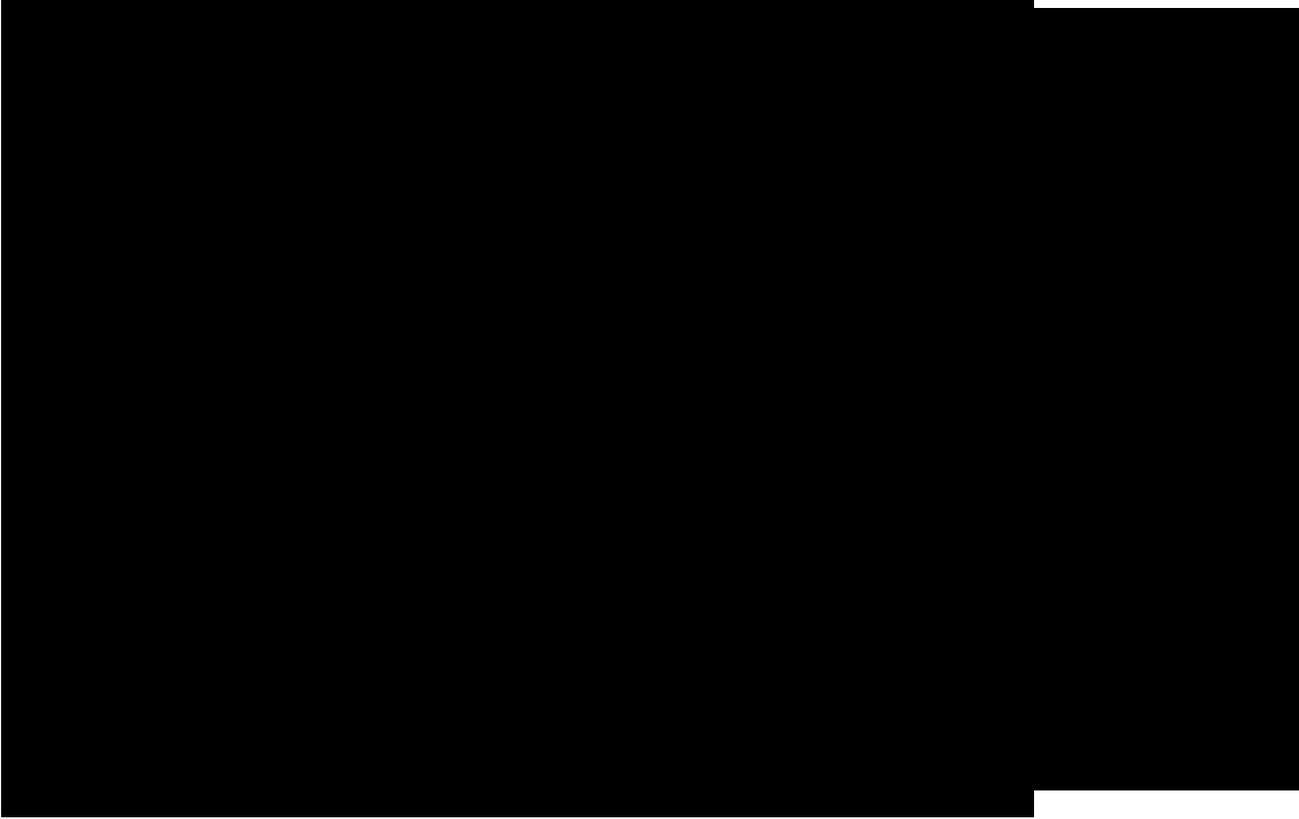
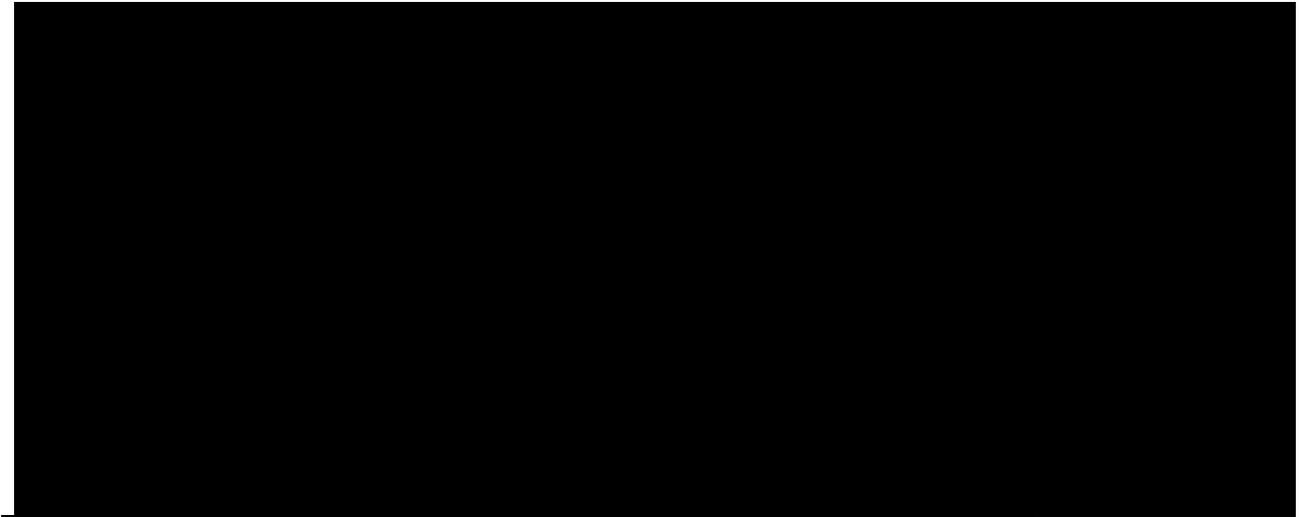
Bronx, New York 10471

Retired school, district and central level educator, supervisor and administrator who has continued as a consultant in both public and charter schools. During my career, I have served as a director and project director for Board of Education, federal and state funded programs and as a liaison to the State Education Department. I have demonstrated ability in the administration and supervision of educational initiatives, have conducted school instructional audits, and have provided training in comprehensive planning, school restructuring and reform. I have worked with teachers, parents, students and administrators in the delivery of instruction, at the school, district and central levels and I have been involved extensively in community issues and concerns.

PROFESSIONAL EXPERIENCE Since Retirement



Proposal to Establish Family Life Academy Charter School II



EDUCATION

Bachelors of Arts Hunter College, Major: Sociology Minor: Psychology 1964	Sept, 1960-June,
New York University Major: Sociology 1966	Sept, 1964-June,
Masters of Arts City College of New York - Social Studies 1973	Sept, 1971 -Sept,
Masters of Science City College of New York - Educational Admin/Supv 1975	Sept, 1973-June,

LICENSES/CERTIFICATION

Proposal to Establish Family Life Academy Charter School II

New York City Licenses (Board of Examiners)

Educational Administrator - Senior Staff Development and Instruction Specialist - Levels III-IV	Oct, 1985
Educational Administrator - Staff Development and Instruction Specialist - Levels I-II	Oct, 1985
Principal, Day High School	Sep, 1984
Principal, Junior High School	Sep, 1984
Assistant Principal, Elementary, Intermediate, Junior High School	Sep, 1984
Principal, Special Education School	Jun, 1994
Common Branches, Regular	Dec, 1968
Common Branches, Substitute	Feb, 1965
Teacher, Physical Education in Vacation Playgrounds	Mar, 1963

New York State Certification

School District Administrator	Sep, 1977
School Administrator/Supervisor	Sep, 1975
Teacher, Social Studies	
Sep. 1968	

Proposal to Establish Family Life Academy Charter School II

NOEMI SANTANA

[REDACTED] City Island, New York 10464
[REDACTED]

PROFESSIONAL SUMMARY - February 2011

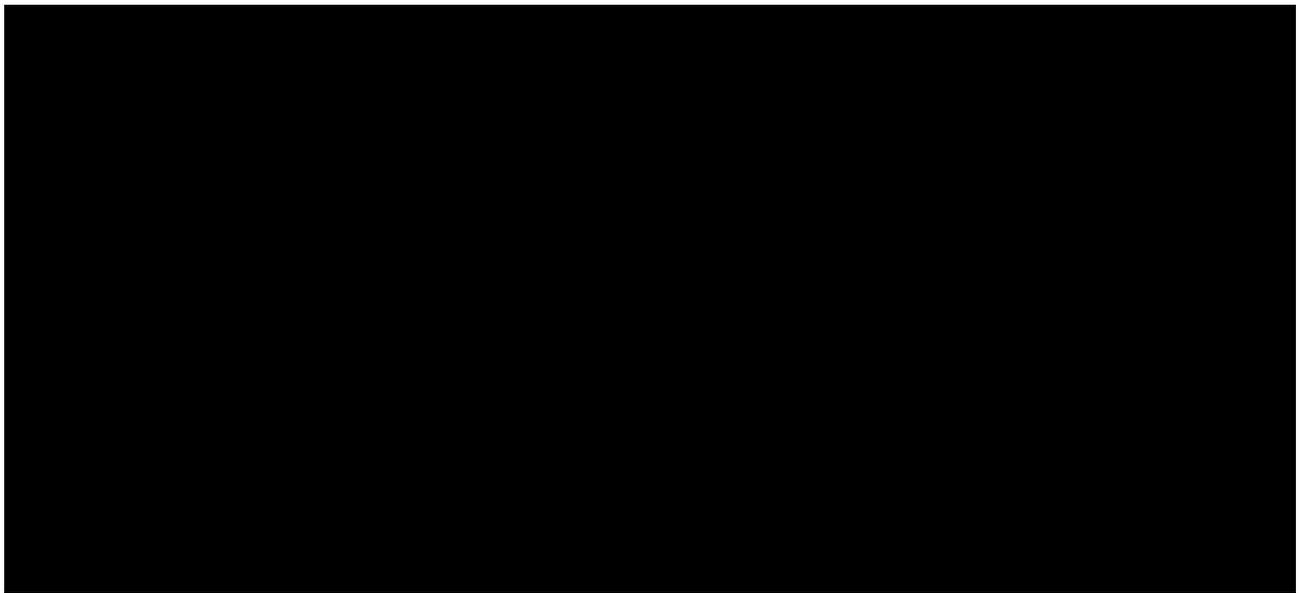
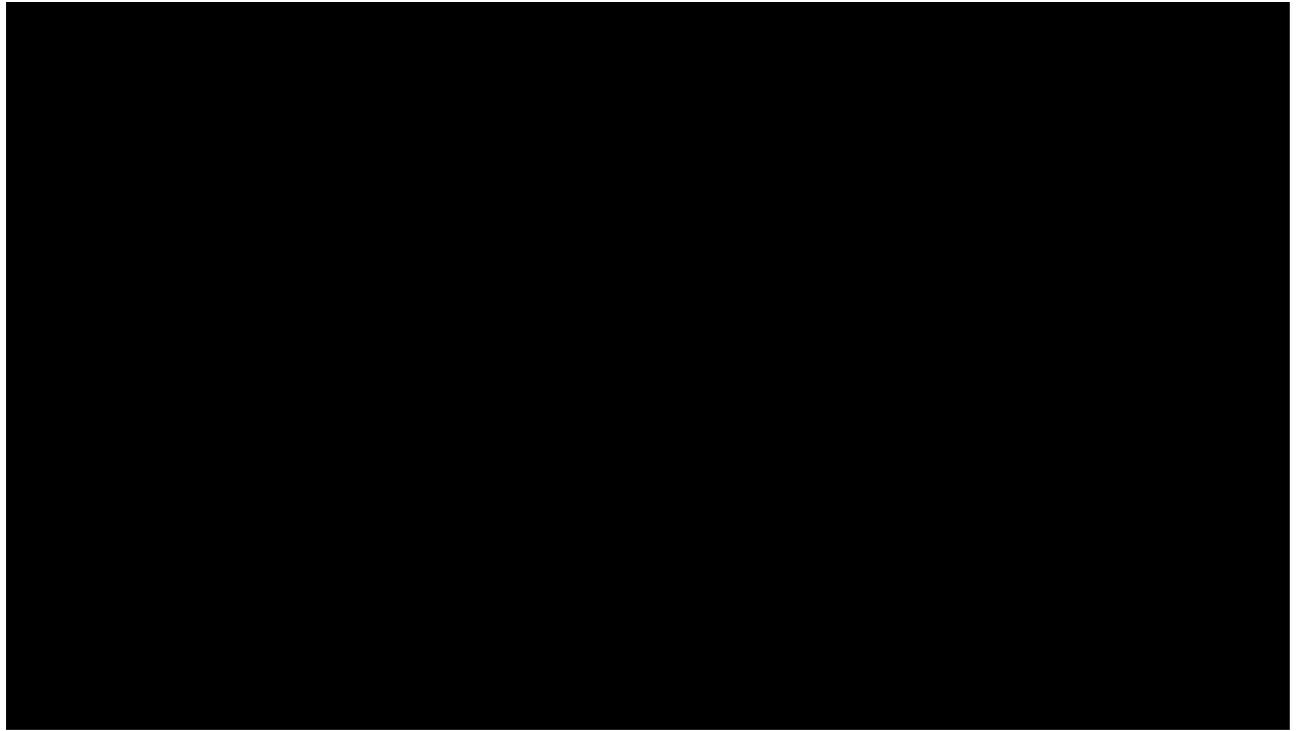
Over twenty years experience in: Communications, Marketing, Public Affairs Administration, Community Outreach, in the public and private sectors; and Human Resource Development and Training especially in the Health, Social Services and Education Fields. Extensive experience in volunteer, civic and community organizations; plus national outreach to women's, youth and ethnic targets.

[REDACTED]

[REDACTED]

[REDACTED]

Proposal to Establish Family Life Academy Charter School II



EDUCATION AND TRAINING

New York Institute of Technology, Manhattan Campus

1983 – 1986 – Master of Arts in Communication Arts - Recipient, Mayor's Scholarship

Queens College, New York

1975 – 1980 – Bachelor of Arts, Political Science, Certificate in Ethnic Studies - Dean's List

Covey Leadership Center

Proposal to Establish Family Life Academy Charter School II

1992 – 1993, Training Certificate for Seven Habits & Quadrant II Time Management Program

Coro Foundation

1983 – 1984, Graduate Certificate Public Affairs Leadership Program

Cornell Extension University, New York

1978 & 1981 Two Certificate Programs (12hrs. each) “The Politics of Ethnicity of American Society”, “Effective Public Speaking”

Rutgers University, New Jersey

1974, Marketing and Personnel Management

Certified Executive Skills Coach: Lifestyle Coach and AD/HD Coach

LANGUAGE SKILLS

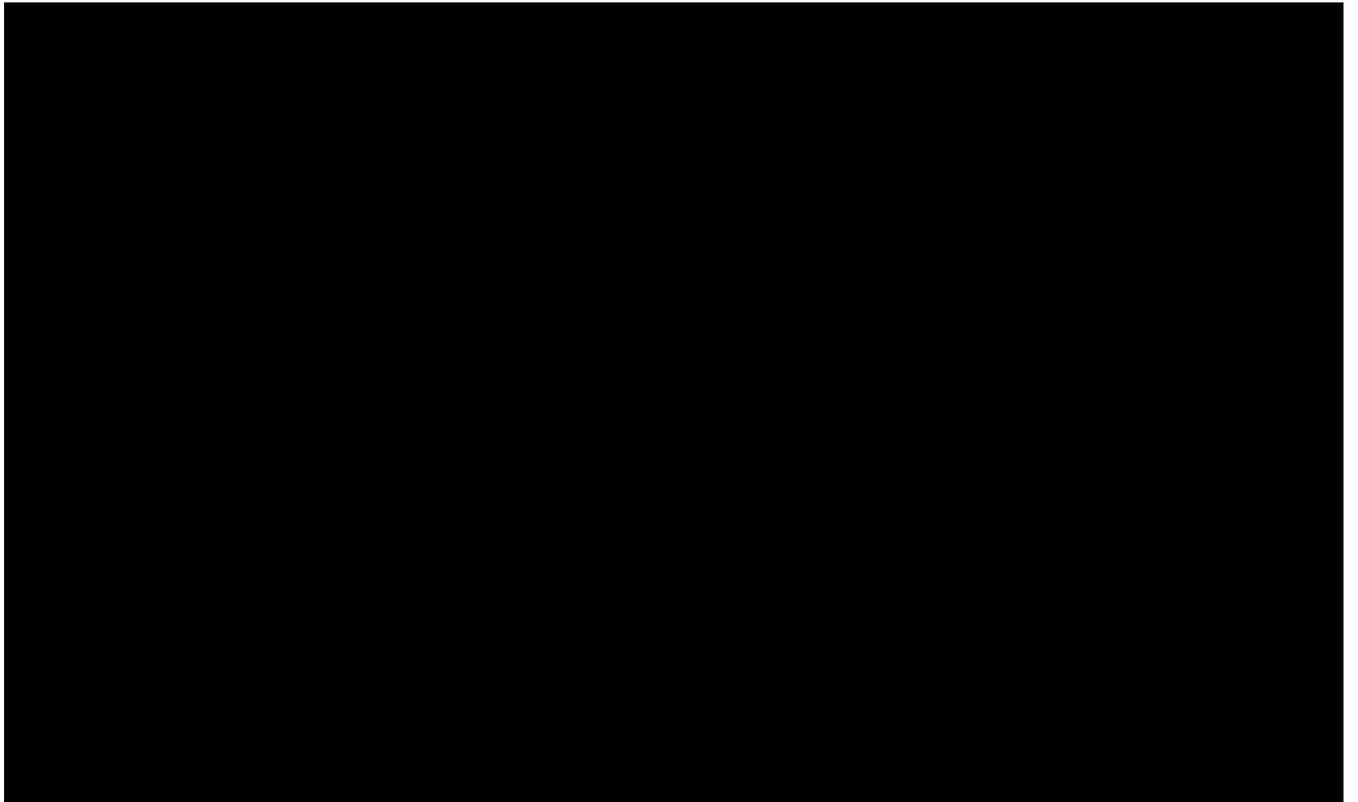
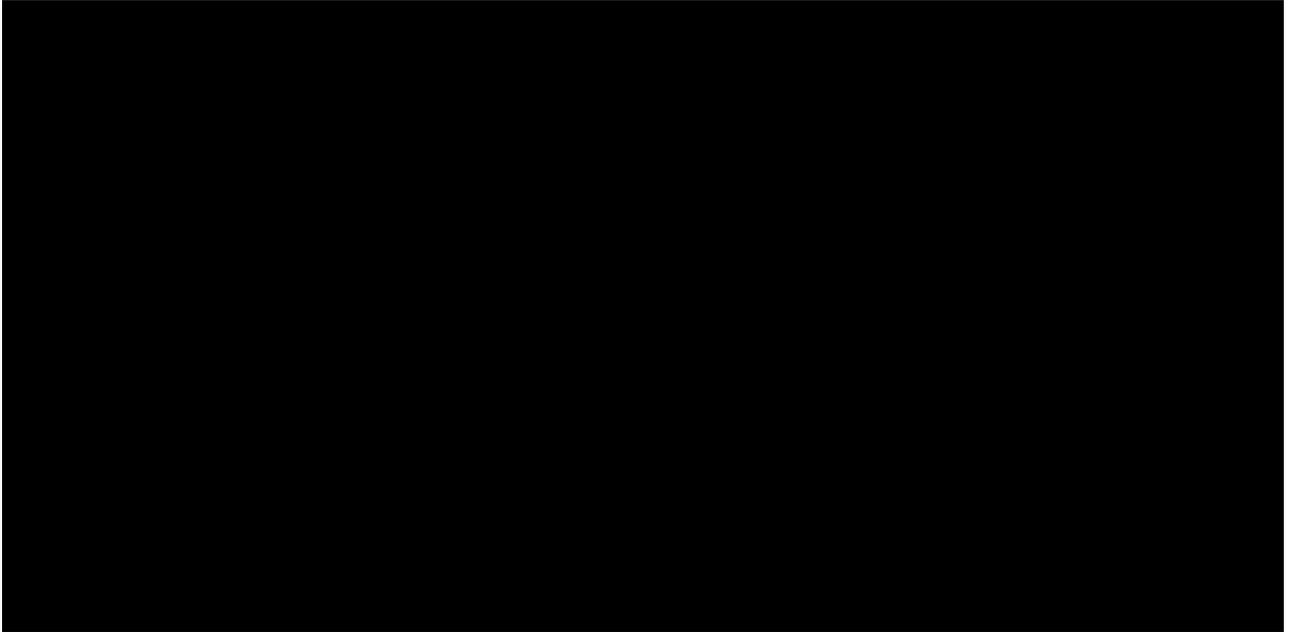
Bilingual (English/Spanish)

Proposal to Establish Family Life Academy Charter School II

Scott S. Quintero

Flushing, New York 11358 •

Experience





Education

Iona College, New Rochelle, N.Y.
Master of Business Administration: Management 1993 - 1996

Baruch College, New York, N.Y.
Bachelor of Business Administration: Finance 1982 - 1987

Computer Skills

Excel, Word, PowerPoint, Access, MIP

Activities

- Served as executive with the Merrill Lynch Hispanic Professional Network representing Hispanics on internal diversity committees
- Served as a lead contact between Merrill Lynch and the Association of Latino Professionals in Finance and Accounting (ALPFA)
- Represented Merrill Lynch at various college and professional career fairs throughout the United States

Proposal to Establish Family Life Academy Charter School II

BIOGRAPHICAL SUMMARY **Francisco Lugoviña** **January 2011**

Francisco Lugoviña has been committed to the Charter School movement for the past decade as founding member of the Board of Trustees of Family Life Academy Charter School and the John Lavelle Preparatory Academy Charter School. He has served as chairperson for both institutions and is credited with being a visionary and developer of these successful schools. Mr. Lugoviña has guided the development of other charter schools, assisting in Board development, fundraising, and initiating state of the art greening and nutrition programs.

An entrepreneur, Mr. Lugoviña has launched several successful businesses since 1968. As Chief Operating Officer of LRF Developers, Inc., Mr. Lugoviña combined entrepreneurship with solid managerial ability to successfully develop 161 housing units with a total construction cost of \$9 million and a \$39 million Battery Park City Residential tower.

Mr. Lugoviña also founded Principle Centered Associates, a full-service training and development company. He commands a wide-range of experience as a human resources trainer and facilitator, which has taken him from the sidewalks of the South Bronx to the boardrooms of the corporate investment community where he has conducted organizational development and training. He is a strong advocate for self-development and, as such, has actively lent his talents to help young people obtain a better life through career development. He is certified in various programs, including *Seven Habits of Highly Effective People* and *Quadrant II Time Management* programs, and in NewLine Consulting's *Leonardo Process*. In the last two years, he has run a Westchester "social venture enterprise" for a not-for-profit organization from the Bronx.

Mr. Lugoviña served as Chairman of the State New York Mortgage Agency under Governor Hugh Carey; was Bank Regulator on the New York State Banking Board for nine years; and was Chairman of the National Hispanic Housing Coalition. He has an admirable history as a community organizer and civil rights activist spanning his college and professional careers. Additionally, Mr. Lugoviña has been active in community and political affairs in New York City for most of his adult life.

He revitalized the Bronx Museum of the Arts and served on that board for 20 years. He served on the Executive Committee of the Phelps-Stokes Fund Board for 15 years; was on the Business Development Committee of the National Hispanic Business Group; and is a Board member of the Greyston Foundation, where he sits on the Housing Development Committee and is Chairman of the Spiritual Pathways Committee.

Mr. Lugoviña received New York City's highest Mayoral award for arts contribution and an award from the Jewish Community Relations Council.

He is an ordained Buddhist priest in the Soto Zen lineage; is a member of the Zen Peacemaker Circles and Peacemaker International; and is the founder of the Hudson River Peacemaker Center-House of One People in Yonkers, New York.

Mr. Lugoviña holds a Bachelors Degree in Business Administration and Finance from Iona College. he is an avid gardener and is also certified by the Bronx Botanical Gardens as Master Composter. Mr. Lugoviña continues to play golf and racquetball. He is also one that has a lot of fun and laughs a lot.

Proposal to Establish Family Life Academy Charter School II

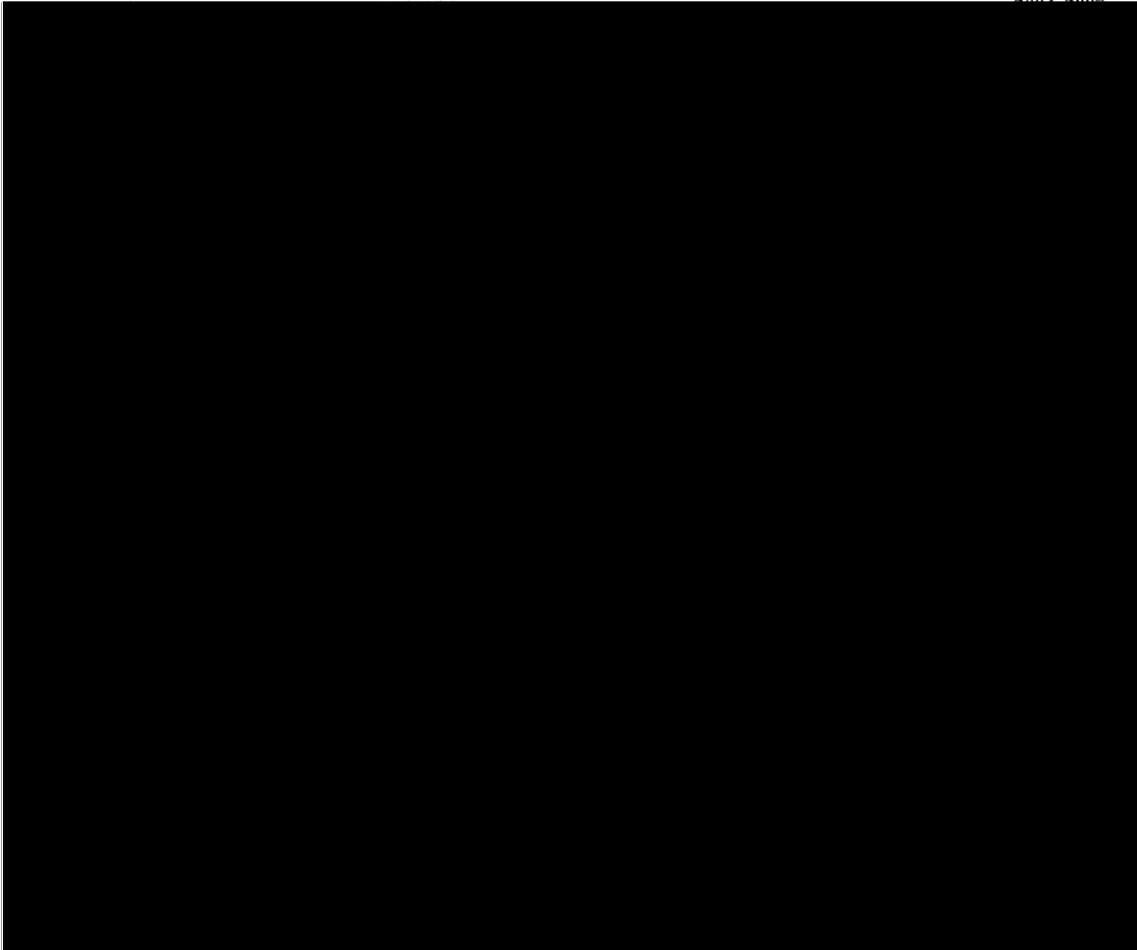
Jillian V. Sandoval

NJ 07024 • [REDACTED]

OBJECTIVE: Full-time management position in fundraising and development

STRENGTHS AND AREAS OF INTEREST: Experienced in program design, evaluation, and reporting. Strengths include project management and taking initiative. Exceptional writing, organizational, research, contract compliance skills, and relationship building. Primary interests are in fundraising and program management. Working knowledge of Spanish.

EMPLOYMENT HISTORY



EDUCATION

Master of Science, Urban Policy Analysis and Management, December 2008

Milano The New School for Urban Policy Analysis and Management, New York, NY

- *Selected Course Work:* Grantmanship, Policy Analysis, Quantitative Methods, Management and Organizational Behavior, Real Estate Development, Political Economy of the City, Public Finance, Capital Campaigns (NYU)

Bachelor of Arts, Political Science, 2003 Fordham University, Bronx, NY

COMMUNITY MOBILIZING HISTORY

Latina Advocacy Network, Administrative Chair since 2008

2004–present

The LAN is dedicated to empowering women to assert the human right of reproductive health by keeping our communities informed and active.

- Facilitate reproductive health topic seminars in emergency contraception
- Participate in annual advocacy campaign in Washington, D.C. to advance reproductive health and rights
- Represent network at reproductive health seminars

Proposal to Establish Family Life Academy Charter School II

Edmund J. Gaffney

Pelham, NY 10803

Experience

[Redacted Experience Section]

Education

1986 - 1990

Georgetown University

B.A. with a concentration in finance.
Member of the Varsity Lacrosse team.

Washington, DC

Interests

Family Life Academy Charter School

Chairman of the Board of Trustees since 2008 and Board member since 2005

Bronx, NY

References available upon request

Proposal to Establish Family Life Academy Charter School II

(d) Founding Group Origin

Rev. Raymond Rivera, as head of the Latino Pastoral Action Center (LPAC), was the moving force behind the development of FLACS. Rev. Rivera sought to establish a school in which there were high expectations for the academic performance of ELL students. Founding a school that would prove to be successful in a predominately ELL area, with African-American, new immigrants -largely Latino- and students with low socio-economic status, was his goal and dream. With like-minded individuals, he initiated the process for obtaining a CSI charter for the opening of FLACS. FLACS opened in the fall 2001 as a kindergarten through grade 5 school. The success of FLACS led to a request in 2009 for charter amendment to increase the grades served from kindergarten through 5 to kindergarten through 8.

The size of FLACS' waiting list, student applications from residents of School District 8, requests from other communities wishing FLACS' help in opening replication schools, and the great need to serve the targeted populations, have motivated this request to establish FLACS-II.

FLACS-II will replicate the mission, key design elements, and core values of FLACS. No significant changes are provided to the school model that has made FLACS successful; however, there may be small changes in instructional materials, primarily due to the new research, programs, and resources that have only come into existence in the last couple of years.

(e) Proposal Development

This proposal has been designed based on the effective elements of FLACS. The proposal was written primarily by members of the FLACS staff, Marilyn Calo, Renee Willemsen-Goode, Martin Wolpoff, Jillian Sandoval, and Scott Quintero, because of their intimate knowledge of the operations of FLACS. In addition, the applicants have identified Noemi Santana to serve as a consultant. Ms. Santana has been a consultant to the Center for Educational Innovation, has served as a founding Board Member to a Charter School; and has been a consultant to FLACS proper in the past in the areas of Resource Development and fundraising, facilities development and administrative operations management. Reverend Rivera and Francisco Lugoviña are both current Board members and former Board chairs at FLACS proper and Edmund Gaffney is the current Board chairperson at FLACS proper. They have provided their expertise in Board formation and operations, as well as school governance and facilities. Funding for the proposal development came from a grant from the NYC Charter Schools Center to LPAC. In addition, FLACS-II is being developed with the support of and collaboration with LPAC. LPAC has the experience and insight and also possesses a Federal 501(c)(3) tax-exempt certificate. In the initial stages, at least, LPAC will be guiding the development of the new school in the following areas:

1. LPAC will be providing candidates for FLACS-II's new Board.
2. Through these members, and from LPAC in general, there will be new Board training
3. Assistance in selecting school leadership
4. Assistance in establishing budgets and fiscal policies.

Proposal to Establish Family Life Academy Charter School II

Attachment 02 – Mission Statement

The Family Life Academy Charter School-II (FLACS-II), in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, socioeconomic status, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

FLACS-II seeks to have an orderly, nurturing, dynamic and safe environment in which learning is engaging, meaningful, and joyful in preparing students to attend and successfully complete high school and college.

Proposal to Establish Family Life Academy Charter School II

Attachment 03 – Enrollment

(a) Enrollment Plan

The following table summarizes student enrollment data for the first five years of FLACS-II’s operation.

Grades	Ages					
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
K	4-6*	50	50	50	50	50
1	5-8	50	50	50	50	50
2	6-9	-	50	50	50	50
3	7-10	-	-	50	50	50
4	8-11	-	-	-	50	50
5	9-12	-	-	-	-	50
Total Students		100	150	200	250	300
Classes Per Grade		2	2	2	2	2
Average Number of Students Per Class		25	25	25	25	25

* The proposed charter school will be open to all children otherwise eligible to attend who attain the age of five on or before December 31st of the year in which they first attend kindergarten.

(b) Enrollment Rationale

FLACS-II recognizes the need to provide students with strong foundational skills that will prepare them for rigorous high school and college programs. As such, it proposes to open this kindergarten through eighth grade school, starting with kindergarten and first grade in the 2012-2013 school year. By working with students as they first enter formal schooling, FLACS-II will provide a solid foundation of academic skills that will prepare students to be successful through the rest of their lives. Since early academic success is predictive of future student academic performance, the applicants have chosen to open the school with the youngest eligible students.

Proposal to Establish Family Life Academy Charter School II

However, FLACS-II will not only be an elementary school, but will include students in kindergarten through grade eight. FLACS-II believes that the middle school years are years of formative growth, both academically and socially, and that too many students lose interest in education during this time. Citywide students tend to enter a middle school slump in sixth grade in which student performance on standardized testing drops. In 2009-2010, the percent of students achieving at levels 3 and 4 citywide in ELA was 46.5% in grade 3, 45.6% in grade 4, 46.2% in grade 5, 40.1% in grade 6, 38.2% in grade 7 and 37.5% in grade 8. In 2009-2010, the percent of students achieving at levels 3 and 4 citywide in mathematics was 54.3% in grade 3, 58.4% in grade 4, 59.7% in grade 5, 53.0% in grade 6, 52.6% in grade 7 and 46.3% in grade 8.¹ The school will seek to maintain high levels of academic success throughout these middle school years, reversing the trends in the city and local district. FLACS-II recognizes that the high school opportunities for students in New York City include many rigorous, quality public, parochial, and private institutions. In educating kindergarten through eighth grade students, the school plans to ensure that students apply to and are accepted into quality high school programs that will best meet their individual talents and life aspirations.

The proposed charter's grade configuration aligns with that of its proposed location. Within School District 8 and its neighboring districts, there are a variety of school configurations. The majority of the schools are elementary schools (pre-kindergarten or kindergarten through fifth grade), middle schools (sixth through eighth grade), or high schools (ninth through twelfth grade). However, some schools enroll kindergarten through sixth grade, kindergarten through third grade, or fifth through eighth grade. There are also a few combined elementary/middle school programs, running from kindergarten to eighth grade and a few combined middle/high school programs, running from sixth grade to twelfth grade. Since high school admission and placement is a citywide, not a district-wide process, it is important to note that the majority of high school programs citywide begin in ninth grade, which fits in well with proposed end grade for this school.

FLACS-II plans to grow the school by one grade each year, adding a new class of kindergarten students every year after the initial year of the charter, and graduating students after they complete eighth grade. FLACS-II recognizes that there may be student attrition due to factors such as student relocation. Likewise, FLACS-II recognizes that student retention in a given grade level may create vacancies in the following grade level. FLACS-II intends to enroll additional students in kindergarten through fifth grade as student attrition occurs to better ensure that 25 students are enrolled in each class. Because the school plans to backfill these classes, if necessary, it does not anticipate major programmatic shifts or shifts in resource allocation due to student enrollment, other than those necessary to add a new grade level each year.

¹Accessed 2/5/2011 from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

Proposal to Establish Family Life Academy Charter School II

(c) Ultimate Enrollment Plan

By the 2019-2020 school year, Family Life Academy Charter School II will span kindergarten through grade eight. At that point, the school intends to serve 450 students.

(d) Collective Bargaining Waiver

Family Life Academy Charter School II will not enroll more than 250 students at any point during the first two years of operation and therefore is not subject to Education Law subdivision 2854(3)(b-1).

Attachment 04 – Community Need and Impact

a) Community Description

Community and School Demographics

FLACS II will recruit and draw its students primarily from the entire borough of the Bronx. However, the highest percentage of students will come from a one mile radius from the proposed school site, which is in Bronx Community District #1 and NYC Community School District #8.

The Bronx

The Bronx has 1,397,287 residents, or 7% of the total NYS population of 19,541,453. According to the 2009 American Community Survey, the racial breakdown of the Bronx is as follows:

Whites	10.8%	Native Americans	0.4%
Blacks or African Americans	30.8%	Asians	3.6%
Hispanics or Latinos	52.0%	Multiracial Individuals	3.0%

From 2000-2009, the Bronx experienced a population increase of 5%. This population growth largely has been due to new migration, particularly from Spanish speaking countries. According to the NYC Department of Health and Mental Hygiene, although the birthrate is down across the City, it is still high among teenagers in the Bronx – particularly among Hispanics. As it relates to the Black or African American population, the growth has come from migrations from the Caribbean and Africa, which adds to the population of English Language Learners. Indeed, the total percentage of foreign born persons living in the Bronx was 29%. In addition, 52% of the Bronx population reported a language other than English spoken at home.

In 1999, the per capita income in the Bronx was \$13,959, compared to \$23,389 statewide. In particular, this statistic is a good predictor of educational achievement. In 2008, this equated to 27.3% of the Bronx living below the poverty level, as compared to the rest of NYS at 13.7%.¹ In terms of education, 62% of Bronx residents over 25 had a high school diploma, as compared to 79% in the State. In addition, only 14.6% had a Bachelor's Degree, compared to 27.4% in the State. The Bronx has a very young population. Persons under 18 years accounted for 28% of the population, which is almost 6% higher than the rest of the State. Also, persons under the age of 5 accounted for 8% of the population, which is 1.7% higher than the rest of the State.

The Bronx Community District #1

According to the district office, Bronx Community District #1 is located in the southern portion of the Bronx, The boundaries of District 1 follow the Harlem River; East 149th Street; Park Avenue; East 159th Street; East 161st Street; Prospect Avenue; East 149th Street; and the East River. The neighborhoods served are Melrose (where FLACS-II would be located), Mott Haven, and Port Morris. The land use lot area of the district is 37,398,400 `square feet, covering 1,769.9 acres and 2.8 square miles. The land uses patterns consist of one and two family and multifamily residential properties, mixed residential commercial use, commercial, office, and industrial uses.

¹(Source U.S. Census Bureau: State and County Quick Facts. Data derived from Population Estimates, Census of Population and Housing, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Non-employer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report Last Revised: Thursday, 04-Nov-2010 12:54:01 EDT)

Proposal to Establish Family Life Academy Charter School II

The dominant ethnic themes in the district are Puerto Rican, Dominican and African American. Recent immigrants to the district include persons from Mexico, the Caribbean, West Africa, and Central America. The total percentage of foreign born persons living in the district is 27%. In addition, 52% of the Bronx population reported a language other than English spoken at home.

According to the 2000 Census, Bronx CD #1 has a total population of 82,159 people.

58,204	(70.8%)	Hispanic	420	(.5%)	Asian
21,272	(25.9%)	African-American	206	(.3%)	American Indian
1,097	(1.3%)	White	186	(.2%)	Other races

The district also has the following age breakdown:

31,921	(38.8%)	Under 19 years old—[17,146 (20.9%) are 5 to 14 years old]
6,570	(8.0%)	20 to 24 years old
22,797	(27.7%)	25 to 44 years old
14,595	(17.8%)	45 to 64 years old
6,276	(7.6%)	Over 65 years old

NYC Community School District #8

CSD #8 is a racially mixed district in the southeast corner of the Bronx, and includes the communities of Throggs Neck, Country Club, Westchester Square, Unionport, Soundview, Castle Hill, Hunts Point, and portions of Crotona Park, Morrisania, Clason Point, and West Farms. Its western edge includes some of the poorest neighborhoods in the city, such as Hunts Point. Its eastern and northern edge include more suburban settings, such as Throggs Neck and Soundview, which include a mix of modest single-family homes, low-income housing projects, and expensive condominiums.

Given this diversity, the racial composition is different from Bronx CD #1, which is squarely in the western and thus the poorest neighborhoods. Hence, Hispanics make up 35% of the population; African Americans are 47%; Asians are 8%, and whites are 5%. The fastest growing populations are Honduran, West African, and East Asians. Also, 27% of the population speaks a language other than English in the home.

Data from 2005² indicate that CSD #8 served a total of 33,929 students, with 850 pre-K students; 30,098 K-12 students, and 2,981 ungraded students in 21 elementary, 12 middle or intermediate, and 12 high schools. Of the students enrolled, 7% were White, 29% were African American, 60% were Hispanic, and 4% were Asian, Pacific Islander, Alaskan Native, or Native American. The school enrollment figures compared to the general population of the Bronx shows that the district is serving a significantly higher percentage of Hispanic and White students, and a lower percentage of African American and Asian students. Data from 2002-2005 indicate that the 83% of the students were eligible for free or reduced-price lunch. District data also indicate that the percentage of Limited-English-proficient students was 12% over the same period. The percentage of special education students enrolled during these years was consistent at 15%.

² Learning Point Associates. New York State Education Department Audit of the Written, Taught, and Tested Curriculum: Community School District 8 Final Report. Naperville, IL 2007. p. 2.

Proposal to Establish Family Life Academy Charter School II

The following is an overview of New York City Geographic District # 8, as compared to NYS:

	Community District # 8	New York State
# of Schools	52 (1.2% of state total)	4,497
# of Students	32,309 (1.2% of state total)	2,737,687
# of Teachers	2,212 (1.1% of state total)	199,240
Student / Teachers Ratio	15:1 Teacher	14:1 Teacher
# of Male Students	16,375	1,393,870
% Male Students	50.7%	50.9%
# of Female Students	15,934	1,343,817
% Female Students	49.3%	49.1%

Students by Ethnicity	Community District # 8	New York State
# of American Indian Students	138	13,335
% American Indian Students	0.4%	0.5%
# of Asian Students	1,336	202,718
% Asian Students	4.1%	7.4%
# of Hispanic Students	19,997	570,444
% Hispanic Students	61.9%	20.8%
# of Black Students	8,862	526,024
% Black Students	27.4%	19.2%
# of White Students	1,976	1,419,693
% White Students	6%	52%
# of Other Students	-	5,473
% of Other Students	-	-

Proposal to Establish Family Life Academy Charter School II

Students by Grade	Community District # 8	New York State
# of Students in Pre-Kindergarten:	939	48,230
# of Students in Kindergarten:	1,802	184,695
# of Students in 1st Grade:	2,159	196,541
# of Students in 2nd Grade:	2,148	196,094
# of Students in 3rd Grade:	1,978	191,097
# of Students in 4th Grade:	1,991	191,591
# of Students in 5th Grade:	1,987	191,938
# of Students in 6th Grade:	1,905	195,442
# of Students in 7th Grade:	2,018	202,922
# of Students in 8th Grade:	1,996	204,706
# of Students in 9th Grade:	3,645	241,351
# of Students in 10th Grade:	2,644	228,905
# of Students in 11th Grade:	1,702	193,646
# of Students in 12th Grade:	1,429	185,321
# of Ungraded Students:	3,966	85,208

Rationale for Selecting the Melrose Community

Based on the community reality (namely, the Bronx, Bronx CD #1, and NYC CSD #8), we at FLACS believe that the demand for more and better K-8 schools will only increase, and the need will be sustained for decades to come. Given our commitment to ELL’s, we find it remarkable that there are few elementary or middle schools in the Bronx and New York City that specifically bring students whose first language is not English up to par—much less to excel. This has compelled us to replicate our school, given that we have had measured and steady success in increasing language arts, mathematics and science skills among a similar population in the Highbridge section of the Bronx. To us, FLACS-II will immediately start impacting the most vulnerable in the surrounding area, and the most adaptable of the population—the 6% of five-year olds that would be registered in Kindergarten.

In selecting the Melrose section of the Bronx as the site for FLACS-II, we looked at several factors. First, at FLACS, which is west of the FLACS-II site in CSD #9, we received nearly 100 applications from residents of CSD’s #7 and #8 between 2009 and 2011; in fact, FLACS

Proposal to Establish Family Life Academy Charter School II

currently has 18 enrolled students from CSD's #7 and #8. The parents of children on FLACS's waiting list from the FLACS-II neighborhood regularly approach FLACS staff with hopes of learning of an opening for enrollment. They also affirm their willingness to travel any distance, emphasizing the following characteristics of FLACS that they want simulated in other schools: safety, opportunity for parent participation, available services for children with special needs, English as a Second Language instruction, intervention programs that begin in early childhood, and guidance counseling for high school exams, applications, and selection.

Second, we originally sought to replicate in CSD #9, as the number of applications submitted by parents to FLACS continuously outnumbers the space available to enroll students (400 requests for 29 available seats). However, there was a lack of appropriate and affordable real estate for immediate start up and expansion purposes. Real estate is scarce and at a premium even in the Bronx, particularly in the southwest Bronx, which is so close to Yankee Stadium and its surrounding redevelopment. This was no small consideration when making our choice to look elsewhere in the Bronx. As a result, LPAC, the community sponsor has a long-standing relationship with Bronx Spanish Evangelical Church.

We selected Bronx Spanish Evangelical Church because it is committed to public education, and shares our concern for the access to quality education for ELL's and children with special educational needs. It also has the appropriate and affordable space to launch a K-8 school on its premises. In preparation for this application, we met with church leaders and members, and hosted a community forum at the church and a local soup kitchen, to give community members the opportunity to ask us questions and share their vision for a school in the community. Consistently, the church and community members echoed the sentiments of the area parents who have or seek to have their children at FLACS. In particular, they were happy to learn that we would provide a space for children who spoke a language other than English in their homes, or whose first language was not English.

Third, considering the local and national criticism directed at charter schools, namely that charter schools do not serve English Language Learners, we believe that FLACS-II is in line with the priority in New York State to work with this population. Given the similarity of the surrounding community of FLACS-II, and a similar student pool, we saw the potential to bring our successful methodology to the Melrose section of the Bronx. This would enable us to continue our partnership between the Charter Schools Institute and FLACS, which has proven to be a successful collaboration for the Highbridge and CSD #9 community.

Local Public Schools and Grade Configurations

The grade configuration of FLACS-II aligns with that of its proposed location. Within CSD #8, and the neighboring CSD #7, there are 52 schools within a mile of the proposed site. These schools have a variety of school configurations.

- 19 Elementary Schools (4 charter schools)
 - 01 is K-2 (1 charter)
 - 01 is K-3 (1 charter)
 - 15 are K-5 (1 charter)
 - 01 is K-6 (1 charter)
 - 01 is 4-5

Proposal to Establish Family Life Academy Charter School II

- 11 Elementary/Middle Schools
 - 10 are K-8 (7 private schools)
 - 01 is K-9 (Bilingual school)
- 8 Middle Schools
 - 08 are 6-8th grade
- 1 Middle/High School
 - 01 are 6-12th grade
- 13 High Schools (High school admission and placement is a city-wide, not a district-wide process. Most high school programs begin in ninth grade, which fits in well with proposed end grade for this school.)
 - 13 are 9-12th grade (1 charter)

Existing Educational Options

As FLACS-II will take in students primarily in Kindergarten, the K-8 elementary/middle school will provide existing educational options to the elementary school population. By working with students as they first enter formal schooling, FLACS-II will provide a solid foundation of academic skills that will prepare students to be successful through the rest of their lives. Since early academic success is predictive of future student academic performance, the applicants have chosen to open the school with the youngest eligible students. FLACS-II also will take provide an educational option to the siblings of students when spaces open through the 8th grade. We recognize that there may be student attrition due to factors such as student relocation. Likewise, we recognize that student retention in a given grade level may create vacancies in the following grade level. Thus, we intend to enroll additional students in kindergarten through fifth grade as student attrition occurs so that 25 students are enrolled in each class.

In considering the educational options for local children, the following is a review of test scores for select schools located within one (1) mile of the FLACS-II proposed site:

PS 130 Abram Steven Hewitt (K-5th) (2010 figures)

- 3rd grade English Language Arts 21% met standard (38% CSD #8, and 55% NYS)
- 3rd grade Mathematics 29% met standard (46% CSD #8, and 59% NYS)
- 4th grade Science 57% met standard (82% CSD #8, and 89% NYS)
- 5th grade Social Studies 77% met standard (77% CSD #8, and 86% NYS)

PS 75 (K-5th) (2010 figures)

- 3rd grade English Language Arts 28% met standard (38% CSD #8, and 55% NYS)
- 3rd grade Mathematics 44% met standard (46% CSD #8, and 59% NYS)
- 4th grade Science 83% met standard (82% CSD #8, and 89% NYS)
- 5th grade Social Studies 75% met standard (77% CSD #8, and 86% NYS)

Bronx Lighthouse Charter School (K-6th) (2009 figures)

- 3rd grade English Language Arts 69% met standard (66% CSD #8, and 76% NYS)
- 3rd grade Mathematics 94% met standard (91% CSD #8, and 93% NYS)

Proposal to Establish Family Life Academy Charter School II

- 4th grade Science 62% met standard (82% CSD #8, and 88% NYS)
- 5th grade Social Studies 71% met standard (77% CSD #8, and 86% NYS)

Bronx Charter School for the Arts (K-6th) (2010 figures)

- 3rd grade English Language Arts 42% met standard (38% CSD #8, and 55% NYS)
- 3rd grade Mathematics 71% met standard (46% CSD #8, and 59% NYS)
- 4th grade Science 81% met standard (82% CSD #8, and 89% NYS)
- 5th grade Social Studies 68% met standard (77% CSD #8, and 86% NYS)

PS 29 Melrose School (K-8th grade) (2010 figures)

- 3rd grade English Language Arts 34% met standard (31% CSD #8, and 55% NYS)
- 3rd grade Mathematics 54% met standard (36% CSD #8, and 59% NYS)
- 4th grade Science 67% met standard (71% CSD #8, and 89% NYS)
- 5th grade Social Studies 49% met standard (61 CSD #8, and 86% NYS)
- 7th grade English Language Arts 10% met standard (17% CSD #8, and 50% NYS)
- 7th grade Mathematics 36% met standard (37% CSD #8, and 62% NYS)
- 8th grade Science 17% met standard (33% CSD #8, and 71% NYS)
- 8th grade Social Studies 9% met standard (28% CSD #8, and 69% NYS)

PS/Middle School 31 William L. Garrison (K-8th grade) (2010 figures)

- 3rd grade English Language Arts 41% met standard (31% CSD #8, and 55% NYS)
- 3rd grade Mathematics 39% met standard (36% CSD #8, and 59% NYS)
- 4th grade Science 88% met standard (71% CSD #8, and 89% NYS)
- 5th grade Social Studies 56% met standard (61 CSD #8, and 86% NYS)
- 7th grade English Language Arts 18% met standard (17% CSD #8, and 50% NYS)
- 7th grade Mathematics 42% met standard (37% CSD #8, and 62% NYS)
- 8th grade Science 38% met standard (33% CSD #8, and 71% NYS)
- 8th grade Social Studies 37% met standard (28 CSD #8, and 69% NYS)

PS 25 Bilingual School (K-9th grade) (2010 figures)

- 3rd grade English Language Arts 41% met standard (31% CSD #8, and 55% NYS)
- 3rd grade Mathematics 34% met standard (36% CSD #8, and 59% NYS)
- 4th grade Science 90% met standard (71% CSD #8, and 89% NYS)
- 5th grade Social Studies 87% met standard (61 CSD #8, and 86% NYS)
- 7th grade English Language Arts 23% met standard (26% CSD #8, and 58% NYS) (2007)
- 7th grade Mathematics 30% met standard (34% CSD #8, and 66% NYS) (2007)
- 8th grade Science 57% met standard (29% CSD #8, and 71% NYS) (2008)
- 8th grade Social Studies 47% met standard (19 CSD #8, and 63% NYS) (2008)

Middle School 302 Luisa Dessus Cruz (6-8th grade) (2010 figures)

- 6th grade English Language Arts 19% met standard (29% CSD #8, and 54% NYS)
- 6th grade Mathematics 36% met standard (42% CSD #8, and 61% NYS)
- 8th grade Science 31% met standard (42% CSD #8, and 71% NYS)
- 8th grade Social Studies 27% met standard (34 CSD #8, and 69% NYS)

Proposal to Establish Family Life Academy Charter School II

Banana Kelly High School (9-12th grade) (2010 figures)

- English 43% met standard (40% CSD #8, and 61% NYS)
- Mathematics A 69% met standard (51% CSD #8, and 61% NYS)
- Earth Science 25% met standard (45% CSD #8, and 74% NYS)
- US History 39% met standard (60% CSD #8, and 83% NYS)

Foreign Language Academy of Global Studies (9-12th grade) (2010 figures)

- English 57% met standard (67% CSD #8, and 83% NYS)
- Mathematics A 69% met standard (51% CSD #8, and 61% NYS) (2009)
- Earth Science 41% met standard (57% CSD #8, and 74% NYS)
- US History 3579% met standard (60% CSD #8, and 83% NYS)

As you can see, in most cases, the area schools are performing significantly below the NYS test results, and even CSD #8 results. In most cases, the difference ranges from 15-30 percentage points as compared to state results. This is in stark contrast to our experience FLACS in CSD #9, which consistently outscored the other district schools by similar margins. Given that we will be employing an enhanced version of the FLACS curriculum, we anticipate achieving comparable if not higher results than the state.

These breakthrough achievements are even more significant when you consider that the student population reflective of FLACS's student body has historically failed in traditional public schools, particularly English Language Learners. For example, on the 2010 statewide standardized exams, FLACS students, on average, scored 16 and 19 percentage points better on the English Language Arts and Math tests, respectively, than their counterparts in the traditional public schools of the local district. Its sixth graders also, on average, outperformed all other New York State sixth graders on the Math exam.

b) Target Population

FLACS-II will serve all children from the targeted community, knowing that demographically the stream of applicants will reflect the local population, which is largely immigrant with English as a second language, poor to working class, Latino, African American, immigrant Blacks. FLACS-II will work with students who are at risk of academic failure. Since selection is per lottery, we expect the student body to very closely reflect the demographics of the community.

The Melrose section of the Bronx is one the borough's neediest communities, which has high demand for alternative public schools. FLACS, which is located in CSD #9, has similar demographics to those in CSD #8, where FLACS-II would be located. Given the similarities of the two communities, we expect the student needs to be similar between FLACS-II and FLACS. Thus, we would be able to achieve comparable success. The percentage of students of low socio-economic status is similar, with 90% of students in District 9 receiving free-or reduced-price lunch and 85% in District 8. Both districts have a substantial population of ELL students, with 24% of students in District 9 classified as ELLs and 12% in District 8. The ethnic composition of the two districts also is similar (*Table 1*):

Proposal to Establish Family Life Academy Charter School II

Table 1: Ethnic Composition of Districts 8 and 9

	District 8	District 9
Black	34%	27%
Latino	64%	62%
Caucasian	1%	6%
Asian or Pacific Islander	1%	4%

In 2009-2010, the percent of students achieving at levels 3 and 4 citywide in mathematics was 54.3% in grade 3, 58.4% in grade 4, 59.7% in grade 5, 53.0% in grade 6, 52.6% in grade 7 and 46.3% in grade 8.³ The school seeks to maintain high levels of academic success throughout the middle school years, reversing the trends in the city and local district. In terms of the middle school years, too many students are turned off education during this time. Citywide, students tend to enter a middle school slump in sixth grade in which student performance on standardized testing drops. In 2009-2010, the percent of students achieving at levels 3 and 4 citywide in ELA was 46.5% in grade 3, 45.6% in grade 4, 46.2% in grade 5, 40.1% in grade 6, 38.2% in grade 7 and 37.5% in grade 8.

FLACS-II will emphasize English Language Learners (ELL's), who have one of the lowest academic achievement and graduation rates for a student sub-population. Only 40% of ELL's who enrolled in NYC high schools in 2005 graduated in June 2009.⁴ Given the high number of ELL's in the Melrose section of the Bronx and the high percentage of K-8 grade children, we expect this need to increase—a population growth fueled principally by immigration. In fact, the number of school-aged children in the Bronx is expected to increase to a point where the borough will have the highest percentage of school-aged children of all of the other boroughs.⁵

c) Need for the Proposed Charter School

The Melrose section of the Bronx needs FLACS-II for the following reasons:

- Growing population in the area
- High rate of teen births, which reduces the prospects for upward mobility and higher education
- High number of residents reporting a language other than English spoken at home, which increases the need for English Language Learner education

Overall, the academic performance of students in Community District 8 leaves room for improvement. The following charts summarize the performance of Community District 8 on the NYS assessments relative to New York City and New York State over the last three years. As you can see, there is a gap between the performance of students in District 8 and the performance of students in the rest of the city and state. FLACS-II intends to eliminate this gap, surpassing the performance of the city and state.

³ Accessed 2/5/11 from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

⁴ New York City Department of Education, Graduation Results 4 Year Outcomes, Cohorts of 2001-2005, New York State Calculation Method by English Language Proficiency. Accessed January 24, 2011.

⁵ "New York City Population Projections by Age/Sex & Borough 2000-2030." The City of New York. Department of City Planning. December 2006. Accessed January 24, 2011.

Proposal to Establish Family Life Academy Charter School II

Table 2: Percent of students (3rd through 8th grade) achieving a Level 3 or 4 on the New York State ELA Assessment⁶

	District 8	New York City	New York State
2009-2010	32.4%	42.4%	53.2%
2008-2009	63.0%	68.8%	77.4%
2007-2008	49.8%	57.6%	68.5%

Table 3: Percent of students (3rd through 8th grade) achieving a Level 3 or 4 on the New York State Mathematics Assessment⁷

	District 8	New York City	New York State
2009-2010	45.0%	54.0%	61.0%
2008-2009	75.7%	81.8%	86.4%
2007-2008	67.1%	74.3%	80.7%

A further analysis of the ELA and mathematics data indicates a trend in District 8 in which students lose proficiency as they proceed through the grades. Middle school student proficiency leaves room for improvement. This is summarized in table

Table 4: Percent of District 8 students per grade achieving a Level 3 or 4 on the New York State English Language Arts and Mathematics Assessment in 2009-2010.

	ELA	Math
3rd Grade	38.6%	46.1%
4th Grade	36.2%	53.1%
5th Grade	38.0%	54.6%
6th Grade	29.3%	41.9%

⁶Retrieved on 2/14/2011 from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> and <http://www.p12.nysed.gov/irs/pressRelease/20100728/home.html>

⁷Retrieved on 2/14/2011 from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> and <http://www.p12.nysed.gov/irs/pressRelease/20100728/home.html>

Proposal to Establish Family Life Academy Charter School II

7th Grade	25.7%	41.6%
8th Grade	26.6%	32.6%

In addition, there is a gap in the level of achievement of English language learners in District 8 with their English proficient peers in both English Language Arts and Mathematics, as indicted in *Table 5*. In 2009-2010, only 9.4% of English language learners were proficient or advanced in English language arts, and only 22.7% were proficient or advanced in Mathematics. This is a large motivation for the school, as it plans in part to focus on the achievement of English language learners.

Table 5: Percent of District 8 (grades 3 - 8) students achieving a Level 3 or 4 on the New York State English Language Arts and Mathematics Assessment in 2009, by English proficiency.

	ELLs	English Proficient
ELA	9.4%	35.4%
Math	22.7%	48.3%

Within one (1) mile of the proposed FLACS-II site, there are five (5) charter schools.

Four (4) are elementary schools:

- *Carl C. Icahn South Bronx Charter School—K-2*
The South Bronx charter school will employ the Core Knowledge Program to provide students with a broad foundation in social studies and literacy. The school model stresses individualized instruction. In addition to small classes and an extended year running into mid-July, it also offers "targeted assistance" to students who need it and Saturday instruction.
- *Bronx Lighthouse Charter School—K-6*
Bronx Lighthouse Charter School, opened its doors in September 2004 to 128 students. In the first five years, LHA has developed, opened and is operating public charter schools in four states and the District of Columbia. Bronx Lighthouse prepares students for college through a rigorous arts-infused program. It outperformed the local districts in reading and mathematics based on proficiency rates on state assessment results.
- *South Bronx Classical Charter School—K-3*
SBCCS prepares K-5th grade students in the South Bronx to excel in college preparatory middle schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.
- *Bronx Charter School for Children—K-5*
BCSC provides a rigorous academic curriculum supplemented with opportunities for enrichment, academic challenge and support to all students. The school values the integration of literacy and math skills with all other content areas, and encourages active inquiry. It also

Proposal to Establish Family Life Academy Charter School II

emphasizes the highest standards and levels of achievement, promote positive leadership and healthy choices, and develop resourceful, responsible, and thoughtful citizens of tomorrow.

One (1) is a high school:

- *Green Dot NY Charter School—9th grade (to date)*
Green Dot's school model is focused on its mission to prepare students for college, leadership and life. There are two main components of Green Dot's school model, the Six Tenets of High-Performing Schools and Recommended Practices. The Six Tenets are a set of six core principles which all Green Dot schools must follow.

FLACS-II, in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-II seeks to establish an orderly, nurturing, dynamic, and safe environment in which learning is engaging, meaningful, and joyful in preparing students to attend and successfully complete high school and college.

A unique feature of FLACS-II is its deliberate emphasis on the instruction of English Language Learners (ELL). FLACS-II will implement a research-based model, of its own design, the Sheltered English Immersion Model, borrowed from the initial FLACS. The model is a customized program that draws on and combines the best aspects of other programs developed for ELL students such as "Specially Designed Academic Instruction in English" and "English for Students of Other Languages." Instructional strategies for ELL students are also derived from English proficiency measures stipulated by the New York State English as a Second Language Achievement Test.

In addition, the Latino Pastoral Action Center (LPAC), FLACS-II's community sponsor plans to offer students and their families after school programs, mentoring, adult education, and workshops for parents on family related issues. Through LPAC's programs, children (K-8) become holistic child servant leaders, who are:

- Effective leaders with strong moral character
- Peace makers
- Literate (effective communicators),
- Successful in school and/or their job
- Physically fit, arts-oriented, and nutritionally responsible
- Engaged family members
- Active community members
- Mentors

In the process, the children:

- Help to improve the social fabric of the society.
- Develop their personal skills, work with groups, and collaborate on personal and social transformation initiatives.
- Strengthen their gifts and talent, and act on their personal calling.
- Reconcile their individual and collective relationships throughout their lives.
- Exert love, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Proposal to Establish Family Life Academy Charter School II

d) Programmatic Impact

Like FLACS, FLACS-II will seek collaborations with like-minded schools. Thus, FLACS-II will impact the surrounding schools by meeting its high standard goals. Professional development for staff and enriching programs for students will be the norm. Parent involvement that has proven to make a great difference in student performance and school excellence will be promoted. As FLACS-II develops best practices, it will share these with the surrounding elementary and middle schools. It will offer the surrounding schools opportunities for collaborative professional development. It also will share tested educational strategies targeting ELL's and special needs students with the surrounding schools, based on the success at FLACS.

As students from FLACS-II graduate at the completion of the 8th grade, we will connect with the 13 area high schools that are within one (1) mile of the proposed site to ensure continuity for our graduating students. We will review the curriculum and practices of these high schools, and will pass this information to parents and students. We will guide the students in understanding the academic and extra-curricular opportunities for our graduating students. Of course, high schools in New York City are not zoned. Thus, our graduating students are eligible to apply and be accepted to other high schools outside of the local community. In those cases, we will work with the students and their parents to ensure a smooth transition to the school's curricular demands.

There are local 19 elementary schools, including four (4) charter elementary schools.

- 01 is K-2 (1 charter)
- 01 is K-3
- 15 are K-5 (1 charter)
- 01 is K-6 (1 charter)
- 01 is 4-5

In CSD #8, the following is the student enrollment per grade:

Kindergarten:	1,802	5 th Grade:	1,987
1 st Grade:	2,159	6 th Grade:	1,905
2 nd Grade:	2,148	7 th Grade:	2,018
3 rd Grade:	1,978	8 th Grade:	1,996
4 th Grade:	1,991		

All told, FLACS-II will have a total 450 students in its nine (9) grades, K-8. There will be 50 students per grade, 2 classes per grade and 25 per class. This represents 2.4-2.8% of the students in each grade within the district.

In terms of enrollment through the schools, the students who enter the six area charter schools are selected through a lottery. Students from the local community are given priority, and each school gives weight based on its specific criteria. For the students who attend the non-charter public schools, they are required to attend their zoned local school within their assigned district, which is based on their address. Students are not allowed to attend non-zoned schools.

Proposal to Establish Family Life Academy Charter School II

e) Five Percent Districts

FLACS-II will be located in New York City's Community School District #8, which is not a five percent district. Thus, we do not need to obtain school district approval.

Proposal to Establish Family Life Academy Charter School II

Attachment 04 – School District Approval

FLACS-II will be located in New York City’s Community School District #8, which is not a five percent district. Thus, we do not need to obtain school district approval.

But in the spirit of best interest for our students, families and community we will begin to cultivate a relationship with School District #8 and some of our surrounding schools as we develop through the years.

Latino Pastoral Action Center, Inc.

Urban Ministry Complex • 14 West 170th Street • Bronx, NY 10452-3227

Tel: (718) 681-2361 • Fax: (718) 681-2361

January 31, 2011

Charter Schools Institute
Albany Office of the Institute
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

We, the applicants for a proposed new charter school, are respectfully submitting a Letter of Intent with evidence of required community outreach. We intend to open a new charter school based on the Family Life Academy Charter School (FLACS) model, a kindergarten through eighth grade charter school opened in 2001 in the Bronx. We selected FLACS as a model due to its breakthrough achievements with a student population that has historically failed in traditional public schools, specifically English Language Learners. On the 2010 statewide standardized exams, FLACS students, on average, scored 16 and 19 percentage points better on the English Language Arts and Math tests, respectively, than their counterparts in the traditional public schools of the local district. Its sixth graders also, on average, outperformed all other New York State sixth graders on the Math exam. FLACS and the proposed location for FLACS-II are located in the same congressional district, NY-16: District NY-16 also happens to be the poorest congressional district in the nation and has one of the highest rates of adults lacking a high school diploma, a General Education Development degree, or a Bachelor's degree. The children who will populate FLACS-II mirror the population of FLACS students. The applicants are confident that the school model and management will produce successes on the same scale and greater than that of the initial FLACS.

The Letter of Intent indicates the contact information for the applicants, information specific to the location and description of the proposed new charter school, and evidence of community outreach. Feel free to contact us with any questions.

I. Letter of Intent

Name and Contact Information of the Applicants

- Renee Willemsen-Goode
 - Business: Family Life Academy Charter School
14 West 170th Street
Bronx, NY 10452

- Home:

- Marilyn Calo
 - Business: Family Life Academy Charter School
14 West 170th Street
Bronx, NY 10452
[REDACTED]
 - Home: [REDACTED]
Bronx, NY 10469
[REDACTED]

Proposed School Name

- Family Life Academy Charter School-II

Proposed School Location

- 800 East 156th Street, Bronx, NY 10455- 1729
- New York City Community School District: 8
- New York City Council District: 17
- New York State Assembly District: 84
- New York State Senate District: 32
- U.S. Congressional District: NY-16

Planned Grades and Enrollment in the 1st Year of Operations

- Grades: Kindergarten and First Grades
- Enrollment: 100 students
- 2 classes per grade; 25 students maximum per class

Planned Grades and Enrollment by the 5th Year of Operations

- Grades: Kindergarten through Fifth Grades
- Enrollment: 300

School Description

FLACS-II will open in September 2012 in Community School District 8 as a kindergarten through eighth grade school with the following mission:

The Family Life Academy Charter School-II (FLACS-II), in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-II seeks to establish an orderly, nurturing, dynamic, and safe environment in which learning is engaging, meaningful, and joyful in preparing students to attend and successfully complete high school and college.

FLACS-II will duplicate many of the elements of the original FLACS opened in 2001 in Community School District 9 while introducing new features. Duplicated elements for curriculum include: Literacy Instruction Embedded in all Subject Areas, Extended School Day, and Early Intervention. Replicated factors for instructional style consist of: Assessment and Accountability, Differentiation of Instruction, Professional Development, Professional Learning Community model emphasizing collaborative team

Replication Information

- Family Life Academy Charter School
14 West 170th Street, Bronx, NY 10452
- New York City Community School District 9
- FLACS is located in a school district whose middle schools are among the lowest performing in the city; the local high school graduation rates are consistently below the city's average; and nearly half the adult population does not hold a high school diploma or its equivalent. However, FLACS students are transcending the historical circumstances of their community to such an extent that in 2008, the New York State Education Department honored FLACS with the label of "High Performing and Gap Closing School."

II. Evidence of Community Outreach

FLACS-II is eager to service the children and families of Community School District 8. However, sincere community outreach efforts must transpire if the school's intended audience is to seize upon the educational opportunity made available by FLACS-II. The applicants of FLACS-II offer the following information as evidence of its community outreach endeavors:

1. The community was informed of the proposed school in a timely fashion.

The founding team of FLACS-II issued a press release on January 25, 2011. Please see Attachment 1 for press release. The press release informed the public that an application to open a charter school in the Melrose section of the Bronx was submitted to the SUNY Trustees. Furthermore, the press release specifies- at no exclusion to other applicants- the targeted population for the school, English Language Learners, the intended grades, kindergarten through middle school, and academic design. The press release was forwarded to the following on-line, print, and radio outlets:

- Univision- Channel 41 News
- New York Daily News
- Riverdale Press
- Bronx Net
- Bronx Channel 12 News
- Bronx Public Access Channel
- Puerto Rican Sun
- New York City Channel 1
- WCBS 880 AM
- El Diario La Presna
- 1010 WINS AM
- WLIB Public Radio
- Radio Wado

FLACS-II founding team members also petitioned for support from local elected officials in the Melrose section of the Bronx. FLACS-II team members met with New York State Senator Ruben Diaz, the representative for New York State District 32 where FLACS-II will be located. The purpose of the meeting was to inform Senator Diaz about the applicants' intentions to open a charter school in the district and to ask for assistance in publicizing the opening to the community. FLACS-II applicants also met with the Bronx Borough President Ruben Diaz Jr. for the same purpose. Both elected officials produced letters that express their support for the opening of a new charter school- see Attachment 2. Founding team members also appealed United Bronx Parents, a non-profit community-based

planning, and Data Driven Planning. Reproduced elements for management and culture involve: Strong Leadership consisting of an instructional team, principal, and Board of Directors, Instruction of ethical values in a nurturing and disciplined environment, and Family Participation. Another core element for FLACS-II is High School Preparation. In congressional district NY-16, over 90% of the population 25 years and older does not hold a Bachelor's Degree and only 42% has earned a high school diploma and some college experience.¹ The applicants believe that rigorous preparation for and access to top college preparatory high schools will transform the lives of our students and their families. From the onset, FLACS-II will drive in the message to students and their families the importance of attaining degrees of higher learning and the potential impact of such an accomplishment can have on their lives. The curriculum and school culture will embody the standards essential for acceptance into and success in top performing high schools that pave the road to college.

A unique feature of FLACS-II is its deliberate emphasis on the instruction of English Language Learners (ELL). ELL students have one of the lowest academic achievement and graduation rates for a student sub-population. Only 40% of the ELL students that enrolled in New York City high schools in 2005 graduated in June 2009.² It is safe to predict that instruction specific to ELL needs will only increase as New York City's population is projected to swell in the decades to come- a population growth fueled principally by immigration. Furthermore, the Bronx borough's population of school-aged children is expected to increase to a point where the Bronx will have the highest percentage of school-aged children of all of the other boroughs.³ Therefore, FLACS-II will implement a research-based model, of its own design, the Sheltered English Immersion Model, borrowed from the initial FLACS. The model is a customized program that draws on and combines the best aspects of other programs developed for ELL students such as "Specially Designed Academic Instruction in English" and "English for Students of Other Languages." Instructional strategies for ELL students are also derived from English proficiency measures stipulated by the New York State English as a Second Language Achievement Test. The Sheltered English Immersion Model at the original FLACS has produced outstanding and prolonged results such as students that entered FLACS as ELL testing as English language proficient within 3-5 years of enrollment. In 2010, FLACS was the lead applicant of a consortium of 13 other charter schools for Title III funds of the No Child Left Behind Act. The principals and English as a Second Language instructional team members visit FLACS to observe instruction for ELL students and learn about the curriculum design and special programs for ELL practiced at FLACS.

Proposed Management and/or Partner Organization

- Community Sponsor: Latino Pastoral Action Center
- The Latino Pastoral Action Center (LPAC), located at 14 West 170th Street, Bronx, NY 10452, is a faith-based community organization whose work includes leadership development for other faith-based organizations and after-school academic, recreational, and culture activities for the community's youth. LPAC was the chief applicant behind the establishment of the primary FLACS in 2001. Through LPAC, FLACS is able to offer students and their families after school programs, mentoring, adult education, and workshops for parents on family related issues. LPAC will be extending its services to the families and students of FLACS-II.

¹ 2009 American Community Survey 1-Year Estimates, Congressional District 16, New York (111th Congress), Educational Attainment. Accessed January 24, 2011.

² New York City Department of Education, Graduation Results 4 Year Outcomes, Cohorts of 2001-2005, New York State Calculation Method by English Language Proficiency. Accessed January 24, 2011.

³ "New York City Population Projections by Age/Sex & Borough 2000-2030." The City of New York. Department of City Planning. December 2006. Accessed January 24, 2011.

organization incorporated in 1966 to advocate for educational reform in the Bronx. Attachment 3 is a support letter from United Bronx Parents.

The proposed location of FLACS-II is property owned by the Bronx Spanish Evangelical Church. The organization's board of directors completely supports the opening of FLACS-II as evidenced by its letter of support (see Attachment 4). The board of directors has reached out to the community by providing opportunities for a community input during services and advertising the opening of FLACS-II to its soup kitchen and pantry clients frequented by community families. As a sign of endorsement, community members collected signatures between January 25 and January 31 (see Attachment 5).

2. The community had meaningful opportunities for input.

The press release listed communication tools that stakeholders could utilize to convey their comments, questions, and concerns to the applicants. The tools included an e-mail address, phone number, and fax number (see Attachment 1). The FLACS-II founding team members responded to all comments within 24 hours. On January 30, the founding team of FLACS-II hosted a community meeting at the Bronx Spanish Evangelical Church to give community members the opportunity to ask questions, express concerns, and voice ideas to the applicants of the school. (see attachment 6)

3. There was a thoughtful process for considering community feedback and incorporating it into the final proposal.

The idea to replicate FLACS-II was born out of the continued demand for alternative public schools in the neediest communities. The number of applications submitted by parents to the initial FLACS continuously outnumbers the space available to enroll students. Furthermore, between 2009 and 2011, FLACS received nearly 100 applications from residents of Community School Districts 7 and 8; and FLACS currently has 18 enrolled students from Community School Districts 7 and 8. Parents of children listed on FLACS's waiting list regularly approach staff at FLACS with hopes of an opening for enrollment and are willing to travel any distance. They are eager to have their children attend FLACS; and they emphasize the following characteristics of FLACS that they want simulated in other schools: safety, opportunity for parent participation, available services for children with special needs, English as a Second Language instruction, intervention programs that begin in early childhood, and guidance counseling for high school exams, applications, and selection. As we design the program for FLACS-II, we reflect on the comments and input made by parents who hope for an opportunity for their children to attend a school resembling FLACS. Furthermore, as abovementioned, on January 30, the applicants of FLACS-II hosted a community forum at the Bronx Spanish Evangelical Church to give community members the opportunity to ask questions to the applicants of the school.

Considering the local and national criticism directed at charter schools, explicitly that charter schools do not serve English Language Learners, we believe that FLACS-II is in line with the priority in New York State to work with this population. The approval of FLACS-II would continue the partnership between the Charter School Institute and the initial FLACS which has proven to be a successful collaboration with the target population.

Sincerely,


Renee Willemssen-Goode


Marilyn Calo

Proposal to Establish Family Life Academy Charter School II

Attachment 05 - Partner Organization

Name of the Organization

Latino Pastoral Action Center (LPAC)

Description of the nature and purpose of the proposed school's relationship with the organization

The Latino Pastoral Action Center (LPAC) will be the sole partner organization of FLACS II. LPAC is the founder and visionary of FLACS, a successful charter school in the Bronx. LPAC now plans to expand its mission by replicating FLACS in the same spirit of promoting academic excellence for the poor, disenfranchised and otherwise at-risk minority population. As a result, LPAC will be the community sponsor of FLACS II. It also will acquire the necessary real estate and enter into a landlord/tenant agreement with the Bronx Spanish Evangelical Church.

Description of the process and criteria used to select the partner organization, including other organizations considered

FLACS II did not consider other organizations with which to partner beyond LPAC. Inspired by the success of FLACS, LPAC is submitting the application for FLACS II as its community sponsor.

Proof of the legal status of the organization and whether or not the organization has authority to do business in New York

See attached Certificate of Incorporation of the Latino Pastoral Action Center, Inc.

Proof of tax-exempt status under Internal Revenue Code section 501(c)(3)

See attached federal tax-exempt status of the Latino Pastoral Action Center, Inc.

Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement

See attached letter of intent of the Latino Pastoral Action Center, Inc.

Name of a contact person for the partner organization, along with address, phone number, facsimile number, and e-mail of such contact person for the partner organization

Reverend Doctor Raymond Rivera
President and Chief Executive Officer
Latino Pastoral Action Center
14 West 170th Street, Bronx, New York 10452-3227

[REDACTED]

**CERTIFICATE OF INCORPORATION
LATINO PASTORAL ACTION CENTER, INC.**

**A Not-For-Profit Organization
Mr. Raymond Rivera
14 West 170th Street
Bronx, New York, 10452**

FILING RECEIPT

ENTITY NAME : LATINO PASTORAL ACTION CENTER, INC.

DOCUMENT TYPE : DOMESTIC (NOT-FOR-PROFIT) CORPORATION TYPE: B COUNTY: NEW

SERVICE COMPANY : ** NO SERVICE COMPANY ** SERVICE CODE: 01

FILED: 06/24/1996 DURATION: PERPETUAL CASH #: 960624000652 FILM #: 96062400

ADDRESS FOR PROCESS

EXIST

THE CORPORATION
14 WEST 170TH STREET
BRONX, NY 10452

06/24/

REGISTERED AGENT



FILER	FEE	PAYMENTS
MR RAYMOND RIVERA	FILING : 75.00	CASH : 11
14 WEST 170TH STREET	TAX : 0.00	CHECK : 11
BRONX, NY 10452	CERT : 0.00	BILLED:
	COPIES : 10.00	
	HANDLING: 25.00	
		REFUND:

06-1025 (11/89)

F 960624000612

CERTIFICATE OF INCORPORATION

OF

LATINO PASTORAL ACTION CENTER, INC.

Under Section 402 of the Not-for-Profit Corporation Law

THE UNDERSIGNED, natural persons at least eighteen years of age, for the purpose of forming a corporation (the "Corporation") under the Not-for Profit Corporation Law of the State of New York, hereby certify as follows:

1. The name of the Corporation is Latino Pastoral Action Center, Inc.

2. The Corporation is a corporation as defined in subparagraph (a) (5) of Section 102 of the Not-for-Profit Corporation Law of the State of New York; it is a Type B corporation under Section 201 of that Law, and the purposes for which it is formed are as follows:

(1) To obtain money or property by gift bequest or devised and to invest and reinvest the same, and to apply the income and principal thereof, as the Board of Directors may from time to time determine, either directly (as described below) or through contributions to any charitable organization or organizations, exclusively for charitable and educational purposes, and to engage in any and all lawful activities incidental thereto except as restricted herein.

(2) To utilize the Latino church infrastructure and other exiting community organizations to provide technical and programmatic assistance and training to, and increase the cultural awareness of, members of the Latino community to develop leadership and/or unity within the Latino community and increase the general welfare of the Latino community.

(3) To plan and implement programs to expand the housing available to residents of the Latino community and to halt physical and economic deterioration.

(4) To aid, support, foster, advise and cooperate with Latino church-based organizations and other organizations present in the Latino community to bring about increased coordination, efficiency, visibility and impact to such organizations.

Nothing herein shall be construed as authorizing the Corporation to undertake or carry on any of the activities set forth in [paragraphs (b)-(v)] of Section 404 of the Not-for-Profit Corporation Law or Section 460-a of the Social Services Law of the State of New York. Unless the requisite approval of the Board of Regents of the State of New York shall have been obtained, nothing contained in this Certificate of Incorporation shall authorize or empower the Corporation (i) to perform or engage in any act or practice described in Section 6506 (3), Section 6521 or Article 159 of the Education Law for which approval is required by the Board of Regents or (ii) to operate a secondary school or

institution of higher education or a library, a museum, a historical society or an educational television station. In furtherance of its corporate purposes, the Corporation shall have all general powers enumerated in Section 202 of the Not-for-Profit Corporation Law, together with the power to solicit grants and contributions for corporate purposes. No part of the net earnings of the Corporation shall inure to the benefit of any member, trustee, director or officer of the Corporation or any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. no substantial part of the activities of the Corporation shall be carrying on propaganda or otherwise attempting to influence legislation (except as otherwise provided by Section 501 (h) of the Internal Revenue Code of 1986, as now in effect or as it hereafter may be amended) and the Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office.

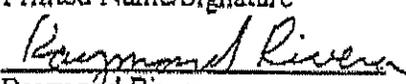
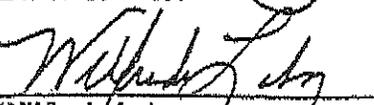
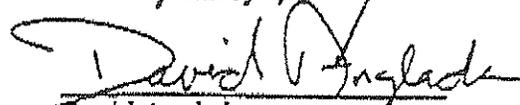
The term "charitable organization", as used in this Certificate, shall include only a corporation, trust, community chest, fund or foundation which is organized and

operated exclusively for religious, charitable, literary or educational purposes and which otherwise qualifies as an organization described in Section 501 (c) (3) of the Internal Revenue Code of 1986, as now in effect or as it may hereafter be amended.

The Corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in Section 501 (c) (3) of the Internal Revenue Code of 1986, as now in effect or as it may hereafter be amended, or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1986, as now in effect or as it may hereafter be amended.

3. The principal office of the Corporation is to be located in the County of New York, in the State of New York.

4. The names and addresses of the initial directors of the Corporation are as follows:

Name/Address	Printed Name/Signature
Raymond Rivera LPAC Urban Ministry Complex [REDACTED] Bronx, NY 10452	 Raymond Rivera
David Traverso [REDACTED] Bronx, NY 10461	 David Traverso
Wilfredo Laboy [REDACTED] Brooklyn, NY 11209	 Wilfredo Laboy
David Anglada [REDACTED] New York, NY 10009	 David Anglada
Olga Torres-Simpson [REDACTED] Bronx, NY 10462	 Olga Torres-Simpson

5. The Corporation hereby designates the Secretary of State of the State of New York as its agent for the purpose of receiving process against the Corporation. The

address to which the Secretary of State shall mail a copy of process in any action or proceeding against the Corporation which may be served upon him is:

Latino Pastoral Action Center
14 West 170th Street
Bronx, NY 10452
(718)681-2361

6. Upon dissolution of the Corporation for any reason, all assets and property held by it, after payment of all its liabilities, shall be transferred to such other charitable organization or organizations as the Board of Directors may determine, with the approval of a Justice of the Supreme Court of the State of New York, to be administered or used in such manner as will best accomplish the general purposes of the Corporation. In no event shall any of such assets or property be distributed to any member, trustee, officer of the Corporation or any private individual or shareholder of the Corporation.

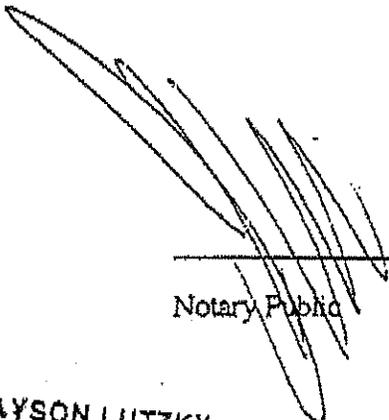
In incorporator is eighteen (18) year of age or older.

IN WITNESS WHEREOF, this certificate has been signed by the undersigned who affirms that the statements made herein are true under the penalties of perjury.

Incorporator Raymond Rivera

Raymond Rivera, 14 West 170th Street, Bronx, NY 10461

this 20 day of June 1996.



Notary Public

JAYSON LUTZKY
NOTARY PUBLIC STATE OF NEW YORK
No. 31-4795700
Qualified in Westchester
County
Commission Expires August 31, 1997

JAYSON LUTZKY
NOTARY PUBLIC STATE OF NEW YORK
No. 31-4795700
Qualified in Westchester
County
Commission Expires August 31, 1997

Affidavit Authorizing Incorporation of an Unincorporated Association

STATE OF NEW YORK

COUNTY OF BRONX

Raymond Rivera being duly sworn, deposes and says:

14 West 170th Street, Bronx, NY 10452

That he is the subscribe to the foregoing Certificate of Incorporation of the Latino Pastoral Action Center. The Certificate of Incorporation of an existing unincorporated association. The subscriber of such Certificate of Incorporation is a member of the Latino Pastoral Action Center, an unincorporated association.

That the purposes set forth in said Certificate of Incorporation are the same as those of the said unincorporated association.

I am the sole subscriber to said Certificate of Incorporation and have been duly authorized as a committee of one to incorporate the said unincorporation.

Raymond Rivera

Raymond Rivera, 14 West 170th Street

Bronx, NY 10451

Sworn to me before this day

June 20, 1996

Notary Public

JAYSON LUTZKY
NOTARY PUBLIC STATE OF NEW YORK
No. 31-4795700
Qualified in Westchester
County
Commission Expires August 31, 1997

6

State of New York }
Department of State }

I hereby certify that the annexed copy has been compared with the original documents in the custody of the Secretary of State and that the same is a true copy of said original.

Witness my hand and seal of the Department of State on

JUN 26 1996



[Handwritten signature]

Special Deputy Secretary of State

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 05 2001**

LATINO PASTORAL ACTION CENTER
14 W 170TH ST
BRONX, NY 10452

Employer Identification Number:
13-3883350
DLN:
17053174712011
Contact Person:
DAVID M EVANS ID# 31393
Contact Telephone Number:
(877) 829-5500
Our Letter Dated:
June 1997
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Letter 1050 (DO/CG)

LATINO PASTORAL ACTION CENTER

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Steven T. Miller". The signature is written in a cursive style with some loops and flourishes.

Steven T. Miller
Director, Exempt Organizations

Proposal to Establish Family Life Academy Charter School II

Attachment 06 – Management Organization / Draft Management Contract / Prior Management Contracts

Family Life Academy Charter School II does not intend to use a management organization; this attachment is not applicable to FLACS-II.

Latino Pastoral Action Center, Inc.

Urban Ministry Complex • 14 West 170th Street • Bronx, NY 10452-3227
Tel: (718) 681-2361 • Fax: (718) 681-2360

Public Service Announcement

For Immediate Release

CONTACT: N. Santana


The Community Invited to Comment Regarding Input New Charter School

Bronx, NY – January 25, 2011 – The Latino Pastoral Action Center, located at 14 West 170th Street in the Bronx, invites the community to submit comments and statements of support for the creation of a new charter school in the Melrose Section of the Bronx using any one of the following resources:

The community is invited to submit comments and statements of support for the creation of this school between January 18th to February 25, 2011, using any one of the following resources:

- Send an e-mail to: flacs2@flacsny.com
- Send a fax: (718) 681-2360 RE: FLACS 2
- Leave a voicemail message: (718) 681-2361 Ext: 116

This information supersedes any prior announcement requesting community input.

The Charter School will focus on filling a great need within the Melrose section – as well as throughout the City – and that is to provide an educational environment for all children. The school will have a special focus on working with children whose first language is not English. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty status or any other perceived encumbrance. The goal is to open in September 2012 with Kindergarten and first grade. The school will eventually include a middle school.

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
- Teaching Assistants in every classroom
- Daily grade level lesson planning
- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
- Saturday Academy
- After School Tutoring and Enrichment

Charter Schools are public, not-for-profit entities legislated and funded through the State of New York and Title II monies. Admission is open and selection is by lottery.

The Latino Pastoral Action Center is a duly registered not-for-profit, 501 (c) (3) organization, founded in the State of New York in 1992, and is located at: 14 West 170th Street, Bronx, New York 10452 Telephone: (718) 681-2361

Website: www.lpacministries.com E-mail: info@lpacministries.com

Latino Pastoral Action Center, Inc.

Urban Ministry Complex • 14 West 170th Street • Bronx, NY 10452-3227
Tel: (718) 681-2361 • Fax: (718) 681-2360

Anuncio de Servicio Público

Para difusión inmediata

CONTACTO: N. Santana

Se Invita a la Comunidad a Ofrecer Comentarios sobre Una Nueva *Charter School*

Bronx, NY – 25 de enero de 2011 – El Latino Pastoral Action Center, localizada en el 14 Oeste de la Calle 170th en el Bronx, invita a la comunidad a que someta comentarios y cartas de apoyo a favor de la creación de una nueva escuela charter en el sector Melrose del Bronx utilizando cualquiera de los siguientes medios:

- Envíe correo electrónico a: flacs2@flacsny.com
- Envíe un fax: (718) 681-2360
- Deje un mensaje: (718) 681-2361

Esta información sustituye cualquier otro anuncio anterior pidiendo participación del público

La escuela *Charter* se enfocará en llenar una gran necesidad dentro del sector Melrose, (como igual existe a través de toda la ciudad) estableciendo un ambiente educacional para niños/as cuyo primer lenguaje no es el Inglés. El impacto programático deseado es el de asegurar que los estudiantes logren niveles altos en sus estudios sin distinción de cual sea su lenguaje predominante, y sin importar si tienen necesidades especiales o que provengan de la pobreza, ni que obstaculize cualquier otro impedimento. La meta es de abrir la escuela en septiembre del 2012 con Kindergarten y primer grado. La escuela eventualmente crecerá a incluir clases de grados intermedios.

La escuela replicará un programa académico riguroso respondiendo a las necesidades de los estudiantes tal como el que ha funcionado en Family Life Academy Charter School e incluirán otras prácticas que ya han dado resultados positivos. Algunas de las prácticas claves serán:

- Un bloque de alfabetización diario en toda la escuela
- Asistentes de maestros en todas las clases
- Plan de estudios diario a nivel de grado
- Conferencias semanales con la facultad
- Reuniones mensuales para revisar los programas educativos de los niños/as
- Seminarios mensuales para el desarrollo profesional de los maestros
- Academia los sábados
- Tutoría y otros beneficios después de clases

Las escuelas *Charter* son escuelas públicas sin fines de lucro legisladas y financiadas a través del Estado de Nueva York y con dineros del Título II (Title II). Ingreso es por matrícula abierta y la selección se lleva a cabo por lotería.

Se invita a la comunidad a someter comentarios o que expresen su apoyo por la creación de esta escuela entre el 18 y el 31 de enero accedando los siguientes medios:

###

El Latino Pastoral Action Center es una organización sin fines de lucro, 501 (c) (3), debidamente registrada, fundada en el Estado de Nueva York en el 1992; y localizada en el: 14 West 14th Street, Bronx, New York 10452 (página Web: www.lpacministries.com) correo electrónico: info@lpacministries.com. Teléfono: [REDACTED]

Latino Pastoral Action Center, Inc.

Urban Ministry Complex • 14 West 170th Street • Bronx, NY 10452-3227
Tel: (718) 681-2361 • Fax: (718) 681-2360

Public Service Announcement

For Immediate Release

CONTACT: N. Santana

LPAC Announces Plans to Create New Charter School Community Input Solicited

Bronx, NY – January 18, 2011 – The Latino Pastoral Action Center as the successful sponsor of Family Life Academy Charter School, located at 14 West 170th Street in the Bronx, announces its intentions to create a new charter school in the Melrose Section of the Bronx.

The Charter School will focus on filling a great need within the Melrose section – as well as throughout the City – and that is to provide an educational environment for children whose first language is not English. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty status or any other perceived encumbrance. The goal is to open in September 2012 with Kindergarten and first grade. The school will eventually include a middle school.

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
- Teaching Assistants in every classroom
- Daily grade level lesson planning
- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
- Saturday Academy
- After School Tutoring and Enrichment

Charter Schools are public, not-for-profit entities legislated and funded through the State of New York and Title II monies. Admission is open and selection is by lottery.

The community is invited to submit comments and statements of support for the creation of this school, between January 18th to 31st, as follows:

Visit our website: www.LPACNEWCHARTERSCHOOL.ORG

Send a fax: (718) 681-2360

Leave a voicemail message: _____

###

The Latino Pastoral Action Center is a duly registered not-for-profit, 501 (c) (3) organization, founded in the State of New York in 1992; and is located at: 14 West 14th Street, Bronx, New York 10452 (website: www.lpacministries.com.) E-mail: info@lpacministries.com. Telephone: (718) 681-2361.

Iglesia Evangélica Española Del Bronx

Informational Meeting

Presentation to open up a
charter school on our property in
2012

The schools name will be FLACS
2 will be a school for all children
but will have a focus on English
language learners

Sunday, January 30, 2011
at 12:30pm

Iglesia Evangélica Española Del Bronx

Reunion de Informacion

**Presentacion para abrir escuela
en nuestra propiedad en el 2012**

**La escuela se llamara FLACS 2 y
sera una escuela para todos los
niños con un enfoque para
estudiantes cuyo primer idioma
no es ingles**

**Domingo, 30 de Enero del 2011
a las 12:30pm**

Iglesia Evagelica Espanola Del Bronx
800 E. 156th Street
Bronx, New York 10455

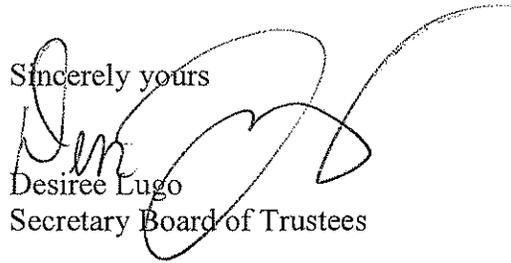
January 30, 2011

Dear Sir or Madam:

This letter is to inform you of our intent to work with the Latino Pastoral Action Center in their opening of a charter school in our Melrose community. The Board of Trustees has been approached by the Rev. Raymond Rivera and the LPAC organization to provide the site for this school.

We are looking forward to continue this process and eagerly await your decision to authorize the opening of this school.

Sincerely yours



Desiree Lugo
Secretary Board of Trustees

SENATOR RUBEN DIAZ, SR.
32ND DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 307
ALBANY, NEW YORK 12247
(518) 435-2511
FAX (518) 426-6945

DISTRICT OFFICE:
900 ROGERS PLACE
BRONX, NEW YORK 10499
(718) 991-3161
FAX (718) 991-0309



THE SENATE
STATE OF NEW YORK

CHAIR
AGING COMMITTEE

COMMITTEES:
BANKS
FINANCE
HOUSING CONSTRUCTION
& COMMUNITY DEVELOPMENT
INSURANCE
INVESTIGATIONS &
GOVERNMENTAL OPERATIONS
JUDICIARY
TRANSPORTATION

January 28, 2011

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Board of Trustees:

It is with great pleasure and without reservation that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of the FLACS II Charter School in my borough.

LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. I support their well-researched premise that our Borough-as well as the entire City of New York- has great need for schools that respond effectively to the academic requirements of all children especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty level or any other perceived encumbrance.

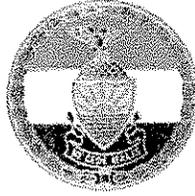
It is commendable that the founding team's goal is to have classes with no more than 25 students since this will better serve the needs of the target population. The school will then grow to include a middle school. I have been informed that the school will open in September 2012 with two kindergarten and two first grades on a proposed site at 800 East 156th Street between Prospect Avenue and Westchester in the Bronx. I believe that certainly the needs of the children in this community will be well served with FLACS II.

I welcome this beacon of light in my Borough on behalf of all of our families who want and are entitled to quality education for their children.

Sincerely,


Senator Rev. Ruben Diaz
32nd District





Bronx Borough President Ruben Diaz Jr.

January 2010

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Board of Trustees:

It is with great pleasure that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of the FLACS II Charter School in my borough.

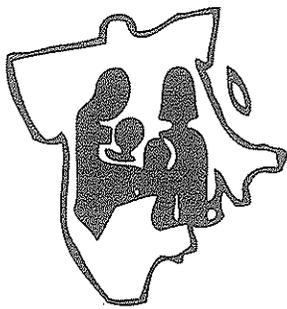
LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. I support their well-researched premise that our borough – as well as the entire City of New York – has great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty status or any other perceived encumbrance.

It is commendable that the founding team's goal is to have classes with no more than 24 students, since this will better serve the needs of the target population. The school will then grow to include a middle school. I have been informed that the school will open in September 2012, with two kindergarten and two first grades, on a proposed site at 800 East 156th Street between Prospect Avenue and Westchester Avenue. I believe that certainly the needs of the children in this community will be well served with FLACS II.

I welcome this beacon of light in my borough on behalf of all of our families who want and are entitled to quality education for their children.

Sincerely,


Ruben Diaz Jr



"LA FAMILIA EN MARCHA"

UNITED BRONX PARENTS, INC.

Realizing Human Dignity

LA ESCUELITA

Dra. Evelina Lopez Antonetty
FOUNDER

773 Prospect Avenue
Bronx, New York 10455

Tel. (718) 991-7100

Fax (718) 991-7643



Lorraine Montenegro
CO-FOUNDER
PRESIDENT

Joseph Mpa
EXECUTIVE DIRECTOR

January 24, 2011

Board of Trustees of the Charter Schools Institute
State University of New York
41 State Street, Suite # 700
Albany, NY 12207

Dear Board of Trustees:

Greetings, from the South Bronx. It is with great pleasure and without reservation that we hereby offer our support to the Latino Pastoral Action Center (LPAC) in the establishment of the Family Life Academy Charter School II in our community.

LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. We support their well-researched premise that our community – as well as the entire City of New York – has great need for schools that respond effectively to the academic requirements of English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, economic status or any other perceived encumbrance.

It is important that our youth receive the best education available that will ensure high school graduation and that they are motivated to go on to higher education so that they can return to their community and contribute to its economic growth. We have been informed that the school will open in September 2012 with three Kindergarten and three first grades on a proposed site on 156th Street between Prospect Avenue and Westchester in the Bronx.

We welcome this new Charter School in our community.

Respectfully,

UNITED BRONX PARENTS, INC.
La Escuelita

Lorraine Montenegro, M.H.S
Executive Director

SL19/SUPPORT LETTER TO LATINO PASTORAL ACTION CENTER, INC. TO CHARTER SCHOOLS INSTI UNIVERSITY OF NY RE: REQUEST FOR A CHARTER IN THE SOUTH BRONX.DOC

DAY CARE CENTER N° 1
888 Westchester Ave.
Bronx, New York 10459
Tel. (718) 378-5000
Fax (718) 378-2395

MRS. A'S PLACE
966 Prospect Ave.
Bronx, New York 10459
Tel. (718) 617-6060
Fax (718) 589-2986

LA CASITA
834 East 156 Street
Bronx, New York 10455
Tel. (718) 292-9808
Fax (718) 665-5778

LA CASITA II HDFC
603 Prospect Ave.
Bronx, New York 10455
Tel. (718) 402-4094
Fax (718) 402-4095

LA CASITA III
607 Prospect Ave./1006 E. 151 St.
Bronx, New York 10455
Tel. (718) 742-0082
Fax (718) 742-9367

CASITA ESPERANZA
974 Prospect Ave.
Bronx, New York 10459
Tel. (718) 893-6555
Fax (718) 893-2850

Please sign the petition below in regards to:

The Latino Pastoral Action Center as the successful sponsor of Family Life Academy Charter School, located at 14 West 170th Street in the Bronx, announces its intentions to create a new charter school in the Melrose Section of the Bronx around 156th Street and Prospect & Westchester Avenues

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
- Teaching Assistants in every classroom
- Daily grade level lesson planning
- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
- Saturday Academy
- After School Tutoring and Enrichment

Goal is to open in 9/2012 with Kinder & 1st grade and eventually include a middle school. Charter Schools are public, not-for-profit entities legislated and funded through the State of New York and Title II monies. Admission is open and selection is by lottery.

We the undersigned agree with the statement above and fully support the opening of a new charter school in the Melrose community around 156th Street and Prospect & Westchester Avenues.

Name	Signature	Address	Comment
Nico AS ALBA	<i>[Signature]</i>	[Redacted]	We need schools for students who don't speak English.
Cloria Zamora	<i>[Signature]</i>	[Redacted]	Good about time in neighborhood
EDUARDO CASAR	<i>[Signature]</i>	[Redacted]	Si la escuela es buena para la comunidad
José Rivas	<i>[Signature]</i>	[Redacted]	I am glad a new school is coming to my neighborhood
Gloria	<i>[Signature]</i>	[Redacted] 10456	Si, estoy de acuerdo
Jose Roldan	<i>[Signature]</i>	[Redacted]	Si, estoy de acuerdo
JESUS CAMPES	<i>[Signature]</i>	[Redacted] 10455	Praise God, good EDUCATION IN our neighborhood
Bruce Antony	<i>[Signature]</i>	[Redacted] BRONX, NY 10455	Si
Maria C.	<i>[Signature]</i>	[Redacted] 10456	Finally yes

Please sign the petition below in regards to:

The Latino Pastoral Action Center as the successful sponsor of Family Life Academy Charter School, located at 14 West 170th Street in the Bronx, announces its intentions to create a new charter school in the Melrose Section of the Bronx around 156th Street and Prospect & Westchester Avenues

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

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- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
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- After School Tutoring and Enrichment

Goal is to open in 9/2012 with Kinder & 1st grade and eventually include a middle school. Charter Schools are public, not-for-profit entities legislated and funded through the State of New York and Title II monies. Admission is open and selection is by lottery.

We the undersigned agree with the statement above and fully support the opening of a new charter school in the Melrose community around 156th Street and Prospect & Westchester Avenues.

Name	Signature	Address	Comment
Elizabeth Keenero	Elizabeth Fenaw	[Redacted] Bronx, NY 10455	yes we are happy!
Jennifer	Jennifer Mautras	[Redacted] Bronx, NY 10455	yes good schools are needed
Chazanda	Chazanda [Redacted]	[Redacted] Bronx, NY 10455	yes I agree
TALMC	Laine Jones	[Redacted] Bronx, NY 10455	yes
Dawn Capobianco	Dawn Capobianco	[Redacted] Bronx, NY 10455	yes
Ivan Rivera	I. Rivera	[Redacted] Bronx, NY 10455	yes
meba	Cartagena	[Redacted] Bronx, NY 10455	yes
Yoreley	Cartagena	[Redacted] Bronx, NY 10455	yes
Jore	Ortizon	[Redacted] Bronx, NY 10455	yes

Por favor, firme la petición a continuación en lo que respecta a:

El Centro de Acción Pastoral Latino como patrocinador con éxito de la Vida Familiar Academy Charter School, ubicada en 14 West de la calle 170a en el Bronx, anuncia su intención de crear una escuela nueva en la sección de Melrose del Bronx alrededor las Calle 156th y Prospect y Westcherter.

La escuela va a replicar un programa académico riguroso que responda a las necesidades de los estudiantes y que se ha encontrado para trabajar en la Vida Familiar Academy Charter School, así como incluir otros métodos de probada eficacia. Algunas prácticas clave son:

- la alfabetización de toda la escuela bloque de todos los días
- ayudantes del profesor en cada aula
- Diario del nivel de grado la planificación de lecciones
- Semanal conferencias profesores
- Mensual niño reuniones del equipo de estudio
- Seminarios mensuales de desarrollo profesional
- Academia de los Sábados
- tutoría después de clases y el Enriquecimiento

El objetivo es abrir en 9 / 2012 con Kinder y 1er grado y, eventualmente, incluir una escuela intermedia. Escuelas Charter son públicas, entidades sin fines de lucro legislado y financiado por el Estado de Nueva York y los fondos Título II. La entrada es libre y la selección es por sorteo.

Nosotros, los abajo firmantes están de acuerdo con la declaración anterior y apoyamos plenamente la apertura de una nueva escuela charter en la comunidad de Melrose alrededor las Calle 156th y Prospect y Westcherter.

Nombre	Firma	Dirección	Comentario
Gerardo Deleon		[Redacted]	16450 Food
Mariagracia P. R.		[Redacted]	buñy Bula
Natalia		[Redacted]	estoy de acuerdo
Luis Torres		[Redacted]	ESTOY DE ACUERDO
Lorena Rosa Rivera		[Redacted]	FITZY / aca aolo
Lou Velazquez		[Redacted]	Very Necessary in this community
METODIANO		[Redacted]	de acuerdo
LYNDON		Street Apt 28 BX NY	" "
DULCE		[Redacted]	es necesario
José		[Redacted]	X 1600000

Por favor, firme la petición a continuación en lo que respecta a:

El Centro de Acción Pastoral Latino como patrocinador con éxito de la Vida Familiar Academy Charter School, ubicada en 14 West de la calle 170a en el Bronx, anuncia su intención de crear una escuela nueva en la sección de Melrose del Bronx alrededor las Calle 156th y Prospect y Westchester.

La escuela va a replicar un programa académico riguroso que responda a las necesidades de los estudiantes y que se ha encontrado para trabajar en la Vida Familiar Academy Charter School, así como incluir otros métodos de probada eficacia. Algunas prácticas clave son:

- la alfabetización de toda la escuela bloque de todos los días
- ayudantes del profesor en cada aula
- Diario del nivel de grado la planificación de lecciones
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- Mensual niño reuniones del equipo de estudio
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Nosotros, los abajo firmantes están de acuerdo con la declaración anterior y apoyamos plenamente la apertura de una nueva escuela charter en la comunidad de Melrose alrededor las Calle 156th y Prospect y Westchester.

Nombre	Firma	Comentario
VICTOR	<i>Victor</i>	[Redacted] <i>Manhattan no 33</i>
Lois	<i>(Lois)</i>	[Redacted] <i>: Si se Puede!</i>
JUNE	<i>Junior</i>	[Redacted] <i>" "</i>
ANARIA	<i>Anaria</i>	[Redacted] <i>BIEN DE ACERDO!</i>
MAYRA	<i>Mayra</i>	[Redacted] <i>Bronx NY 10458</i>
EVA	<i>Eva</i>	[Redacted] <i>10459</i>
GARCIA	<i>Garcia</i>	[Redacted] <i>10459</i>
Daniel	<i>Daniel</i>	[Redacted] <i>10455</i>
		[Redacted] <i>10454</i>

Por favor, firme la petición a continuación en lo que respecta a:

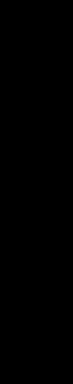
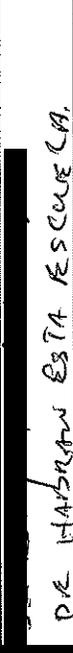
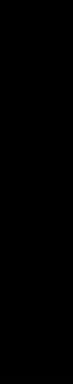
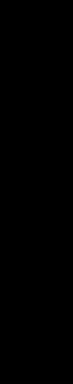
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La escuela va a replicar un programa académico riguroso que responda a las necesidades de los estudiantes y que se ha encontrado para trabajar en la Vida Familiar Academy Charter School, así como incluir otros métodos de probada eficacia. Algunas prácticas clave son:

- la alfabetización de toda la escuela bloque de todos los días
- ayudantes del profesor en cada aula
- Diario del nivel de grado la planificación de lecciones
- Semanal conferencias profesores
- Mensual niño reuniones del equipo de estudio
- Seminarios mensuales de desarrollo profesional
- Academia de los Sábados
- tutoría después de clases y el Enriquecimiento

El objetivo es abrir en 9 / 2012 con Kinder y 1er grado y, eventualmente, incluir una escuela intermedia. Escuelas Charter son públicas, entidades sin fines de lucro legislado y financiado por el Estado de Nueva York y los fondos Título II. La entrada es libre y la selección es por sorteo.

Nosotros, los abajo firmantes están de acuerdo con la declaración anterior y apoyamos plenamente la apertura de una nueva escuela charter en la comunidad de Melrose alrededor las Calle 156th y Prospect y Westchester.

Nombre	Firma	Direccion	Comentario
FELIX CLEMENTE			
MIGUEL ANTONIO GONZALEZ			BRONX 10455
FNEIS			10455 muy buena propuesta

Por favor, firme la petición a continuación en lo que respecta a:

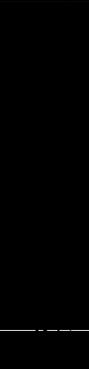
El Centro de Acción Pastoral Latino como patrocinador con éxito de la Vida Familiar Academy Charter School, ubicada en 14 West de la calle 170a en el Bronx, anuncia su intención de crear una escuela nueva en la sección de Melrose del Bronx alrededor las Calle 156th y Prospect y Westcherter.

La escuela va a replicar un programa académico riguroso que responda a las necesidades de los estudiantes y que se ha encontrado para trabajar en la Vida Familiar Academy Charter School, así como incluir otros métodos de probada eficacia. Algunas prácticas clave son:

- la alfabetización de toda la escuela bloque de todos los días
- ayudantes del profesor en cada aula
- Diario del nivel de grado la planificación de lecciones
- Semanal conferencias profesores
- Mensual niño reuniones del equipo de estudio
- Seminarios mensuales de desarrollo profesional
- Academia de los Sábados
- tutoría después de clases y el Enriquecimiento

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Nombre	Firma	Dirección	Comentario
CXLV			¡y aplausos
Hugo Pando-ba			Bonesimio
Raciel			1045 S-

Por favor, firme la petición a continuación en lo que respecta a:

El Centro de Acción Pastoral Latino como patrocinador con éxito de la Vida Familiar Academy Charter School, ubicada en 14 West de la calle 170a en el Bronx, anuncia su intención de crear una escuela nueva en la sección de Melrose del Bronx alrededor las Calle 156th y Prospect y Westcherter.

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Nosotros, los abajo firmantes están de acuerdo con la declaración anterior y apoyamos plenamente la apertura de una nueva escuela charter en la comunidad de Melrose alrededor las Calle 156th y Prospect y Westcherter.

Nombre	CED	Firma	Dirección	Comentario
Ashka May		<i>Ashka May</i>	[Redacted]	<i>I think it's a good idea</i>
[Redacted]		[Redacted]	[Redacted]	<i>NOT object</i>
Sose		<i>Sose</i>	[Redacted]	<i>WILL SIGN</i>
Jorge		<i>Jorge</i>	[Redacted]	<i>WE NEED</i>
Maria Cepeda		<i>Maria Cepeda</i>	[Redacted]	<i>Ningunos sin educación Cree</i>
SA MBL		<i>SA MBL</i>	[Redacted]	<i>ROM</i>
Adriana Ferreras		<i>Adriana Ferreras</i>	[Redacted]	
ANGEL TORRES		<i>ANGEL TORRES</i>	[Redacted]	<i>We need THE SCHOOL</i>
XAMA JAW		<i>XAMA JAW</i>	[Redacted]	<i>10455</i>
Rawseda Berra		<i>Rawseda Berra</i>	[Redacted]	[Redacted]
[Redacted]		[Redacted]	[Redacted]	<i>10460</i>

Please sign the petition below in regards to:

The Latino Pastoral Action Center as the successful sponsor of Family Life Academy Charter School, located at 14 West 170th Street in the Bronx, announces its intentions to create a new charter school in the Melrose Section of the Bronx around 156th Street and Prospect & Westchester Avenues

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
- Teaching Assistants in every classroom
- Daily grade level lesson planning
- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
- Saturday Academy
- After School Tutoring and Enrichment

Goal is to open in 9/2012 with Kinder & 1st grade and eventually include a middle school. Charter Schools are public, not-for-profit entities legislated and funded through the State of New York and Title II monies. Admission is open and selection is by lottery.

We the undersigned agree with the statement above and fully support the opening of a new charter school in the Melrose community around 156th Street and Prospect & Westchester Avenues.

Name	Signature	Address	Comment
Maria Ameda	Maria Ameda	[Redacted] 10454	
Kathy Linker	Kathy Linker	[Redacted] 10406	School is needed in this community
Ellen Higgins	Ellen Higgins	[Redacted] 10456	good I Dea
Julia	Eisa Cortes	[Redacted]	10459
LUCIA Hoyos	LUCIA Hoyos	[Redacted]	10455
Arbuzo	Arbuzo	[Redacted]	10455
Ines Torres	Ines Torres	[Redacted]	BBGS
Sossana	Sossana	[Redacted] 10412	
From	[Redacted]	[Redacted]	yo estay de acuerdo

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Name	Signature	Address	Maquettes 10026	Comment
MARIA	<i>Maria Torres</i>	[Redacted]	[Redacted]	Para el mejoramiento de esta comunidad Es un gran Proyecto
GERALDA	<i>Gerarda N</i>	[Redacted]	[Redacted]	
BACBENA	<i>Bacbena</i>	[Redacted]	[Redacted]	
MOTA	<i>Eradp...</i>	[Redacted]	[Redacted]	
ANACORA	<i>Anacora Cabana</i>	[Redacted]	[Redacted]	
MANUELA T	<i>Manuela Tapia</i>	[Redacted]	[Redacted]	
Anthony Harris	<i>Anthony Harris</i>	[Redacted]	[Redacted]	We need schools for our children
Imma...	<i>Imma...</i>	[Redacted]	[Redacted]	Thank you for thinking about our neighborhood
DAO LE	<i>Hong Poole</i>	[Redacted]	[Redacted]	

Please sign the petition below in regards to:

The Latino Pastoral Action Center as the successful sponsor of Family Life Academy Charter School, located at 14 West 170th Street in the Bronx, announces its intentions to create a new charter school in the Melrose Section of the Bronx at 800 E. 156th Street Bronx, NY 10455.

The school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in Family Life Academy Charter School as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
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We the undersigned agree with the statement above and fully support the opening of a new charter school in the Melrose community at 800 E. 156th Street Bronx, NY 10455

Name	Signature	Address	Comment
Rosa Mercedes	Rosa Mercedes	[Redacted]	Bx NY.
Wacade Wacade	MICHELLE	[Redacted]	You we need more schools like FLACS!
Georgina	Georgina	[Redacted]	
Christine Lawson	Christine Lawson	[Redacted]	
Jennifer Brandt	Jennifer Brandt	[Redacted]	
Ruben Otero	Ruben Otero	[Redacted]	This is good for children. I need my family's kids in there.
Anabel Perez	Anabel Perez	[Redacted]	Ya era tiempo. Otro paso
Mil Trudo	Mil Trudo	[Redacted]	
Stacy Maldonado	Stacy Maldonado	[Redacted]	
Allen Nunez	Allen Nunez	[Redacted]	0455

Please sign the petition below in regards to:

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Name	Signature	Address	Comment
Eduardo Victor	<i>[Signature]</i>	[Redacted]	Bien, muy bueno escuela
E. Swanson	<i>[Signature]</i>	[Redacted]	good
Corman	<i>[Signature]</i>	[Redacted]	good
HARLES CHAS	<i>[Signature]</i>	[Redacted]	good
Luis Brooks	<i>[Signature]</i>	[Redacted]	good
Mauricio	<i>[Signature]</i>	[Redacted]	
Luis Arvelado Jr	<i>[Signature]</i>	[Redacted]	
Dennis Burns	<i>[Signature]</i>	[Redacted]	10455
Pedro Perez	<i>[Signature]</i>	[Redacted]	0031

Please sign the petition below in regards to:

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We the undersigned agree with the statement above and fully support the opening of a new charter school in the Melrose community around 156th Street and Prospect & Westchester Avenues.

Name	Signature	Address	Comment
Michael Perez	<i>Michael Perez</i>	[Redacted]	It's Really needed.
Mario Velazquez	<i>Mario Velazquez</i>	[Redacted]	
Bonbon Hays	<i>Bonbon Hays</i>	[Redacted] 10455	
Maria Roca	<i>Maria Roca</i>	[Redacted] Bronx, NY 10455	
Anna Roca	<i>Anna Roca</i>	[Redacted]	
Alicia	<i>Alicia</i>	[Redacted]	
Patricia Romero	<i>Patricia Romero</i>	[Redacted]	
Pancy Navarro	<i>Pancy Navarro</i>	[Redacted]	We are excited
Robert Garcia	<i>Robert Garcia</i>	[Redacted]	Now come on

Proposal to Establish Family Life Academy Charter School II

Attachment 07(a-c) – Proposal History

(a) Community Outreach

The community was informed of the proposed school in a timely fashion. The community was given meaningful opportunities for input and there was a thoughtful process for considering community feedback and incorporating it into the final proposal. Below is a list of media that publicized this information.

1. Published media; Vocero, NY Daily News, Riverdale Press
2. Television: Noticias 41, Bronxnet, News 12, NY1Noticias, NY1news, CBS local
3. Radio: WCBS 880, WLIB,
4. Internet: hoyny.com, elespecial.com, bronxlatino-blog, flacsny.com

A public service announcement, in English and Spanish, was distributed to print and electronic media on January 18th and again on January 25th. The PSA included a telephone number, a facsimile number, and an e-mail address requesting public comments on the proposed charter school. Information about the proposed charter school was also posted on the FLACS website www.flacsny.com.

A community meeting was held at The Bronx Spanish Evangelical Church, 800 East 156 Street, Bronx, New York 10455 on January 30, 2011 (copy of invitation attached). A presentation was made and a request to the public present to submit their comments and ideas about the proposed new charter school. The total number of persons attending was 180 and they represented a broad cross-section of the community, as follows: male and female Latinos, African Americans, Caribbean Blacks, plus families with children, senior citizens, business owners, blue collar workers, persons on public assistance, and several professionals. A short petition form was distributed for people to write in comments.

Two more community meetings were held at the Dadle Vosotros de Comer / Give them to Eat soup kitchen and pantry, 800 East 156 Street, Bronx, New York 10455 on January 30, 2011 (copy of invitation attached). A presentation was made and a request to the public present to submit their comments and ideas about the proposed new charter school. The total number of persons attending was 300 including both meetings and they represented a broad cross-section of the community, as follows: male and female Latinos, African Americans, Caribbean Blacks, plus families with children, senior citizens, business owners, blue collar workers, persons on public assistance, and several professionals.

Proposal to Establish Family Life Academy Charter School II

The e-mail address, telephone and fax numbers were announced to the public attending the meeting so that they could provide additional input or invite others from the community to do so. (Include any calls, faxes, or e-mail messages received)

Comments were distributed to the preparers of the proposal and concerns or ideas were reflected in the proposal. A few examples of this were concerned about overcrowded classrooms, safety issues, language barriers for the students, additional support for students falling behind.

Proposal to Establish Family Life Academy Charter School II

Outline for Community Outreach and Community Location Canvas

Month / Week / Day	Lead	Actions	Notes
Aug	Rev. Rivera	Initial individual meetings with Bronx Borough President Ruben Diaz Jr., Senator Rev. Ruben Diaz, United Bronx Parents, Highbridge Community Life Center, Local Pastors and community leaders	Discussed need for additional schools for ELL students and areas like districts, 9, 8 & 7 that are in such need. All invited us back when more details were determined to give full support also pointed us to possible locations for school
Aug -	Rev. Rivera	Met with Love Gospel leadership regarding space for school –	Property rebuild will not begin until end of 2012 early 2013
Sept	Catherine Rodriguez	Parent Meetings & Workshops – informed families of intent to open FLACS II	Overwhelming response from parents about school opening, if not for them, family /friends
Oct	Pedro Alvarez	Met with Property Management Co. building new property on University & 165th street	Property over \$7million
Nov	Ms. Calo	Met with owners of property on Plaza drive & Clarke Place	Property over \$9million, rental for 50%
Dec	Rev. Rivera & Francisco Lugoviña	Met Executive Board of Bronx Spanish Evangelical Church, 800 E. 156 th Street, Bronx, NY 10455	Exec Board interested in exploring further invited back to present to full board
January	Rev. Rivera & Francisco Lugoviña	Presented to full Board of Trustees of Bronx Spanish Evangelical Church, 800 E. 156 th Street, Bronx, NY 10455	Full Board approved additional community & church outreach to confirm community wants charter here
January		FLIER invite to community meeting on 1/30/11 distributed	
1/30/2011		Community Meeting	how students selected, IEP services, limited English speaking children,
1/30/2011		FLACS II Petition 1	Over 100 signatures supporting the intent to open charter at 800 E. 156 th Street
January		Board of Trustees of Bronx Spanish Evangelical Church, 800 E. 156 th Street, Bronx, NY 10455	Provide letter of intent to provide location for FLACS II
February		Community Meetings in Dadle Vosotros / Give them to Eat soup kitchen and pantry	Concerns about school safety, overcrowding, bilingual

Proposal to Establish Family Life Academy Charter School II

(b) Withdrawn or Rejected SUNY Proposals

This proposal has not previously been submitted to the SUNY Trustees.

(c) Previous Submissions and/or Submissions to Other Authorizers

This proposal has not previously been submitted to any other charter entity.

Proposal to Establish Family Life Academy Charter School II

Attachment 08(a) – Key Design Elements

FLACS-II intends to adopt many of the key design elements that have led to FLACS' success. These design elements are in direct alignment with the mission statement of FLACS-II. All of the key design elements focus on high expectations for all students and helping prepare children to be successful in high school, college, and beyond. These key design elements include:

- An Extended School Day
- A Focus on Literacy in Alignment with Common Core State Standards
- A Focus on English Language Learners and Immigrant Students
- Active Instructional Leadership
- Rigorous Assessment and Accountability
- Data-Driven Planning
- Early Intervention
- A Commitment to Special Education
- Differentiation of Instruction
- Shared Responsibility for Learning
- Professional Development that Enriches Teaching
- Consistent Discipline
- Family Involvement
- A School Culture and Core Values Focused on Excellence
- A Focus on Preparation for High School and Beyond

An Extended School Day

To ensure that all students are prepared to achieve at high academic levels, FLACS-II will offer an extended day from 8:15 a.m. to 3:30 p.m. for all students in kindergarten through fifth grade. All sixth, seventh, and eighth grade students will attend additional classes from 3:30 to 4:10 p.m. on Tuesdays, Wednesdays, and Thursdays; extracurricular activities (clubs, Debate Team, Sports Teams etc.) will be scheduled after 4:10pm.until 5:30/6:00. After-school programs for selected, targeted students in K-5 will begin after 3:30 until 5:30. These programs include; tutoring, after-school intervention or enrichment classes and other sessions specific to student needs.

A Focus on Literacy

Literacy is at the core of academic success. It is the key academic skill that is the foundation of all knowledge acquisition. Children from low-income homes enter school already behind those children from affluent families. Learners from low-income homes enter kindergarten without the literacy experiences, vocabulary and oral language skills needed for early classroom learning. FLACS-II plans to enroll students from low-income homes in addition to a large number of children with limited English proficiency. English Language Learners present a challenge that is beyond limited literacy experiences, small vocabularies and oral language skills, they enter

Proposal to Establish Family Life Academy Charter School II

school speaking a language other than English and he/she may have little or no proficiency in English. Therefore at FLACS-II a significant time will be dedicated to literacy instruction. A minimum of 120 minutes a day will be devoted to literacy instruction in kindergarten through grade five, and at least 100 minutes a day will be devoted to literacy instruction in grades six, seven, and eight. Literacy skills will also be woven throughout all content areas, including mathematics, science, social studies, and specials areas such as physical education, music, and art. All literacy instruction will be based on the five components of excellent reading : phonemic awareness, phonics, vocabulary, comprehension and fluency that are aligned with the Common Core State Standards for reading, writing, listening, and speaking.

A Focus on English Language Learners and Immigrant Students

FLACS-II embraces working with the population of English language learners and immigrant students in the community. FLACS-II will utilize a Sheltered English Immersion model of its own design, based on the model used at FLACS, and will adapt practices for English Language Learners from program models such as Specially Designed Academic Instruction in English (SDAIE), SIOP (Sheltered Instruction Observation Protocol) and English for Students of Other Languages (ESOL). However, the main instructional method that FLACS-II will utilize will be using English as a Second Language (ESL). Various approaches to teaching ESL will be used to ensure that students acquire the English language skills needed to be proficient in English as well as succeed at a high level. The three main approaches will be:

- a) Grammar-based ESL which is instruction in English that teaches about the English language including its structure, purpose and vocabulary
- b) Content-based ESL which is instruction in English that prepares students to study grade level material in English
- c) Communication-based ESL which is instruction in English emphasizing the use of the language skillfully in meaningful contexts.

All staff will receive professional development in using ESL strategies and in implementing these approaches. In addition, there will be training in other methodologies like (SIOP) to make grade-level content understandable for ELL students while still promoting their English language development. ESL teachers will be hired to work with students and teachers. There will be an intentional focus and a shared responsibility for the education of English language learners at FLACS-II

Active School Instructional Team

The school will have an active school Instructional Team, which will be directly involved with promoting quality instruction and focused on high expectations for all students. The team is projected to consist of the principal, assistant principal, data specialist and, as they become staff members, the instructional coaches, the coordinators of ESL and special education and any specialty consultants. The principal, with the assistance of the assistant principal, will convene the team weekly and chair the meetings for the first three years. After the third year the chair

Proposal to Establish Family Life Academy Charter School II

will rotate but all final decisions will be made by the principal. The purpose of the Instructional Team is to ensure that the curriculum is being implemented and adjusted to meet the needs of students at each grade level and ensure the efficacy of the instructional program in meeting the goals of FLACS-II.

Rigorous Assessment and Accountability

FLACS-II will keep an unwavering focus on accountability for the success of all students. Constant monitoring of student progress will occur through the use of predictive, formative, and summative assessments. A system for the collection, analysis, and use of data, similar to that used by FLACS, will be implemented to ensure that all students are reaching high levels of academic success. Results of these assessments will be shared with all school stakeholders and will be a driving force behind all school-based decisions.

Data-driven Planning

Data will drive the instructional planning at FLACS-II. There will be grade level data meetings to assess data trends within classes, between student subgroups, and for individual students. These meetings will be used to analyze student strengths and weaknesses, modify unit and lesson planning to address the strengths and needs of students, and to develop alternative teaching strategies to address the strengths and needs of all students.

Early Intervention

Using assessment data, students that are not yet meeting grade level standards will be targeted for immediate and early intervention. FLACS-II will also have a child study process, through which a team of teachers and administrators discuss specific students. These meetings will serve three purposes – to identify students that are in need of intervention, to provide teachers with strategies for intervention and create plans for intervention, and to be the first step in possible referral for special education services. Interventions will include after-school programming, a Saturday school program, summer school, flexible grouping within the classroom, tutoring, and differentiated instruction within the classroom. All instructional staff will be involved in providing interventions to students. As is the practice at FLACS special researched-based programs such as R.E.A.D. and Reading Rescue tutoring will be adopted to ensure that all students are successful in meeting state standards at a high level.

A Commitment to Special Education

Special education-classified students will receive all mandated services described in their Individualized Education Plans (IEP). Aligned with the prescriptions identified in a student's IEP, these services will be provided by certified special education teachers and/or related service providers. The school plans to collaborate with the New York City Department of Education's Committee on Special Education for arranging for the provision of related services and FLACS-

Proposal to Establish Family Life Academy Charter School II

II will hire Special Education Teachers to provide (Special Education Teacher Support Services) SETSS in reading and math.

Differentiation of Instruction

As FLACS-II seeks to help all students achieve at high levels, differentiated instruction is a key design element of the school. Differentiated instruction offers a framework for addressing learner variance, a critical component of instructional planning. Through differentiated instruction the varied student body at FLACS-II will benefit from an effective program of learning. All teachers at FLACS-II will receive professional development in order to provide differentiated instruction to meet the various needs of students. Teachers will be expected to differentiate instruction for all students, including ELL students, students with special needs, struggling students, and advanced students.

Shared Responsibility for Learning

Teaching and learning will be shared responsibilities among each student, the school and the family. Each student's learning plan will reflect collaboration among the three groups. As is in the mission statement, all students will take responsibility for their own learning, parents will work closely with the school to support their children with their academic tasks when home and the faculty will work in Collaborative Teams to ensure that all children succeed on a grade level. In addition, the community sponsor/partner, the Latino Pastoral Action Center(LPAC) will provide services to enhance and support the families that attend FLACS-II with programs such as counseling services for families, After-School child-care programs, Homework Help, ESL/GED classes for parents/families will be provided by LPAC.

Professional Development

FLACS-II believes that to provide the highest quality instruction to students, it must have a commitment to professional development. Professional development will be responsive to the needs of the staff and students, with there also being the opportunities for differentiation based on teacher strengths and needs. Professional development will occur in multiple ways, including one-on-one coaching of teachers, small group study teams and through the Professional Learning Communities structure of collaborative teams in which groups of teachers take ownership for the achievement of the students they serve. Ten professional development days will take place before the opening day of the school year; in the first year approximately fifteen to twenty days of professional development and trainings will be scheduled to ensure a successful beginning. Every Monday staff will attend professional development session from 3:45 to 5:00. The first Friday of each month will be a half-day for students so that professional development can occur in the afternoon. In addition there will be a full day of PD on Election Day. One-on-one professional development through instructional coaching will occur periodically. As staff and grade levels expand, instructional coaches will be identified to work with teachers to effectively implement all components of the literacy, math and content area programs. The coaches will be

Proposal to Establish Family Life Academy Charter School II

responsible for supporting teachers and the educational program by providing ongoing feedback and support through reflection and dialogue, modeling instruction, facilitating inter-class observations, assisting in lesson and unit planning, and facilitating teacher meetings that focus on discussing and reviewing research on best practices.

Consistent Disciplinary Practices

The school believes that disciplinary practices and enforcement must be consistent throughout the school. School-wide and classroom procedures will be taught to students and reinforced by all staff members. All students will be familiar with the rules and policies of the school. Parent and student handbooks will be distributed at the beginning of the school year. These handbooks will list the policies and rules of FLACS-II. Parents must return a signed acknowledgement that they have read and understand the handbook. Strategies from *Positive Discipline* by Lee Canter and *The First Days of School* by Harry Wong will be utilized throughout the school year.

Family Involvement

Family involvement is critical to any student's success. FLACS-II will be a school in which all parents are informed and empowered participants in their children's learning.

At the beginning of the school year, FLACS-II will host a Curriculum Night in which all families will be invited to meet with teachers and learn about the curriculum and expectations for the upcoming school year. Families will also be expected to attend the three parent-teacher conferences held each year during which both teacher and the family have an opportunity to discuss student progress and collaborate on strategies to support the child in achieving at a high standard and having a successful academic experience. Families will be encouraged to join the Parent Teacher Association (PTA) and to attend monthly meetings. These meetings will be held at multiple times to accommodate working families and families who can not attend evening meetings.. Families will be invited to participate in school trips and other special events. In addition, workshops on curriculum, health matters and parenting topics will be held at the school. For parents who cannot attend all of these events, the school will work with the parents to find alternate approaches to having parents stay in contact with the school and collaborate in their child's education.

Ongoing communication about individual student progress between teachers and families is expected. This may be in the form of phone calls, e-mails, letters, or meetings at the school. Translation services will be provided for teachers who do not speak the home language of their students. These conversations will be two-way, in which both the teacher and the families share about the progress of the student and work collaboratively to create plans to support the student.

Families will be involved in the ongoing creation of school policies. Parents/guardians will be invited to be a part of the school's Board of Trustees; additionally, two seats will be reserved on the Board of Trustees for PTA officers. All families will be invited and encouraged to observe all

Proposal to Establish Family Life Academy Charter School II

Board of Trustees meetings. The PTA will play a role in helping determine school policies and procedures as appropriate.

School Culture and Core Values

All aspects of the school culture will serve to further the high expectations that the school has for children. The school culture will exhibit a strong commitment to classroom management that is strategic and values scholarly behavior. Success and behavior becoming a scholar will be celebrated in various school-wide traditions, including award ceremonies, throughout the year. Core values such as respect for other people and cultures, self-discipline, active citizenship, volunteerism, school pride, fairness, caring, responsibility, and trustworthiness, will be encouraged for all staff and students at FLACS-II. Intentional structures will be created to ensure that dialogue and activities that promote academic success and holistic young people who affirm human values are a part of the daily and weekly schedule.

A Focus on Preparation for High School and Beyond

All middle school students will meet with a guidance counselor on a regular basis to identify student strengths and interests, to enable students and their parents to choose high schools aligned with these strengths and interests, and to write essays, compile portfolios, and be prepared for interviews with the schools of their interest. Students will visit colleges beginning in the fifth grade so that they are cognizant of the opportunities and options they have available.

The curriculum at all levels will help support the students to become critical thinkers at a high academic level. At all grade levels, the curriculum will strive to develop independent learners who can draw from a wide range of resources to self-improve and who will be ready for the challenges of high school and beyond.

Attachment 08(b) – Rationale and Supporting Evidence

FLACS-II intends to adopt the key design elements that led to FLACS’ success. Both schools will be located in the South Bronx. FLACS is located in Community School District 9, the demographics of which are similar to those in Community School District 8, where FLACS-II proposes to be located. The percentage of students of low socio-economic status is similar, with 90% of students in District 9 receiving free-or reduced-price lunch and 85% in District 8. Both districts have a substantial population of ELL students, with 24% of students in District 9 classified as ELLs and 12% in District 8. ¹ The ethnic composition of the two districts is also similar (see *Table 1*).²

Table 1: Ethnic Composition of Districts 8 and 9

	District 8	District 9
Black	34%	27%
Latino	64%	62%
Caucasian	1%	6%
Asian or Pacific Islander	1%	4%

Given the similarities of the two communities, many of the student needs can be expected to be similar between FLACS-II and FLACS.

The key design elements focus on the school’s mission statement. At the heart of the key design elements are high expectations for all students, preparation for children to be successful in high school and college, and collaboration between school and family. These elements will drive the school forward in its focus on eliminating the achievement gaps that continue to persist between students of high- and low-socioeconomic status, English proficient students and English language learners, general education and special education students, different ethnic and racial groups, and students in District 8 and the state as a whole. Many of these key design elements are focused on preparing students for high school, with an ultimate goal of raising the high school graduation rate for students in the Bronx, in which the graduation rate in 2008-2009 was only 58%.³

¹ These figures reflect the district as a whole, including high school. The actual percentage of ELLs in grades K-8 may differ from these numbers.

² New York State Report Cards for District 8 and 9, 2008-2009. <https://www.nystart.gov/publicweb-rc/2009/38/AOR-2009-320900010000.pdf> and <https://www.nystart.gov/publicweb-rc/2009/70/AOR-2009-320800010000.pdf>

³ New York City data ccessed2/5/2011 from <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>. Percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2008.

An Extended Day

In the interest of ensuring that all students achieve at high academic levels, FLACS-II will offer an extended day from 8:15 to 3:30 for all students in kindergarten through fifth grade, the grades that will be offered under the initial charter period. This will allow greater time devoted to instruction every day. Students in kindergarten through grade five will have six hours and twenty-five minutes of instruction each day, well beyond the five-hour state minimum. In one week, FLACS-II elementary students will have 1,925 minutes of instruction, compared to 1,650 to 1,800 minutes for students in New York City public schools. Students in middle school (grades six, seven, and eight) will have a further extended school day three days a week, staying until 4:10 these days. Thus, they will have two days with six hours and twenty-five minutes of instruction and three days with seven hours and five minutes of instruction, well beyond the state minimum of 5.5 hours of instruction for students in grades seven and eight. FLACS-II middle school students will have 2,045 minutes of instruction each week, compared with 1,650 to 1,800 minutes in New York City public schools. During each of these minutes, students will be actively engaged in learning experiences. Extra-curricular activities for the middle school such as Debate club, Math Counts, etc. that will be scheduled beyond 4:10 are not included in the minutes stated. The amount of time spent on learning at FLACS-II will have a considerable impact on student learning as research has indicated that maximizing time in school has academic benefits for students who enter schools with skills deficiencies, lack of content knowledge, lack of oral and academic language and for those with special needs, English Language Learners and those at-risk.⁴ Observations by the principal and administrative team will be used to ensure that instructional time is being used effectively and efficiently, and professional development will be provided to teachers about after-school time.

A Focus on Literacy

A strong foundation in literacy is critical for all students, but especially those for whom English is a second language, those who are immigrant students, those who have special needs, and those who enter school without previous school experiences or literacy experiences.⁵ To ensure that all FLACS-II students are poised to achieve at high academic levels and successfully enter and complete high school and college programs, literacy will be at the core of all activities at

⁴ Gabrieli, Chris, *More Time, More Learning*. Educational Leadership, April 2010, Vol.67. pp. 38-44

Aronson, J. Zimmerman, J., & Carlos, L. *Improving Student Achievement by Extending School; Is it just a Matter of Time?* 1000 21pp (ED435127)

⁵ National Center for Education Statistics. (2001). The National Assessment of Educational Progress (NAEP). Washington, DC: Institute of Educational Sciences, U.S. Department of Education.
<http://nces.ed.gov/nationsreportcard/>

FLACS-II. As such, at least 120 minutes a day will be devoted to literacy instruction in kindergarten through grade five, and at least 100 minutes a day will be devoted to literacy instruction in grades six, seven, and eight. This instruction will focus on a balanced literacy approach, in which students engage in activities with varying levels of support from their teachers in flexible groupings. In learning to read, students will engage in listening to read-alouds and participating in whole group directed instruction, participating in targeted small group instruction in guided reading, participating in shared reading experiences, and practicing independent reading with the support of their teachers. In learning to write effectively, students will engage in whole group lessons, engage in interactive writing experiences, work in small groups and independently to use the writing process to complete writing projects. Ultimately, the school sees this balanced literacy approach as a means to build independent readers and writers, through experiences with varying levels of teacher scaffolding. The school also believes in the importance of direct instruction in phonics and language, including grammar and vocabulary development for all students, but particularly those students with limited English proficiency or who are at risk of academic failure. Some research has suggested that a balanced literacy approach is more effective for ELLs if there is explicit instruction in certain language skills, such as vocabulary development.⁶ The school believes that effective literacy instruction must include both emphasis on phonics and comprehension. Building proficiency in speaking and listening will be integrated throughout literacy instruction.

Literacy skills will also be woven throughout the content areas of mathematics, science, social studies, and specials areas such as physical education and art. This focus is also at the center of the new Core Content State Standards, which state that “instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.”⁷ As do the developers of the new standards, we believe this integrated approach to literacy will support students in being college ready, as students will learn to be proficient in reading a variety of texts, including difficult informational texts they will encounter in the content areas.⁸ Every teacher will be expected to have an understanding of research-based strategies to promote literacy development.

As indicated in the new Common Core State Standards, this focus on literacy will build students who are college ready by building learners who can demonstrate independence, build strong content knowledge, respond to varying demands of task, purpose and discipline, and comprehend as well as critique. The balanced literacy approach and the focus on integrated literacy in all

⁶ Graves, Michael F. *The Vocabulary Book, Learning & Instruction*. Teachers College Press: New York, 2006.

⁷ Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technology, Common Core State Standards Initiative Accessed 2/2/2011 at <http://www.corestandards.org/>

⁸ Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technology, Common Core State Standards Initiative Accessed 2/2/2011 at <http://www.corestandards.org/>

parts of the day will build learners who are college ready.

A Focus on English Language Learners and Immigrant Students

While FLACS-II will work with all students within the community, it specifically seeks to work with the high population of English language learners and immigrant students in the community. FLACS-II will employ a sheltered English immersion model based heavily on the model used at FLACS, and has adapted practices for ELLs from program models such as Specially Designed Academic Instruction in English (SDAIE) and English for Students of Other Languages (ESOL). This approach will support ELLs of diverse linguistic backgrounds learn English well, unlike a bilingual program, which would only support students in learning in their native language with ESL for a certain amount of minutes a week. Students in Bilingual programs may continue to receive up to 40% of their instruction in their native language even after they have been reclassified as English-proficient.⁹

In the model FLACS-II will use, ELLs will be instructed in English only, but instruction will be modified to ensure that ELLs are learning both the English language and subject content and skills in all areas. Various approaches to teaching ESL will be used to ensure that students acquire the English language skills needed to be proficient in English as well as succeed at a high level. The three main approaches will be based on ESL methods:

- a) Grammar-based ESL which is instruction in English that teaches about the English language including its structure, purpose and vocabulary
- b) Content-based ESL which is instruction in English that prepares students to study grade level material in English
- c) Communication-based ESL which is instruction in English emphasizing the use of the language skillfully in meaningful contexts.¹⁰

All staff will receive professional development in using ESL strategies and in implementing these approaches. In addition, there will be training in other methodologies like (SIOP) to make grade-level content understandable for ELL students while still promoting their English language development.

¹¹FLACS-II believes in a shared responsibility among all staff for working with ELLs. Thus, all

⁹ Rennie, J. (1993). ESL and Bilingual Program Models (ERIC Digest). Washington, DC:ERIC Clearinghouse on Languages and Linguistics. Retrieved April 17, 2003, from www.ca;/prg/ericcll/digest/rennie01.html.

¹⁰ Linqianti, R. (1999). Fostering Academic Success for English Language Learners: What do we know? San Francisco, CA:WestED. Retrieved February 21, 2003, from www.wested.org/policy/pubs/fostering/.

¹¹ Echevarria, J., Bogt, M., & Short, D. (2000). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Boston, MA:Allyn & Bacon.

teachers will receive staff development in methodology proven through research to provide ELLs with effective instruction, ensuring that ELLs are supported not only by designated, certified ESL teachers during portions of the day, but by all staff during every period. Teachers will modify their instructional techniques to meet the needs of this population. For example, teachers will be expected to attend to issues such as wait time, integration of visual cues, tapping into students' prior knowledge, using graphic organizer, front loading and TPR. These strategies will benefit ELL students as well as all students. Care will also be taken to ensure that all communications to parents are provided in a language that they can comprehend and that family home language is considered in planning school-wide events and in involving families. ¹²

As indicated, this model will be based on the model used at FLACS. In the 2009-2010 school year, 31% of the students at FLACS were ELLs, with another 16% as former ELLs, those students who were originally designated as ELLs but had already tested proficient on the NYSESLAT exam. Year after year, ELLs at FLACS made Adequate Yearly Progress (AYP) under NCLB. FLACS has a record of helping move ELLs to proficiency in English. In 2009-2010, 19% of all ELL students tested proficient on the NYSESLAT exam.

This approach is also significant as it does not water down the content of the curriculum for ELL students, but rather helps them to understand the same content. Thus, the curriculum is not watered down for ELL students.

Active Instructional Team

The primary instructional leader of the school will be the principal. The school will have an active Leadership Team directly involved with promoting quality instruction and focused on high expectations for all students. The principal will also create an Instructional Team whose primary responsibility will be to support the faculty and staff. This team will expand as the school adds additional students and will eventually include the principal, assistant principal, instructional coaches, ESL teacher/coordinator, and special education teacher/coordinator and specialized consultants. This team will actively monitor instruction and will meet weekly to share findings, best practices and implement plans to address any areas of concern, the constant monitoring and feedback, supports teachers in examining decisions about their practice. This approach to leadership is being used successfully at FLACS and is described further in Attachment 14.

¹² Hill, Jane D., Flynn, Kathleen M. (2006) *Classroom Instruction that works with English Language Learners*. Alexandria, Virginia: ASCD

Assessment and Accountability

FLACS-II will keep an unwavering focus on accountability for the success of all students. To ensure that FLACS-II meets both the goals of its mission statement and the accountability goals set forth in this charter application, FLACS-II will implement a rigorous program of assessment, including predictive, formative, and summative assessment. By consistently monitoring the progress of students, decisions about curriculum and instruction can be made to ensure that every student achieves at a high academic level. A system for the collection, analysis, and use of data, similar to that used by FLACS, will be implemented. This system will allow all assessment data to be housed on a server which all teachers will have access to view and upload data about their students. This will allow data sharing between general education, special education, and ESL teachers. School administration and the Instructional Leadership Team will also be able to access this data. This system will also allow for the immediate disaggregation of data by gender, ethnicity, language proficiency, special education status, and time enrolled at FLACS-II. By monitoring classes, student subgroups, and individual students, immediate interventions for students and school-based decisions will be able to be made. The assessment data will be used to share progress about whether all students are achieving at high level. Teachers, administration, parents, and the Board of Trustee will all be involved in receiving and reviewing this data.

Data-Driven Planning

In order to ensure that the needs of all students are being met, data will drive the instructional planning at FLACS-II. Decisions about what and how to teach, though founded in the curriculum frameworks in this document, will be influenced heavily by the data collected on students. There will be monthly data meetings with teachers on the same grade level to assess class and individual student data trends, analyze student strengths and weaknesses, modify unit and lesson planning to address the strengths and needs of students, and to develop alternative teaching strategies to address the strengths and needs of students. In addition, the data will be analyzed during instructional leadership team meetings for the planning school-wide programs and interventions to promote progress toward the goals of the mission. A particular emphasis will be put on analyzing the performance of individual students and student subgroups, including special education and English language learners to ensure that instructional planning is helping all students meet the same rigorous expectations.

The structure for using data to inform planning parallels that of FLACS, and follows a similar protocol as that discussed by Boudett, City, and Murnane in *Datawise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* (2005).

As the school grows, a data specialist position will be created. This individual will be responsible

for ensuring that all school data is collected and entered into the school-wide system and will run analyses of the data for teachers, the Instructional Leadership Team, parents, and the Board of Trustees. The data specialist will also led the data meetings with teachers and meeting with individual teachers to develop plans for whole-group, small-group, and individualized instruction based on the available data.

Early Intervention

To ensure that all students reach high academic standards, FLACS-II will have a focus on early intervention. FLACS-II will implement multiple channels for identifying students who may be at-risk academically. One method for identifying these students will be the data meetings described in the previous section. A second tool for identifying students who are at-risk will be a child study protocol. During meetings between teachers and members of the instructional leadership team, individual teachers will bring up for discussion students who are having difficulties academically, emotionally, or socially. Teachers will be expected to present evidence that documents the child's strengths and weaknesses. During these meetings

One tier of intervention will include this implementation of in-class strategies that were discussed during the child process. Teachers will try out the strategies discussed and report back on the efficacy of these strategies and the impact on student learning. A second tier of interventions includes various pullout or extracurricular programming. A variety of intervention strategies are planned. One-on-one tutoring, small group afterschool programming, Saturday school programs, and summer school targeting specific skills and strategies will provide intervention for those students who are not meeting standards. FLACS-II will also seek to partner with outside organizations to provide both academic and nonacademic intervention services. A third tier would include possible referral to special education and the services that are associated with this.¹³

FLACS-II believes strongly in the need to identify students who are at risk of not meeting standards and immediately implementing interventions to help them remain on track. The child study process will also be the first step in identifying students who may need intervention or individualized education plans; the expectation is not that all students brought up for child study will be referred to special education and many will be successful with intervention programs. This process is discussed further in Attachment 13.

A Commitment to Special Education

¹³ Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Students Don't Learn*. Bloomington, IN: Solution Tree.

FLACS-II is determined to help students with special needs excel at the same high level as their general education counterparts. Students classified as special education will receive all mandated services that are described in the student's IEP. These services will be delivered by certified special education teachers and/or related service providers, according to the prescriptions included in the student's IEP. FLACS-II plans to collaborate with the New York City Department of Education's Committee on Special Education for District 8. In addition, staff will be trained in strategies to support students with special needs, including training in differentiation. It is the school's belief that all staff bear a shared responsibility for ensuring that students with special needs are supported in order to reach the high expectations held for all students.

Differentiation of Instruction

In order to ensure that all students will achieve at a high level, FLACS-II expects that all teachers will be masterful at differentiating instruction for students. This is most important given the fact that there is such a diversity of learners in classrooms. Teachers will not find their work effective if they present a curriculum to their students without regard for their varied learning needs.¹⁴ Teachers in FLACS-II will receive professional development targeted on this issue, with strategies for differentiation of instruction for advanced students, struggling students, English language learners, and students in special education. This professional development will occur with the whole school, but also in individualized one-on-one coaching situations. Child study and data meetings, which are described earlier, will also be times in which teachers can collaborate with members of the Instructional Leadership Team to discuss strategies for differentiation based on the data available.

Teachers will be expected to think about the following variables when differentiating for instruction: prior knowledge and skills, learning styles, special needs of the students, and language proficiency. Instruction will occur in small groups and individualized setting, and not just whole group instruction, throughout all core areas. Teaching assistants will help facilitate differentiated instruction.

Shared Responsibility

Teaching and learning will be shared responsibilities among the student, the school and the family. All three groups must work together to create an environment conducive to maximum growth for all students. Each student's learning plan will reflect collaboration among the three groups. Students must learn from an early age to take responsibility for their own learning and

¹⁴ Tomlinson, Carol Ann & Jay McTighe. (2006) Integrating Differentiated Instruction and Understanding by Design. Alexandria, Virginia: ASCD

growth. Family involvement in the student's education will have a positive effect on the student's learning. More crucially, students need to become independent learners who can continue to learn on their own after they graduate from FLACS-II. Possessing this independence will help students to successfully complete high school and college.

Within the curriculum, opportunities for students to engage in small group and independent work will help students to gain this independence. By engaging in project-based learning students will also learn to become more reliant on their own abilities to research and learn on their own. Students will also be asked to engage in reflection and self-assessment of the work they have completed in order to foster independence.

Families will have an opportunity to share the responsibility for teaching and learning as well. Through open lines of communication with the school, families will be able to help create plans for learning and teaching. Parent-teacher conferences will be a critical time in which families and the school can communicate.

Professional Development

FLACS-II believes that in order to provide rigorous, quality instruction to students, professional development must be a crucial design element. Professional development will be responsive to the needs of the staff and students, with opportunities for differentiation based on teacher strengths and needs. Professional development will occur in a multitude of ways, including through one-on-one coaching of teachers, small group study teams and professional learning communities in which groups of teachers take ownership of their own development, and large group workshops.

Several structures will be put into place to allow maximum time for professional development. First, ten professional development days will be held before students return to school in September. Second, every Monday staff will be expected to stay for professional development from 3:45 to 5:00. Third, the first Friday of each month will be a half-day for students, with professional development occurring in the afternoon. Finally, one-on-one professional development through coaching will occur periodically during teacher's preparation periods. As staff and grade levels expand, literacy and math coaches will be identified to work with teachers to systematically implement all components of the literacy and math programs. The coaches will be responsible for supporting teachers and the educational program by providing ongoing feedback and support through reflection and dialogue, modeling instruction, facilitating inter-class observations, assisting in lesson and unit planning, and facilitating teacher meetings that focus on discussing and reviewing research on best practices. Professional development is discussed further in Attachment 15.

Consistent Discipline

The school believes that disciplinary practices and enforcement must be consistent throughout the school. FLACS-II will base its discipline procedures on those implemented at FLACS, which has a record of having a safe and orderly environment. For example, the suspension rate for FLACS in the 2008-2009 school year was 0.0%. Strategies from *Positive Discipline* by Lee Canter and *The First Days of School* by Harry Wong will be utilized throughout the school year. FLACS-II believes in a proactive, rather than reactive, approach to discipline and safety. School wide and classroom procedures will be taught to students and enforced by all staff members. These will be taught to new students and reviewed with all returning students during the first week of school. All students will be familiar with the rules and policies of the school. Through this consistency, the school expects to maintain a safe and orderly environment in which minimal, if any, time is lost to off-task activities and teachers and students alike can focus on teaching and learning. When reactive disciplinary action is required, FLACS-II will base its responses to infractions on the range of possible actions that are taken within the NYC public school system, as listed in the Student Discipline Code. These are outlined in Attachment 37.

FLACS-II believes that families play a crucial role in the discipline policies of the school. Parent/Student Handbooks will be distributed at the beginning of the school year. These handbooks will contain all policies and rules of FLACS-II. As with other communications with the home, these materials will be translated as needed. Parents will return a signed acknowledgement that they have read, understand, and agree to these policies and procedures.

Family Involvement

FLACS-II will be a school in which all parents are active participants in the school. As stated in its charter, FLACS-II will represent collaboration between school staff and families. This collaboration will occur in multiple ways – families and teachers will collaborate in creating learning plans to help each child reach high levels of success, families and the school leadership will collaborate in policy setting and governance of the school, families and the school as a whole will collaborate in celebrating the successes of children, and the school will work to provide programming and support to improve the lives of the entire families of students. A strong collaboration between the school and the parents or guardians will promote a higher level of academic and social achievement for students.

The school will create opportunities for teachers and families to meet on a consistent basis to discuss the academic and social progress of individual students. At the beginning of the school year, FLACS-II will host a Back to School Curriculum Night. At this event, all families will be invited to meet with their child's teachers and learn about the curriculum for the upcoming school year. Families will also be expected to participate in three parent-teacher conferences

Proposal to Establish Family Life Academy Charter School II

each year. At these conferences, the teacher and the family will have an opportunity to discuss student progress and collaborate on strategies to support the child in school and at home. These meetings will be held in both the afternoon and evening to accommodate parents or guardians that work, are in school, or have other obligations. In between these three conferences, constant communication about individual student progress between teachers and families is expected. This will occur through phone calls, e-mails, letters, or meetings at the school. Translation services will be provided for teachers who do not speak the home language of their students. These conversations will emphasize sharing by both the family and the teacher and collaboration in creating plans for supporting the student in the future.

FLACS-II will put particular emphasis on ensuring that parental involvement does not diminish as students are promoted throughout the grades. In particular, emphasis will be placed on ensuring that middle school families are equally involved as elementary families.

Families will also be involved in the governance and policy setting of the school in order to ensure that the school is meeting the needs of the community of families. This is not only stated in the mission, but furthers the goal that the charter school will create viable educational options for families. Families will be encouraged to join the Parent Teacher Association (PTA) and to attend monthly meetings. These meetings will be held at multiple times to accommodate working families. Through these meetings parents and teachers will be able to communicate about school issues and the input gathered from these meetings will be used in setting school policies. Families will be invited to be a part of the Charter School Board of Trustees; additionally, two seats will be reserved on the Board of Trustees for PTA officers. Parents will be invited and encouraged to observe all meetings of the Board of Trustee meetings.

FLACS-II also believes in the importance of celebrating what students have accomplished in order to help students internalize the importance of learning and continued growth. Parents will be invited to participate in school trips and other special events, including award ceremonies and classroom celebrations of student writing. Other events, such as a science fair, will provide forums for students to share their academic work with a wider audience than just their classmates.

In addition, FLACS-II will focus on helping improve the lives of the families that we work with. Workshops on curriculum or parenting topics will be held at the school and FLACS-II will partner with the LPAC and other community partners to provide additional resources for families.

By the end of the first charter period, FLACS will also have a parent coordinator to coordinate these various initiatives.

School Culture and Core Values

The school culture at FLACS-II will be focused on high expectations for all students. All FLACS-II students will see themselves as scholars, who are always eager to learn more and to excel academically in school and as compassionate human beings. Creating this culture will involve a collaboration between the school and home, but will also involve special structures that will be put into place. These structures include holding award ceremonies throughout the year to recognize students who demonstrate scholarly and compassionate behavior, having academic contests, such as essay writing contests, and having students respond as a whole community to various books as part of a Community Book Project. In addition, time will be taken during morning meetings to examine human values such as respect, honesty, community service, and integrity to help support students in taking responsibility not only for their own learning but for their actions toward others.

FLACS-II will take care to ensure that the school culture is consistent in both the elementary and middle school grades. However, the school recognizes that the needs of the students in the elementary and middle grades are different. To help support the adolescents in the middle school, the school plans to implement an advisory program. Students will have an advisor who will work with them in examining human values, mitigating the changes students may face in the middle school grades, such as peer pressure, and helping ensure that students feel connected with the school environment as a whole. Middle school staff will receive professional development that specifically targets the needs of the adolescent learner.

A Focus on Preparation for High School and Beyond

Since FLACS will eventually be a kindergarten through eighth grade school, and because one of FLACS-II's primary goals is to ensure students will be successful in high school and college. Although FLACS-II does not have full control over whether or not students graduate from high school, it is the school's expectation that by fully preparing students for the academic and social challenges of high school such that they will successfully complete high school. The population the school expects to attract is very much at risk for not graduating high school; FLACS-II expects to reverse this trend for the students it enrolls.

Instruction at FLACS-II will have a focus on preparing students for high school. The curriculum at all levels will help support the students to become critical thinkers at a high academic level. At all levels, the curriculum will strive to develop independent learners who can draw from a wide range of resources to self-improve and who will be ready for the challenges of high school and beyond.

All middle school students will meet with a guidance counselor on a regular basis to identify student strengths and interests, to choose high schools aligned with these strengths and interests, and to write

Proposal to Establish Family Life Academy Charter School II

essays, compile portfolios, and interview for schools of their interest. The core values described in the previous section will also help students to be able to gain independence and persevere through challenges.

After students graduate, FLACS-II intends to continue to stay in contact with its graduates. Through the help of a community partner, FLACS-II hopes to find mentors for students who will continue to work with students after they graduate. As well, FLACS-II hopes to have graduates return to the school to engage in community service with its students, such as in the form of tutoring.

Proposal to Establish Family Life Academy Charter School II

Attachment 08 (c) – Statutory Purpose

FLACS-II will further the purposes of the Charter Schools Act (Education Law §2850(2)). Specifically, FLACS-II will improve student learning and achievement through its focus on high expectations for all students, an emphasis on assessment and accountability, and a commitment to high quality instruction.

FLACS-II will increase the learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure. As indicated in its mission statement, the school specifically seeks to work with populations of students who are at-risk of academic failure, with a particular emphasis on supporting English language learners, students of color, and students of low socioeconomic status. FLACS-II specifically seeks to work in District 8, in which 12% of students are English Language Learners, 85% of students qualify for free or reduced lunch, and 94% of students are students of color.¹ FLACS-II's key design elements include provisions for working with at-risk populations. These key design elements are focused on working with ELL students and students in special education, early intervention, and differentiation of instruction. The focus on high quality instruction and professional development for teachers will also increase the learning opportunities for all students. FLACS-II is replicating the practices of FLACS, which has a record of increasing the learning opportunities for all students, with an emphasis on working with at-risk students. In 2009-2010, 43.4% of FLACS students scored at Levels 3 or 4 on the New York State ELA assessment as compared with only 27.3% of students in the same grades in school District 9. In mathematics in the same year, 57.7% of FLACS students scored at Level 3 and 4, compared with only 38.5% of students in the same grades in District 9.² Just as FLACS increased the learning opportunities for students in District 9, FLACS-II plans to increase the learning opportunities of students in school District 8.

FLACS-II will encourage the use of different and innovative teaching methods, another purpose of the Charter School Act. It will accomplish this through a commitment to differentiation of instruction, the support of active school leadership, and a focus on professional development. FLACS-II, as FLACS has done, will conduct professional development around the most current educational research in teaching methods so that FLACS-II teachers are at the forefront of innovation in teaching.

Another way that FLACS-II will further the purposes of the Charter School Act is in the creation of new professional opportunities for teachers. With a focus on professional development and through active school leadership, all teachers will have the opportunity to reflect and grow as professionals in the service of providing the best possible education for all students. As at FLACS, FLACS-II believes in the importance of working with individual teachers to hone their

¹ New York State Report Card for District 8, 2008-2009, <https://www.nystart.gov/publicweb-rc/2009/70/AOR-2009-320800010000.pdf>

² New York State ELA and Math District, Building Listings. http://www.p12.nysed.gov/irs/ela-math/2010/2010-Grades3-8ELADistrict_BuildingAggregate_Media.xls and http://www.p12.nysed.gov/irs/ela-math/2010/2010-Grades3-8MathematicsDistrictBuildingAggregate_Media.xls Retrieved February 1, 2011.

Proposal to Establish Family Life Academy Charter School II

professional skills. Through constant monitoring of instruction by the Instructional Leadership Team, especially the Instructional Coaches, teachers will receive feedback to improve their instruction within the classroom. Teachers will have opportunities to pursue leadership roles in the school, including serving as grade level leaders and growing into leadership capacity as the school expands. As at FLACS, FLACS-II will look internally to grow leaders when possible.

Finally, FLACS-II will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. With a longer school day and a focus on serving the ELL students for in School District 8, FLACS-II will be a viable choice for parents in the community. At FLACS, which is located outside of District 8, parents in District 8 have consistently sought enrollment. Currently, parents living within the confines of School District 8 regularly seek enrollment in FLACS (School District 9) so having FLACS-II in their school district seems a logical next step to better serve this community. Presently, 13 students from District 8 attend FLACS. Many other families from District 8 have entered the lottery, but were placed on the waitlist. In 2010-2011, 26 students from District 8 enrolled in the lottery. In 2009-2010, 25 students enrolled in the lottery. FLACS-II will fill the need that is demonstrated in these numbers, and based on the large number of students who are applying to FLACS for the lottery outside of the district; FLACS-II anticipates that more students than can be accommodated will apply to the school.

Proposal to Establish Family Life Academy Charter School II

Attachment 09 – Calendar and Schedules

a) School Calendar

There will be a total of 183 days of instruction for the 2012-2013 school year. The first day of classes will be September 5, 2012. The last day of classes will be June 26, 2013. Planned holidays and days off are:

September 17-18	Rosh Hashanah
September 26	Yom Kippur
October 8	Columbus Day
November 12	Veterans Day
November 22-23	Thanksgiving
December 24 – January 1	Winter Recess
January 21	Martin Luther King Jr. Day
February 18-22	Mid-Winter Recess
March 25 – April 1	Spring Recess
May 27	Memorial Day

In addition, the following will be planned half days:

October 5	Professional Development
November 29	Parent Teacher Conferences
December 7	Professional Development
February 1	Professional Development
March 1	Professional Development
March 21	Parent Teacher Conferences
May 3	Professional Development
June 7	Professional Development
June 20	Parent Teacher Conferences

Prior to the beginning of the first school year, teachers will attend fifteen professional development days. In subsequent years, teachers will attend ten professional development days prior to students' return to school. There will also be one professional development day scheduled on Election Day. Students will not be in attendance on these 16 professional development days in 2012-2013:

August 14 - 17
August 20 - 24
August 27 - 31
September 4
November 6

Summer school is planned for 20 sessions in the month of July. Summer school will be offered only for students who are performing below grade level standards. The summer school dates for 2012-2013 are as follows:

Proposal to Establish Family Life Academy Charter School II

July 1 – 3
 July 8 – 12
 July 15 – 19
 July 22 – 26
 July 29 – 30

The school year will be organized into trimesters. The first trimester will begin on September 5 and end November 15. The second trimester will begin November 18 and end March 15. The final trimester will begin March 18 and end June 26.

Figure 1 shows the school calendar, with days marked as PD as days in which staff will be available for professional development, but no students will be in attendance, HD for all half days, and SS for summer school, which only selected students deemed to need extra support will attend. Vacation days are marked VD.

Figure 1: School year calendar for 2012-2013

August 2012					September 2012				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
		1 VD	2 VD	3 VD	3	4 PD	5	6	7
6 VD	7 VD	8 VD	9 VD	10 VD	10	11	12	13	14
13 VD	14 PD	15 PD	16 PD	17 PD	17 VD	18 VD	19	20	21
20 PD	21 PD	22 PD	23 PD	24 PD	24	25	26 VD	27	28
27 PD	28 PD	29 PD	30 PD	31 PD					

October 2012					November 2012				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
1	2	3	4	5 HD				1	2
8 VD	9	10	11	12	5	6 PD	7	8	9
15	16	17	18	19	12 VD	13	14	15	16
22	23	24	25	26	19	20	21	22 VD	23 VD
29	30	31			26	27	28	29 HD	30

December 2012					January 2013				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.

Proposal to Establish Family Life Academy Charter School II

3	4	5	6	7 HD		1 VD	2	3	4
10	11	12	13	14	7	8	9	10	11
17	18	19	20	21	14	15	16	17	18
24 VD	25 VD	26 VD	27 VD	28 VD	21 VD	22	23	24	25
31 VD					28	29	30	31	

February 2013					March 2013				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
				1 HD					1 HD
4	5	6	7	8	4	5	6	7	8
11	12	13	14	15	11	12	13	14	15
18 VD	19 VD	20 VD	21 VD	22 VD	18	19	20	21 HD	22
25	26	27	28		25 VD	26 VD	27 VD	28 VD	29 VD

April 2013					May 2013				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
1 VD	2	3	4	5			1	2	3 HD
8	9	10	11	12	6	7	8	9	10
15	16	17	18	19	13	14	15	16	17
22	23	24	25	26	20	21	22	23	24
29	30				27 VD	28	29	30	31

June 2013					July 2013				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
3	4	5	6	7 HD	1 SS	2 SS	3 SS	4 VD	5 VD
10	11	12	13	14	8 SS	9 SS	10 SS	11 SS	12 SS
17	18	19	20 HD	21	15 SS	16 SS	17 SS	18 SS	19 SS
24	25	26	27 VD	28 VD	22 SS	23 SS	24 SS	25 SS	26 SS
					29 SS	30 SS	31 VD		

Proposal to Establish Family Life Academy Charter School II

b) School Schedules

The school day will run from 8:10 to 4:10 for teachers and from 8:15 to 3:30 for students in kindergarten through fifth grade. In grades six through eighth, the school day will run from 8:15 to 3:30 on Mondays and Fridays, and from 8:15 to 4:10 on Tuesdays, Wednesdays, and Thursdays. *Figure 2* and *Figure 3* contain a sample weekly schedule for students in kindergarten through fifth grade and schedule for students in sixth through eighth grade respectively. *Figure 4* and *5* contain sample schedules for teachers in kindergarten through fifth grade and schedule for students in sixth through eighth grade respectively.

Figure 2: Sample schedule for students in kindergarten through fifth grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:40	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:40 – 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 – 10:30	Reading Block	Reading Block	Reading Block	Reading Block	Reading Block
10:30 – 11:20	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
11:20 – 12:15	Mathematics Block	Mathematics Block	Mathematics Block	Mathematics Block	Mathematics Block
12:15 – 12:30	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time
12:30 – 1:25	Science	Social Studies	Science	Social Studies	Science
1:25 – 2:20	Specials* Art	Specials* Physical Education	Specials* Art	Specials* Physical Education	Specials* Art
2:20 – 3:15	Writing Block	Writing Block	Writing Block	Writing Block	Writing Block
3:15 – 3:30	Afternoon Routines	Afternoon Routines	Afternoon Routines	Afternoon Routines	Afternoon Routines

Each day, elementary students will have at least 120 minutes of literacy instruction, and at least 55 minutes of mathematics instruction. Each week students will have several periods of science and social studies. Students will also attend Specials classes, including art, music, physical education and technology education. In its first year, FLACS-II will only offer art and physical education, but as the school expands, all subjects will be offered.

Proposal to Establish Family Life Academy Charter School II

Elementary students will have 6 hours and 25 minutes of instructional activities each day. With the exception of Specials classes, students will remain primarily with their homeroom teacher throughout the day. As needed, students may travel to another classroom in the grade level for one period a day.

Figure 3: Sample schedule for students in sixth through eighth grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 – 9:40	Literacy	Social Studies	Literacy	Science	Literacy
9:40 – 10:30	Literacy	Social Studies	Literacy	Science	Literacy
10:30 – 11:20	Mathematics	Literacy	Mathematics	Literacy	Mathematics
11:20 – 12:10	Science	Literacy	Science	Literacy	Science
12:10 – 1:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:00 – 1:50	Social Studies	Mathematics	Social Studies	Mathematics	Social Studies
1:50 – 2:40	Art	Mathematics	Music	Mathematics	Technology Education
2:40 – 3:30	Physical Education	Spanish	Spanish	Physical Education	Health Education
3:30 – 4:10		Electives	Electives	Electives	

Each day, middle school students will have at least 100 minutes of literacy instruction, and at least 50 minutes of mathematics instruction. Each week students will have at least five 50-minute periods of science and social studies. Students will also attend Specials classes, including art, music, physical education and technology education.

Middle school students will have 6 hours and 25 minutes of instructional activities on Mondays and Fridays, and 7 hours and 5 minutes of instructional activities on Tuesdays, Wednesdays, and Thursdays. Unlike the elementary school students, at full capacity, middle school students will be instructed by different content specialty teachers for each subject area.

Figure 4: Sample schedule for teachers in kindergarten through fifth grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:15	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In

Proposal to Establish Family Life Academy Charter School II

8:15 – 8:40	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:40 – 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 – 10:30	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
10:30 – 11:20	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
11:20 – 12:15	Mathematics Block	Mathematics Block	Mathematics Block	Mathematics Block	Mathematics Block
12:15 – 12:30	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time
12:30 – 1:25	Science	Social Studies	Science	Social Studies	Science
1:25 – 2:20	Preparation Period	Preparation Period	Preparation Period	Preparation Period	Preparation Period
2:20 – 3:15	Writing Block	Writing Block	Writing Block	Writing Block	Writing Block
3:15 – 3:30	Afternoon Routines	Afternoon Routines	Afternoon Routines	Afternoon Routines	Afternoon Routines
3:30 – 3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45 – 4:10	Professional Development	Preparation Period	Preparation Period	Preparation Period	Preparation Period
4:10 – 5:00	Professional Development				

Figure 5: Sample teacher for students in sixth through eighth grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:15	Teacher Sign-In				
8:15 – 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 – 9:40	Class 701 Science	Class 702 Science	Class 801 Science	Class 802 Science	Class 601 Science
9:40 – 10:30	Class 701 Science	Class 702 Science	Class 801 Science	Class 802 Science	Class 601 Science
10:30 – 11:20	Preparation Period				
11:20 – 12:10	Preparation Period	Class 802 Science	Class 802 Science	Class 601 Science	Class 802 Science

Proposal to Establish Family Life Academy Charter School II

12:10 – 1:00	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
1:00 – 1:50	Class 801 Science	Preparation Period	Class 601 Science	Class 801 Science	Class 801 Science
1:50 – 2:40	Class 702 Science	Class 601 Science	Class 702 Science	Preparation Period	Class 702 Science
2:40 – 3:30	Class 601 Science	Class 701 Science	Preparation Period	Class 701 Science	Class 701 Science
3:30 – 4:10	Professional Development	Electives	Electives	Electives	Preparation Period
4:10 – 5:00	Professional Development				

Attachment 10(a) – Curriculum Process

The curriculum for Family Life Academy Charter School II has been aligned to the Common Core State Standards (CCSS) and the New York State Core Curriculum. While FLACS-II plans to adopt specific instructional programs, it believes that these programs are not in and of themselves the same as curriculum. Instead, the school has created its curriculum by starting with the CCSS for English language arts and mathematics, and the New York State Standards for science and social studies, using these as the backbone of the curriculum. The instructional resources will serve as a vehicle to address the standards-based curriculum. While the instructional programs were chosen because of their alignment to the standards-based curriculum, this alignment is not perfect. Thus, FLACS-II will ensure that all standards will be addressed whether or not they appear explicitly in the chosen instructional materials. Each of the standards is addressed in the curriculum frameworks that appear in *Attachment 10(b)*. At the time of this proposal, the curriculum frameworks have been aligned to the CCSS including the additions from New York State dated January 10, 2011. As these standards evolve, so too will the curriculum frameworks. The process for reviewing and changing the curriculum is described later in this attachment. While FLACS-II is replicating the practices of FLACS, the curriculum of the two schools differs slightly because of the shifting standards frameworks. FLACS is currently adapting its curriculum to address both the old and new standards in preparation for the upcoming changes, however, the curriculum at FLACS-II will begin with these new standards at its core.

Teachers will know what to teach and when to teach it based on the curriculum frameworks and a set of curriculum maps that will be established prior to the school's opening. A timeline for the creation of these materials is included in *Attachment 10(c)*. The curriculum frameworks provided in this application will provide the foundation for the curriculum, outlining what standards will be addressed at each grade level and how these standards will be assessed. Prior to the start of the first school year, the school leader, in conjunction with leadership and teaching staff hired prior to the start of the school year, will work to create curriculum maps based on the frameworks. These maps will specify what content, skills, and standards will be taught in every subject area for each unit and during what time-frame each unit will be taught. In addition they will provide further detail on the assessments that will be used to gauge student progress in meeting and exceeding the standards. Review of these materials will occur to ensure all standards for a given grade level are addressed at a high standard in the curriculum. These maps will be examined both vertically and horizontally to ensure alignment of the curriculum within and between grades. Specifically, they will be reviewed to ensure there are no gaps or redundancies between grade levels and to ensure continuity of the educational experience from kindergarten through grade eight.

These two documents, curriculum frameworks and curriculum maps, will ensure the coordination of instruction at a given grade level and articulation of instruction across grade levels. The school does not intend to create daily pacing guides in the interest of providing flexibility in the sequence and pacing of materials in a given unit or month to meet the needs of individual students, based on assessment data. Instead, teachers will create these pacing documents on a yearly basis using the curriculum maps and assessment data as a guide. All teachers will receive these documents before the school year begins. Common planning time will

Proposal to Establish Family Life Academy Charter School II

occur so that teachers can meet to translate these curriculum documents into daily lesson plans. Instructional coaches will also work with teachers to use the curriculum maps and to monitor the implementation of the curriculum. The use of these maps will be monitored through lesson plans, observations of classes, and assessment data. Horizontal consistency will be expected between teachers within a grade level; staff in the same grade level will be using the same curriculum maps to work with their students to meet the standards addressed in the unit.

These curriculum documents will be stored electronically. FLACS-II plans to adopt *PerformancePLUS*, a web-based curriculum-mapping program. FLACS uses this system, from SunGard Public Sector, which includes a suite of three programs *PerformanceTRACKER*, *AssessmentBUILDER*, and *CurriculumCONNECTOR* (formerly *TechPaths*). These programs allow teachers and administrators to create, share, and assess curriculum maps. They also allow teachers to analyze data from assessments associated with the content and skills in the maps. It also allows teachers to access the curriculum maps and assessment data simultaneously to write lesson plans. Finally, there are many reports that can be generated in order to help teachers and leaders analyze the effectiveness of the curriculum. This system will also allow curriculum map and lesson plans to be documented in the institutional memory of the school for use by new staff in the future.

Teachers will also receive professional development in unpacking the CCSS and New York State Standards, designing curriculum, writing effective lesson plans, and using assessment data to plan for instruction. This professional development will be critical in helping ensure teachers are highly skilled in creating and using curriculum. FLACS-II will also specifically seek to hire teachers who are knowledgeable about these processes before they arrive at FLACS-II.

To support the implementation of the curriculum, FLACS-II will adopt specific instructional materials and resources. As indicated earlier, the school views these materials as a vehicle for teaching the curriculum, but does not view these materials as the curriculum itself. While the spirit of these materials will be the same as those used by FLACS, some of the specific materials will differ, both because some of the instructional resources used by FLACS are no longer available for purchase and because the materials need to reflect the currently changing state standards.#

In English Language Arts, FLACS-II will use a balanced literacy approach modeled after that used at FLACS. This program will emphasize the need for both teacher directed explicit instruction as well as opportunities for student-centered reading and writing experiences. This approach will also balance phonics instruction with authentic reading experiences. Students will engage in whole-class read-alouds and explicit instruction in phonemic awareness, phonics, fluency, and comprehension. Students will also engage in reading through guided reading groups, in which teachers will group students based on student needs and provide targeted instruction. Students will also develop skills through independent reading of high-quality books. The current instructional program in the elementary school at FLACS is using to support this approach, Harcourt *Trophies*, no longer available for purchase by new schools. Therefore, to support this approach, FLACS-II plans to use Houghton Mifflin Harcourt *Journeys* for grades kindergarten through fifth grade. This research-based program provides resources for whole and small group instruction in phonemic awareness, phonics, fluency, and comprehension. The

Proposal to Establish Family Life Academy Charter School II

program also contains a strong focus on vocabulary development. There are also explicit resources for grammar and spelling instruction. This program provides a variety of assessment tools, including observation checklists, weekly assessments based on individual skills, end-of-unit assessments, and benchmark assessments. The materials also include a variety of technological resources, including leveled e-books, on-line literacy center activities, and an audio version of the text, which will enable students to access program materials on-line. A New York specific text is available, which is aligned to the new state standards. Also, the instructional materials contain multiple ideas for differentiation, which is a cornerstone of the instructional program at FLACS-II. Ideas and resource materials are provided for English language learners, struggling students, special needs students, and advanced students. One particular element that drew the school to this curriculum is its ideas for working with English language learners at different levels of English proficiency. While this program will be used by all teachers, other instructional resources will also be incorporated, including a robust classroom library for independent reading, and books for guided reading from Scholastic Publishers. Both the guided reading materials and *Journeys* programs have been reviewed by and contain contributions from leading researchers in reading instruction including Irene Fountas. The pedagogical approach that will be used is described further in *Attachment 11*.

In Mathematics, FLACS-II plans to use *Saxon Mathematics* to support its instructional program. This program has been used with success at FLACS for the last six years. *Saxon Mathematics* is a research-based core mathematics program that will span grades kindergarten through eight. The program has a unique approach based on distributed instruction, practice and assessment. The program also balances skills and problem-solving each day. As such, the program introduces small increments of content each day, and continually reviews these Mathematics content skills concepts. This is not seen in the tradition unit based approach, rather students learn about diverse concepts from day to day and are encouraged to understand how all strands of mathematics relate to each other. Research studies on Saxon Mathematics can be accessed which access the program's effectiveness with a range of students, including those in urban areas with high levels of poverty and large populations of students of color.# While *Saxon Mathematics* will be the core of the instructional resources used, FLACS-II will also be developing or acquiring resources to further students critical thinking in mathematics and include explicit work in writing and speaking about mathematics, as these are two areas in which FLACS has found the *Saxon Mathematics* program lacking and has supplemented the curriculum with external resources. This is true of most programs but due to the success at FLACS, this is not considered an impediment to ensuring high achievement levels. The pedagogical approach that will be used in mathematics is described further in *Attachment 11*.

In Social Studies, FLACS-II will implement Houghton Mifflin Harcourt *Harcourt Social Studies*, as the current instructional program FLACS is using Harcourt *Horizons* is no longer being sold to new schools. This research-based program contains many of the same features as *Horizons*, including a focus on vocabulary and language development, differentiated activities for learners who are below level, advanced learners, and ELLs, and a rigorous assessment program. Two additional features that *Harcourt Social Studies* are a wealth of technological supports and explicit resources for analyzing primary source documents. A correlation between the New York State Standards and the program is available online.# FLACS-II is currently investigating the New York City edition of this textbook series. Currently, the program is only

Proposal to Establish Family Life Academy Charter School II

available for purchase in grades 3, 4, and 5, though is being developed for kindergarten through second grade. FLACS-II anticipates that this version of the program will be better aligned with the experiences of the students it serves, as it will include specific information on New York City and its communities. However, further analysis will need to be made as the curriculum becomes available for the early grades. The pedagogical approach FLACS-II will take in social studies is further described in *Attachment 11*.

In Science, FLACS-II will use *Houghton Mifflin Science* in the elementary grades. This program spans kindergarten through fifth grade. This research-based program is made up of different modules so that FLACS-II can choose only those modules that explicitly address grade level science standards. Each module contains links to literature and resources for laboratory work in which students can engage in hands-on learning. FLACS-II sees this program as one resource that teachers will draw upon, but does not expect that teachers will limit themselves to these resources. FLACS-II also plans to acquire many trade books at a variety of levels to accommodate different levels of learners. One such resource may be Houghton Mifflin Harcourt's *Leveled Science Readers*. The pedagogical approach FLACS-II will take in science is further described in *Attachment 11*.

Each of the curriculum programs chosen or to be chosen contains explicit resources for addressing students at varying academic levels and with different educational needs. In addition, staff developing curriculum maps will explicitly seek out additional resources and techniques to help support teachers in addressing special populations of students, including English Language Learners, students in Special Education, struggling students, and advanced students. Because the curriculum maps specify what skills, content, and standards will be addressed, teachers will have some flexibility in determining how to use the instructional materials to best support the students in the schools. Each program also contains explicit vocabulary development resources. The multitude of technology resources for all four programs will also help teachers to support learners at different levels. The instructional coaches and leadership team will monitor this instruction closely through observations and an analysis of the assessment data will ensure that the needs of all students are being met. Since FLACS-II does not equate a particular program with the curriculum of the school, additional resources will be used if extra need for a particular student subgroup arises.

FLACS-II recognizes the importance of evaluating, reviewing, and revising the curriculum on a regular basis as a means of continual school improvement. This process will occur throughout the school year as student assessment data is analyzed. Specifically, the Instructional Leadership Team and the data specialist that will eventually exist will be looking to ensure that all students are able to demonstrate growth toward meeting and exceeding grade level standards. This data will be looked at in multiple ways, including disaggregated analyses by student sub-groups and analyses of drilled down data by standard. By examining which groups of students have not mastered given standards, the Instructional Leadership Teams and data specialist will work together with teachers to make immediate changes in the curriculum for the current year.

At the end of the school year, teams will meet to formally evaluate, review, and revise curriculum. These teams will include school leaders, instructional coaches, and teachers. We feel strongly that teachers should be represented in order to allow teachers to be directly involved in

Proposal to Establish Family Life Academy Charter School II

the review process, as they are the ones closest to the implementation of the curriculum. By using disaggregated student data from both internal and standardized tests, these teams will evaluate whether all students in the grade level met and exceeded all standards for each subject areas. Changes to the curriculum will be made to address any gaps or weaknesses in student mastery of the standards. These teams will also ensure that the curriculum incorporates any changes to the standards. The teams will not only evaluate, review, and revise the curriculum within a given grade level, but they will also be responsible for reviewing the vertical alignment of the curriculum. Specifically they will ensure a vertical continuity of learning from Kindergarten through Grade 8 and ensure that unnecessary repetitions or unintentional gaps in the curriculum do not exist. Revisions to mapping should be based on the assessment of how students are meeting standards rather than on materials selected.

As the school grows, it may be necessary to select and create new curriculum resources and instructional materials for new grades and courses. When the adoption or creation of these resources and materials becomes necessary, teams will be created. These teams will contain members of the school leadership and teachers. These teams will research different resources and materials and prepare a report with recommendations and rationales for the principal and the Board of Trustees, who will make a final decision on what resources will be adopted.

Teachers will be expected to create lesson plans on an ongoing basis. Through evaluating these lesson plans and through continual observation of teachers by the principal and instructional coaches, FLACS-II will be able to determine the level to which teachers are successfully implementing the curriculum. Through the disaggregation of data by gender, ethnicity, special education status, and language proficiency, FLACS-II will be able to evaluate whether the curriculum is successfully implemented and effective for all students. This data will be collected on a continual basis; FLACS-II will draw upon successful data systems implemented at FLACS, which include a database that allows instantaneous disaggregation of data for all assessment data. This data will be analyzed on an ongoing basis by multiple school stakeholders. The Instructional Team will analyze this data at their weekly meetings. During data meetings, the Instructional Team and grade level teachers will analyze this data. This data will also be presented to the Board on a monthly basis. Through these multiple reviews of the data, any inconsistencies between the performance of different subgroups of students and individual students will be noted and addressed. During the annual end of the year review of the curriculum, this ongoing disaggregated data will be used to determine the effectiveness of the curriculum for all students.

Proposal to Establish Family Life Academy Charter School II

Attachment 10(b) – Curriculum Framework

Table of Contents

Introduction	Page 1
English Language Arts, Kindergarten	Page 3
English Language Arts, First Grade	Page 9
Mathematics, Kindergarten	Page 16
Mathematics, First Grade	Page 19
Social Studies, Kindergarten	Page 23
Social Studies, First Grade	Page 27
Science, Kindergarten	Page 32
Science, First Grade	Page 36
Art, Kindergarten	Page 42
Art, First Grade	Page 46
Physical Education, Kindergarten	Page 50
Physical Education, First Grade	Page 52
English as Second Language, Kindergarten & First Grade	Page 54

Introduction

FLACS-II is submitting curriculum materials for kindergarten and first grade, the grades it will offer during its first year of operation. A curriculum framework is included for English Language Arts, Mathematics, Science, and Social Studies. A narrative description is provided for LIST AREAS that will be provided in the first year of operation. Over the planning period and initial charter period, a curriculum framework will be developed for second through eighth grade. The frameworks reflect the standards as they are currently adopted; the applicant recognizes that these standards may change over the next several years. Should this occur, the school is prepared to revisit these curriculum frameworks as part of its continual review of curriculum materials.

The frameworks are organized in the following manner. The first column lists the Core Content State Standards strands (ELA and Mathematics) or the New York State Standards (Science and Social Studies) that will be addressed by the curriculum at a given grade level. The second column lists the associated specific Common Core State Standards (ELA and Mathematics) or the Key Ideas and Performance Indicators (Science and Social Studies) that are associated with the strands and standards in the first column. The third column lists connections with ELA Core Content State Standards and/or related English as a Second Language standards. FLACS-II has chosen to include this column because of its focus on working with English Language Learners and its commitment to infuse literacy instruction through all subjects in the school. Finally, the fourth column lists informal and formal assessments that will be used to demonstrate mastery of the standards.

The frameworks are designed to include all grade-specific standards from the Common Core State Standards (ELA and Mathematics) and the New York State Standards (Science and Social Studies). The applicant recognizes that not all elementary New York State key ideas and performance indicators for science and social studies appear in these frameworks. The school

Proposal to Establish Family Life Academy Charter School II

intends to address any missing key ideas and performance indicators when writing the curriculum maps for the grades 2 through 4. As the school grows to include grades 5 through 8, all standards, key ideas, and performance indicators for the intermediate grades will be addressed.

Curriculum frameworks are also provided for Art, Physical Education, and English as a Second Language, as these will all be offered in FLACS-II's first year of operation. These include connections with the ELA and ESL standards.

The following documents were used in developing this framework:

- *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technology*, Common Core State Standards Initiative¹
- *Common Core State Standards for Mathematics*, Common Core State Standards Initiative²
- *Elementary Science Core Curriculum Grades K-4*, The University of the State of New York, The State Education Department³
- *Learning Standards for Social Studies*, The University of the State of New York, The State Education Department⁴
- *Social Studies Core Curriculum*, The University of the State of New York, The State Education Department⁵
- *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language*, The University of the State of New York, The State Education Department, Office of Bilingual Education⁶

¹ Accessed 2/2/2011 at <http://www.corestandards.org/>

² Accessed 2/2/2011 at <http://www.corestandards.org/>

³ Accessed 2/2/2011 at <http://www.p12.nysed.gov/>

⁴ Accessed 2/2/2011 at <http://www.p12.nysed.gov/>

⁵ Accessed 2/2/2011 at <http://www.p12.nysed.gov/>

⁶ Accessed 2/2/2011 at <http://www.p12.nysed.gov/>

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: English Language Arts

Grade Level: Kindergarten

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards for Literature</i> Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	2.2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 2.4. Identify key literary elements in texts and relate those features to students' own experiences.	<i>Formal Assessments</i> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Houghton Mifflin Harcourt <i>Journeys</i> 4. School-developed interim assessments <i>Informal Assessments</i> 1. Notes from reading conferences and guided reading documented by teachers 2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards for Literature</i> Craft and Structure	4. Ask and answer questions about unknown words in a text. 5. Recognize common types of text (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	2.11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts	
<i>Reading Standards for Literature</i> Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they will appear. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.	2.12. Apply learning strategies to comprehend literature and produce literary responses.	
<i>Reading Standards for Literature</i> Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding.	2.9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. 4.2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. 4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.	
<i>Reading Standards for Literature</i> Responding to Literature	11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	2.7. Present personal responses to published literature through words or pictures, referring to features of the text.	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards for Informational Text</i> Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning. 1.1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information & objects.	<i>Formal Assessments</i> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Houghton Mifflin Harcourt <i>Journeys</i> 4. School-developed interim assessments
<i>Reading Standards for Informational Text</i> Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.	4. School-developed interim assessments <i>Informal Assessments</i> 1. Notes from reading conferences and guided reading documented by teachers
<i>Reading Standards for Informational Text</i> Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.2. View, listen to, read, gather, organize, and discuss information from various sources.	2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards for Informational Text</i> Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding.	4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks.	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards: Foundational Skills</i> Print Concepts	1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	N/A	<i>Formal Assessments</i> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Publisher-created assessments from Houghton Mifflin Harcourt <i>Journeys</i> 4. School-developed interim assessments <i>Informal Assessments</i> 1. Notes from reading conferences and guided reading documented by teachers 2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards: Foundational Skills</i> Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (Not including CVCs ending in /l/, /r/, or /x/) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	N/A	
<i>Reading Standards: Foundational Skills</i> Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	N/A	
<i>Reading Standards: Foundational Skills</i> Fluency	4. Read emergent-reader texts with purpose and understanding.	2. 1. View, listen to, read, and discuss literature of different genres. 2.2. Use basic reading and listening strategies to make literary text comprehensible and meaningful.	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Writing Standards</i> Text Types and Purposes</p>	<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>2.7. Present personal responses to published literature through words or pictures, referring to features of the text. 2.8. Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard 3.1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing.</p>	<p><i>Formal Assessments</i> 1. Completed writing projects graded with school-developed rubrics</p> <p><i>Informal Assessments</i> 1. Notes from writing conferences maintained by teachers 2. School-developed observation checklists</p>
<p><i>Writing Standards</i> Production and Distribution of Writing</p>	<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>1.11. Express and develop ideas and understanding, using some elements of the “writing process.” 3.4. Evaluate students’ own and others’ work individually and collaboratively, on the basis of established criteria.</p>	
<p><i>Writing Standards</i> Research to Build and Present Knowledge</p>	<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>1.13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information.</p>	
<p><i>Writing Standards</i> Responding to Literature</p>	<p>11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p>1.7. Present information clearly in oral and graphic forms.</p>	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Speaking and Listening Standards</i> Comprehension and Collaboration</p>	<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds. <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>4.2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</p> <p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.10. Demonstrate appropriate classroom behaviors.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Formal Assessments</i></p> <p>1. School-created rubrics to assess speaking and listening skills individually and in small groups</p> <p><i>Informal Assessments</i></p> <p>1. Notes from conferences and other classroom activities maintained by teachers.</p> <p>2. School-developed observation checklists</p>
<p><i>Speaking and Listening Standards</i> Presentation of Knowledge and Ideas</p>	<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>4.5. Explain actions, choices, and decisions in social and classroom situations. (S)</p> <p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p> <p>4.11. Discover alternative ways of saying things in social and classroom interactions.</p>	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Language Standards</i> Conventions of Standard English</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs, wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>1.12. Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization.</p> <p>2.10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.</p>	<p><i>Formal Assessments</i></p> <ul style="list-style-type: none"> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. School-developed interim assessment 4. Publisher created assessments from Houghton Mifflin Harcourt <i>Journeys</i> <p><i>Informal Assessments</i></p> <ul style="list-style-type: none"> 1. School-developed observation checklists
<p><i>Language Standards</i> Vocabulary Acquisition and Use</p>	<p>4. Determine or clarify the meaning of unknown words and multiple meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at the school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out meanings. <p>6. Use words and phrases acquired through conversations, readings and being read to, and responding to texts.</p>	<p>2.10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.</p>	

Family Life Academy Charter School II

Proposal to Establish Family Life Academy Charter School II

Subject Area: English Language Arts

Grade Level: First Grade

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards for Literature</i> Key Ideas and Details	1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	2.2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. 2.4. Identify key literary elements in texts and relate those features to students' own experiences.	<i>Formal Assessments</i> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Houghton Mifflin Harcourt
<i>Reading Standards for Literature</i> Craft and Structure	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types. 6. Identify who is telling the story at various points in a text.	2.3. Recognize some features that distinguish some genres and use those features to aid comprehension. 2.11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts	4. School-developed interim assessments <i>Informal Assessments</i> 1. Notes from reading conferences and guided reading documented by teachers
<i>Reading Standards for Literature</i> Integration of Knowledge and Ideas	7. Use illustrations and details in a story to describe its characters, settings, or events. 9. Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	2.5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. 2.12. Apply learning strategies to comprehend literature and produce literary responses.	2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards for Literature</i> Range of Reading and Level of Text Complexity	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	2.1. View, listen to, read, and discuss literature of different genres.	
<i>Reading Standards for Literature</i> Responding to Literature	11. Make connections between self, text, and the world around the (text, media, social interaction).	2.5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards for Informational Text</i> Key Ideas and Details	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p> <ol style="list-style-type: none"> 1.1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Houghton Mifflin Harcourt <i>Journeys</i> 4. School-developed interim assessments
<i>Reading Standards for Informational Text</i> Craft and Structure	<ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<p>1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1. Notes from reading conferences and guided reading documented by teachers 2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards for Informational Text</i> Integration of Knowledge and Ideas	<ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ol style="list-style-type: none"> 1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. 	
<i>Reading Standards for Informational Text</i> Range of Reading and Level of Text Complexity	<ol style="list-style-type: none"> 10. With prompting and support, read informational texts appropriately complex for grade 1. 	<ol style="list-style-type: none"> 1.1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. 1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. 	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<i>Reading Standards: Foundational Skills</i> Print Concepts	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	N/A	<i>Formal Assessments</i> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. Publisher-created assessments from Publisher-created assessments from Houghton Mifflin Harcourt <i>Journeys</i> 4. School-developed interim assessments <i>Informal Assessments</i> 1. Notes from reading conferences and guided reading documented by teachers 2. Running record conferences using leveled texts 3. School-developed observation checklists
<i>Reading Standards: Foundational Skills</i> Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds a. Distinguish long from short vowel sounds in spoken single-syllable words b. Orally produce single-syllable words by blending sounds (phonemes), including consonant letters. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	N/A	
<i>Reading Standards: Foundational Skills</i> Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know finale –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	N/A	
<i>Reading Standards: Foundational Skills</i> Fluency	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.15. Apply self-monitoring and self-correcting strategies for language production.	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Writing Standards</i> Text Types and Purposes</p>	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>2.7. Present personal responses to published literature through words or pictures, referring to features of the text. 2.8. Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard 3.1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing.</p>	<p><i>Formal Assessments</i> 1. Completed writing projects graded with school-developed rubrics</p> <p><i>Informal Assessments</i> 1. Notes from writing conferences maintained by teachers 2. School-developed observation checklists</p>
<p><i>Writing Standards</i> Production and Distribution of Writing</p>	<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>1.11. Express and develop ideas and understanding, using some elements of the “writing process.” 3.4. Evaluate students’ own and others’ work individually and collaboratively, on the basis of established criteria.</p>	
<p><i>Writing Standards</i> Research to Build and Present Knowledge</p>	<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information.</p>	
<p><i>Writing Standards</i> Responding to Literature</p>	<p>11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p>2.7. Present personal responses to published literature through words or pictures, referring to features of the text.</p>	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Speaking and Listening Standards</i> Comprehension and Collaboration</p>	<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>4.2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</p> <p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.10. Demonstrate appropriate classroom behaviors.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Formal Assessments</i></p> <p>1. School-created rubrics to assess speaking and listening skills individually and in small groups</p> <p><i>Informal Assessments</i></p> <p>1. Notes from conferences and other classroom activities maintained by teachers.</p> <p>2. School-developed observation checklists</p>
<p><i>Speaking and Listening Standards</i> Presentation of Knowledge and Ideas</p>	<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>4.5. Explain actions, choices, and decisions in social and classroom situations. (S)</p> <p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p> <p>4.11. Discover alternative ways of saying things in social and classroom interactions.</p>	

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Language Standards</i> Conventions of Standard English</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g. <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>1.12. Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization.</p> <p>2.10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.</p>	<p><i>Formal Assessments</i></p> <ul style="list-style-type: none"> 1. <i>TerraNova 3</i> Assessment 2. <i>DRA-2</i> Assessment 3. School-developed interim assessment 4. Publisher created assessments from Houghton Mifflin Harcourt <i>Journeys</i> <p><i>Informal Assessments</i></p> <ul style="list-style-type: none"> 1. School-developed observation checklists

Proposal to Establish Family Life Academy Charter School II

English Language Arts Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
<p><i>Language Standards</i> Vocabulary Acquisition and Use</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to meaning of a word of a phrase. b. Use frequently occurring affixes as a clue to meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. <i>because</i>).</p>	<p>1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects.</p> <p>2.10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.</p>	

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Mathematics

Grade Level: Kindergarten

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Counting and Cardinality	<p><i>Know number names and the count sequence.</i> K.CC.1. Count to 100 by ones and tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3. Write the numbers 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>4.1. Use a variety of oral, print, and electronic forms for social communication. 4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p>	<p><i>Formal Assessment</i> 1) <i>TerraNova 3</i> Assessment 2) Publisher-created written and performance assessments from <i>Saxon Math</i> 3) School-developed interim exams</p>
Counting and Cardinality	<p><i>Count to tell the number of objects.</i> K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4c. Understand that each successive number name refers to a quantity that is one larger. K.CC.4d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. 4.5. Explain actions, choices, and decisions in social and classroom situations. 4.6. Understand and use some basic oral communication strategies in American English. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Informal Assessment</i> 1) Teacher notes from conferencing with students individually and in small groups 2) School-developed observation checklists</p>
Counting and Cardinality	<p><i>Compare numbers.</i> K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using and matching and counting strategies. K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p>		

Proposal to Establish Family Life Academy Charter School II

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Operations and Algebraic Thinking	<p><i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i></p> <p>K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5. Fluently add and subtract within 5.</p>	<p>4.1. Use a variety of oral, print, and electronic forms for social communication.</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</p> <p>4.5. Explain actions, choices, and decisions in social and classroom situations.</p> <p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Formal Assessment</i></p> <p>1) <i>TerraNova 3</i> Assessment</p> <p>2) Publisher-created written and performance assessments from <i>Saxon Math</i></p> <p>3) School-developed interim exams</p> <p><i>Informal Assessment</i></p> <p>1) Teacher notes from conferencing with students individually and in small groups</p> <p>2) School-developed observation checklists</p>
Number and Operations in Base Ten	<p><i>Work with numbers 11-19 to gain foundations for place value.</i></p> <p>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>1. 4. Compare, contrast, and categorize to gain a deeper understanding of information and objects</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p>	
Measurement and Data	<p><i>Describe and compare measurable attributes.</i></p> <p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p>	
Measurement and Data	<p><i>Classify objects and count the number of objects in each category.</i></p> <p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>		

Proposal to Establish Family Life Academy Charter School II

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Geometry	<p><i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i></p> <p>K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>1. 4. Compare, contrast, and categorize to gain a deeper understanding of information and objects</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p>	<p><i>Formal Assessment</i></p> <p>1) <i>TerraNova 3</i> Assessment</p> <p>2) Publisher-created written and performance assessments from <i>Saxon Math</i></p> <p>3) School-developed interim exams</p>
Geometry	<p><i>Analyze, compare, create, and compose shapes.</i></p> <p>K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes. <i>For example, “can you join these two triangles with full sides touching to make a rectangle?”</i></p>		<p><i>Informal Assessment</i></p> <p>1) Teacher notes from conferencing with students individually and in small groups</p> <p>2) School-developed observation checklists</p>
Mathematical Practices	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>	<p>4.5. Explain actions, choices, and decisions in social and classroom situations.</p> <p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.8. Negotiate and manage interactions to accomplish social and classroom tasks.</p> <p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions</p>	

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Mathematics

Grade Level: First Grade

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Operations and Algebraic Thinking	<p><i>Represent and solve problems involving addition and subtraction.</i></p> <p>1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>4.1. Use a variety of oral, print, and electronic forms for social communication.</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</p> <p>4.5. Explain actions, choices, and decisions in social and classroom situations.</p> <p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Formal Assessment</i></p> <p>1) <i>TerraNova 3</i> Assessment</p> <p>2) Publisher-created written and performance assessments from <i>Saxon Math</i></p> <p>3) School-developed interim exams</p>
Operations and Algebraic Thinking	<p><i>Understand and apply properties of operations and the relationship between addition and subtraction.</i></p> <p>1.OA.3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 12$. (Associative property of addition.)</i></p> <p>1.OA. 4. Understand subtraction as an unknown addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>		<p><i>Informal Assessment</i></p> <p>1) Teacher notes from conferencing with students individually and in small groups</p> <p>2) School-developed observation checklists</p>
Operations and Algebraic Thinking	<p><i>Add and subtract within 20.</i></p> <p>1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>		
Operations and Algebraic Thinking	<p><i>Work with addition and subtraction equations.</i></p> <p>1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$; $7 = 8 - 1$, $5 + 2 = 2 + 5$; $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$; $5 = ? - 3$, $6 + 6 = ?$.</i></p>		

Proposal to Establish Family Life Academy Charter School II

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	
Number and Operations in Base Ten	<p><i>Extend the counting sequence.</i></p> <p>1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>4.1. Use a variety of oral, print, and electronic forms for social communication.</p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p>	<p><i>Formal Assessment</i></p> <p>1) <i>TerraNova 3</i> Assessment</p>
Number and Operations in Base Ten	<p><i>Understand place value.</i></p> <p>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>1.NBT.2a. 10 can be thought of as a bundle of ten ones – called a “ten.”</p> <p>1.NBT.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</p> <p>4.5. Explain actions, choices, and decisions in social and classroom situations.</p>	<p>2) Publisher-created written and performance assessments from <i>Saxon Math</i></p> <p>3) School-developed interim exams</p>
Number and Operations in Base Ten	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.6. Subtract multiples of ten in the range 10-90 from multiples of ten in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>4.6. Understand and use some basic oral communication strategies in American English.</p> <p>4.11. Discover alternative ways of saying things in social and classroom interactions.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</p>	<p><i>Informal Assessment</i></p> <p>1) Teacher notes from conferencing with students individually and in small groups</p> <p>2) School-developed observation checklists</p>

Proposal to Establish Family Life Academy Charter School II

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Measurement and Data	<p><i>Measure lengths indirectly and by iterating length units.</i></p> <p>1.MD.1. Order three objects by length; compare the length of two objects indirectly using a third object.</p> <p>1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>4.1. Use a variety of oral, print, and electronic forms for social communication. Such forms include friendly notes, invitations, and electronic messages.</p> <p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p>	<p><i>Formal Assessment</i></p> <p>1) <i>TerraNova 3</i> Assessment</p> <p>2) Publisher-created written and performance assessments from <i>Saxon Math</i></p> <p>3) School-developed interim exams</p>
Measurement and Data	<p><i>Tell and write time and money.</i></p> <p>1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.MD.X. Recognize and identify coins, their names, and their value.</p>	<p>4.10. Demonstrate appropriate classroom behaviors.</p> <p>4.11. Discover alternative ways of saying things in social and classroom interactions.</p>	<p><i>Informal Assessment</i></p> <p>1) Teacher notes from conferencing with students individually and in small groups</p> <p>2) School-developed observation checklists</p>
Measurement and Data	<p><i>Represent and interpret data.</i></p> <p>1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>		
Geometry	<p><i>Reason with shapes and their attributes.</i></p> <p>1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sides) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.</p> <p>1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</p> <p>4.10. Demonstrate appropriate classroom behaviors.</p> <p>4.11. Discover alternative ways of saying things in social and classroom interactions.</p> <p>4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things.</p>	

Proposal to Establish Family Life Academy Charter School II

Mathematics Strands	Specific Common Core State Standards	Connections with English as a Second Language Standards	Assessments
Mathematical Practices	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<ol style="list-style-type: none"> 4.5. Explain actions, choices, and decisions in social and classroom situations. 4.6. Understand and use some basic oral communication strategies in American English. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.12. Apply self-monitoring and self-correcting strategies in social and classroom interactions 	<p><i>Formal Assessment</i></p> <ol style="list-style-type: none"> 1) <i>TerraNova 3</i> Assessment 2) Publisher-created written and performance assessments from <i>Saxon Math</i> 3) School-developed interim exams <p><i>Informal Assessment</i></p> <ol style="list-style-type: none"> 1) Teacher notes from conferencing with students individually and in small groups 2) School-developed observation checklists

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Social Studies

Grade Level: Kindergarten

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 1</i> History of the United States and New York</p> <p>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p>	<p><i>Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</i></p> <p>Students will gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.</p> <p>Students will recognize how traditions and practices were passed from one generation to the next.</p> <p>Students will distinguish between near and distant past and interpret simple timelines.</p> <p><i>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</i></p> <p>Students will explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 5.3. Share cross-cultural experiences and ideas with others. 5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 3</i> Geography</p> <p>Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p>	<p><i>Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</i></p> <p>Students will study about how people live, work, and utilize natural resources.</p> <p>Students will draw maps and diagrams that serve as representations of places, physical features, and objects.</p> <p>Students will locate places within the local community, State, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994).</p> <p>Students will investigate how people depend on and modify the physical environment.</p>	<p><i>Core Content State Standards:</i></p> <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 4</i> Economics</p> <p>Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p><i>Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</i></p> <p>Students will know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>Students will understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p>	<p><i>Core Content State Standards:</i></p> <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 5</i> Civics, Citizenship, and Government</p> <p>Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p><i>Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.</i></p> <p>Students will understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</p> <p>Students will examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>Students will identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p> <p><i>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</i></p> <p>Students will explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</p>	<p><i>Core Content State Standards:</i></p> <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 5.1. Demonstrate familiarity with some cultural and language patterns and norms in American English. 5.2. Demonstrate familiarity with some U.S. cultural referents at the local and national levels. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Please note: The applicant recognizes that not all elementary New York State key ideas and performance indicators for social studies appear in these frameworks. The applicant intends to address any missing key ideas and performance indicators in grades 2 through 4. As the school grows in grades 5 through 8, all standards, key ideas, and performance indicators for the intermediate grades will be addressed.

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Social Studies

Grade Level: First Grade

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 1</i> History of the United States and New York</p> <p>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p>	<p><i>Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</i></p> <p>Students will gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.</p> <p>Students will recognize how traditions and practices were passed from one generation to the next.</p> <p>Students will distinguish between near and distant past and interpret simple timelines.</p> <p><i>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</i></p> <p>Students will explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.</p> <p>Students will view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 5.3. Share cross-cultural experiences and ideas with others. 5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 2</i> World History</p> <p>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>	<p><i>Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</i></p> <p>Students will explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>Students will view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 5.5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. 5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 3</i> Geography</p> <p>Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p>	<p><i>Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</i></p> <p>Students will study about how people live, work, and utilize natural resources.</p> <p>Students will draw maps and diagrams that serve as representations of places, physical features, and objects.</p> <p>Students will locate places within the local community, State, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 4</i> Economics</p> <p>Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p><i>Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</i></p> <p>Students will know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>Students will study about how the availability and distribution of resources is important to a nation’s economic growth.</p> <p>Students will understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities ? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>Students will investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students’ own. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Social Studies Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p><i>Standard 5</i> Civics, Citizenship, and Government</p> <p>Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p><i>Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</i></p> <p>Students will know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.</p> <p>Students will explain the probable consequences of the absence of government and rules.</p> <p><i>Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</i></p> <p>Students will understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</p> <p>Students will examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>Students will identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 5.1. Demonstrate familiarity with some cultural and language patterns and norms in American English. 5.2. Demonstrate familiarity with some U.S. cultural referents at the local and national levels. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Harcourt Social Studies</i> 2) School-developed rubrics for social studies projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

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Family Life Academy Charter School II

Subject Area: Science

Grade Level: Kindergarten

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 4: The Physical Setting</p> <p>Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	<p>Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <p>Performance Indicator 2.1 <i>Describe the relationship among air, water, and land on Earth.</i></p> <p>2.1a Weather is the condition of the outside air at a particular moment.</p> <p>Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p> <p>Performance Indicator 3.1 <i>Observe and describe properties of materials, using appropriate tools.</i></p> <p>3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.</p> <p>3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light.</p> <p>3.1f Objects and/or materials can be sorted or classified according to their properties.</p>	<p><i>Core Content State Standards:</i></p> <p><u>Reading Standards for Informational Text</u></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of the text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Language Standards</u></p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>1.2. View, listen to, read, gather, organize, and discuss information from various sources.</p> <p>1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects.</p> <p>1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i></p> <p>1) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i></p> <p>2) School-developed rubrics for science projects (laboratory-based and research-based)</p> <p><i>Informal Assessments</i></p> <p>1) School-developed observation checklists</p> <p>2) Teacher-maintained observations notes from small group and independent work</p>

Proposal to Establish Family Life Academy Charter School II

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 4: The Living Environment Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	<p>Key Idea 1: Living things are both similar to and different from each other and from nonliving things. Performance Indicator 1.2 <i>Describe the life processes common to all living things.</i> 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</p> <p>Key Idea 3: Individual organisms and species change over time. Performance Indicator 3.1 <i>Describe how the structures of plants and animals complement the environment of the plant or animal.</i> 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction. 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <p>Key Idea 4: The continuity of life is sustained through reproduction and development. Performance Indicator 4.1 <i>Describe the major stages in the life cycles of selected plants and animals.</i> 4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.</p> <p>Performance Indicator 7.1 Identify ways in which humans have changed their environment and the effects of those changes. 7.1a Humans depend on their natural and constructed environments. 7.1b Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities. 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of the text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. With prompting and support, identify the reasons an author gives to support points in a text. <u>Writing Standards</u> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>Language Standards</u> 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i> 1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i> 1) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i> 2) School-developed rubrics for science projects (laboratory-based and research-based)</p> <p><i>Informal Assessments</i> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work</p>

Proposal to Establish Family Life Academy Charter School II

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 1— Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p>	<p>Scientific Inquiry</p> <p>Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested</p> <p>Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables. S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas. S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation</p>	<p><i>Core Content State Standards: Speaking and Listening Standards</i></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4. 5. Explain actions, choices, and decisions in social and classroom situations. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.10. Demonstrate appropriate classroom behaviors. 4.11. Discover alternative ways of saying things in social and classroom interactions. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> 1) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i> 2) School-developed rubrics for science projects (laboratory-based and research-based) <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> 1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work

Proposal to Establish Family Life Academy Charter School II

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Process Skills Based on Standard 4</p>	<p>i. follow safety procedures in the classroom, laboratory, and field iii. develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.) iv. manipulate materials through teacher direction and free discovery ix. order and sequence objects and/or events x. classify objects according to an established scheme xi. generate a scheme for classification xii. utilize senses optimally for making observations xiii. observe, analyze, and report observations of objects and events xiv. observe, identify, and communicate patterns xvi. generate appropriate questions (teacher and student based) in response to observations, events, and other experiences xvii. observe, collect, organize, and appropriately record data, then accurately interpret results xviii. collect and organize data, choosing the appropriate representation: graphic representations, drawings/pictorial representations xix. make predictions based on prior experiences and/or information xx. compare and contrast organisms/objects/events in the living and physical environments xxiii. communicate procedures and conclusions through oral and written presentations</p>	<p><i>Core Content State Standards: Speaking and Listening Standards</i></p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i></p> <p>1) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i> 2) School-developed rubrics for science projects (laboratory-based and research-based)</p> <p><i>Informal Assessments</i></p> <p>1) School-developed observation checklists 2) Teacher-maintained observations notes from small group and independent work</p>

Please note: The applicant recognizes that not all elementary New York State key ideas and performance indicators for science appear in these frameworks. The school intends to address any missing key ideas and performance indicators when writing the curriculum maps for the grades 2 through 4. As the school grows to include grades 5 through 8, all standards, key ideas, and performance indicators for the intermediate grades will be addressed.

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Science

Grade Level: First Grade

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 4: The Physical Setting</p> <p>Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	<p>Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <p>Performance Indicator 2.1 <i>Describe the relationship among air, water, and land on Earth.</i></p> <p>2.1a Weather is the condition of the outside air at a particular moment. 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)</p> <p>Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p> <p>Performance Indicator 3.1 <i>Observe and describe properties of materials, using appropriate tools.</i></p> <p>3.1a Matter takes up space and has mass. Two objects cannot occupy the same place at the same time. 3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses. 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light. 3.1d Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.) 3.1f Objects and/or materials can be sorted or classified according to their properties.</p> <p>Performance Indicator 3.2 <i>Describe chemical and physical changes, including changes in states of matter.</i></p> <p>3.2a Matter exists in three states: solid, liquid, gas. 3.2b Temperature can affect the state of matter of a substance.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u></p> <p>2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities & differences between two texts on the same topic</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.</p> <p><u>Language Standards</u></p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships & nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>1.2. View, listen to, read, gather, organize, & discuss information from various sources. 1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i></p> <p>1) New York State Science Assessment (given in grade 4) 2) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. 3) School-developed rubrics for laboratory and research projects</p> <p><i>Informal Assessments</i></p> <p>1) School-developed observation checklists of science content and skills 2) Observation notes maintained by teachers during independent and small group work</p>

Proposal to Establish Family Life Academy Charter School II

Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 4: The Living Environment Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	<p>Key Idea 1: Living things are both similar to and different from each other and from nonliving things. Performance Indicator 1.1 <i>Describe the characteristics of and variations between living and nonliving things.</i> 1.1a Animals need air, water, and food in order to live and thrive. 1.1b Plants require air, water, nutrients, and light in order to live and thrive. 1.1c Nonliving things do not live and thrive. 1.1d Nonliving things can be human-created or naturally occurring. Performance Indicator 1.2 <i>Describe the life processes common to all living things.</i> 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.</p> <p>Key Idea 3: Individual organisms and species change over time. Performance Indicator 3.1 <i>Describe how the structures of plants and animals complement the environment of the plant or animal.</i> 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction. 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction. 3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p> <p>Key Idea 4: The continuity of life is sustained through reproduction and development. Performance Indicator 4.1 <i>Describe the major stages in the life cycles of selected plants and animals.</i> 4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant. Performance Indicator 4.2 <i>Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.</i> 4.2a Growth is the process by which plants and animals increase in size. 4.2b Food supplies the energy and materials necessary for growth and repair.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <u>Language Standards</u> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i> 1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i> 1) New York State Science Assessment (given in grade 4) 2) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. 3) School-developed rubrics for laboratory and research projects</p> <p><i>Informal Assessments</i> 1) School-developed observation checklists of science content and skills 2) Observation notes maintained by teachers during independent and small group work</p>

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Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 4: The Living Environment Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	<p>Performance Indicator 7.1 Identify ways in which humans have changed their environment and the effects of those changes.</p> <p>7.1a Humans depend on their natural and constructed environments. 7.1b Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities. 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.</p>	<p><i>Core Content State Standards:</i> <u>Reading Standards for Informational Text</u> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of the text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. Identify the reasons an author gives to support points in a text. 5. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <u>Language Standards</u> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>NYS ESL Standards (Grade K-1):</i> 1.2. View, listen to, read, gather, organize, and discuss information from various sources. 1.3. Select information appropriate to the purpose of the investigation. 1.4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning.</p>	<p><i>Formal Assessments</i> 1) New York State Science Assessment (given in grade 4) 2) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. 3) School-developed rubrics for laboratory and research projects</p> <p><i>Informal Assessments</i> 1) School-developed observation checklists of science content and skills 2) Observation notes maintained by teachers during independent and small group work</p>

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Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 1— Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p>	<p>Scientific Inquiry</p> <p>Key Idea 1: <i>The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.</i></p> <p>S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested</p> <p>Key Idea 2: <i>Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.</i></p> <p>S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time. S2.3a Use appropriate "inquiry and process skills" to collect data</p>	<p><i>Core Content State Standards: Speaking and Listening Standards</i></p> <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> View, listen to, read, gather, organize, and discuss information from various sources. Select information appropriate to the purpose of the investigation. Compare, contrast, and categorize to gain a deeper understanding of information and objects. Formulate, ask, and respond to questions to obtain and provide information and meaning. 	<p><i>Formal Assessments</i></p> <ol style="list-style-type: none"> New York State Science Assessment (given in grade 4) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. School-developed rubrics for laboratory and research projects <p><i>Informal Assessments</i></p> <ol style="list-style-type: none"> School-developed observation checklists of science content and skills Observation notes maintained by teachers during independent and small group work

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Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Standard 1— Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p>	<p>Key Idea 3: <i>The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.</i> S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables. S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships. S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas. S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas. S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation</p>	<p><i>Core Content State Standards: Speaking and Listening Standards</i> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p><i>NYS ESL Standards (Grade K-1):</i> 4. 5. Explain actions, choices, and decisions in social and classroom situations. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.10. Demonstrate appropriate classroom behaviors. 4.11. Discover alternative ways of saying things in social and classroom interactions.</p>	<p><i>Formal Assessments</i> 1) New York State Science Assessment (given in grade 4) 2) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. 3) School-developed rubrics for laboratory and research projects</p> <p><i>Informal Assessments</i> 1) School-developed observation checklists of science content and skills 2) Observation notes maintained by teachers during independent and small group work</p>

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Science Standards	Key Ideas and Performance Indicators	Connections with English Language Arts and English as a Second Language Instruction	Assessments
<p>Process Skills Based on Standard 4</p>	<ul style="list-style-type: none"> i. follow safety procedures in the classroom, laboratory, and field ii. safely and accurately use the following tools: hand lens, ruler (metric), thermometer (C°, F°), measuring cups iii. develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.) iv. manipulate materials through teacher direction and free discovery vii. estimate, find, and communicate measurements, using standard and nonstandard units ix. order and sequence objects and/or events x. classify objects according to an established scheme xi. generate a scheme for classification xii. utilize senses optimally for making observations xiii. observe, analyze, and report observations of objects and events xiv. observe, identify, and communicate patterns xv. observe, identify, and communicate cause-and-effect relationships xvi. generate appropriate questions (teacher and student based) in response to observations, events, and other experiences xvii. observe, collect, organize, and appropriately record data, then accurately interpret results xviii. collect and organize data, choosing the appropriate representation: graphic representations, drawings/pictorial representations xix. make predictions based on prior experiences and/or information xx. compare and contrast organisms/objects/events in the living and physical environments xxiii. communicate procedures and conclusions through oral and written presentations 	<p><i>Core Content State Standards: Speaking and Listening Standards</i></p> <ul style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ul style="list-style-type: none"> 1.5. Formulate, ask, and respond to questions to obtain and provide information and meaning. 	<p><i>Formal Assessments</i></p> <ul style="list-style-type: none"> 1) New York State Science Assessment (given in grade 4) 2) Publisher-created assessments from <i>Houghton Mifflin Harcourt Science</i>. 3) School-developed rubrics for laboratory and research projects <p><i>Informal Assessments</i></p> <ul style="list-style-type: none"> 1) School-developed observation checklists of science content and skills 2) Observation notes maintained by teachers during independent and small group work

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Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Art

Grade Level: Kindergarten

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.</p> <p>Key Idea Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.</p>	<p>Students will experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences</p> <p>Students will develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events</p> <p>Students will understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas</p> <p>Students will reveal through their own art work understanding of how art mediums and techniques influence their creative decisions</p> <p>Students will identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.6. Understand and use some basic oral communication strategies in American English. 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 	<p>School developed rubrics for art projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.</p> <p>Key Idea: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.</p>	<p>Students will understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent</p> <p>Students will develop skills with electronic media as a means of expressing visual ideas</p> <p>Students will know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art</p> <p>Students will give examples of adults who make their living in the arts professions</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.6. Understand and use some basic oral communication strategies in American English. 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 	<p>School developed rubrics for art projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>Key Idea: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.</p>	<p>Students will explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses</p> <p>Students will explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works</p> <p>Students will explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.)</p> <p>Students will explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)</p>	<p><i>Core Content State Standards:</i></p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Speaking and Listening</u></p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p><u>Language Standards</u></p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p> <p>4.5. Explain actions, choices, and decisions in social and classroom situations.</p>	<p>School developed rubrics for writing and oral projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.</p>	<p>Students will look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures</p> <p>Students will look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics</p> <p>Students will create art works that show the influence of a particular culture</p>	<p><i>Core Content State Standards:</i></p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Speaking and Listening</u></p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p><u>Language Standards</u></p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>5.3. Share cross-cultural experiences and ideas with others.</p> <p>5.5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own.</p> <p>5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.</p>	<p>School developed rubrics for art projects</p> <p>School developed rubrics for writing and oral projects</p>

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: Art

Grade Level: First Grade

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.</p> <p>Key Idea Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.</p>	<p>Students will experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences</p> <p>Students will develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events</p> <p>Students will understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas</p> <p>Students will reveal through their own art work understanding of how art mediums and techniques influence their creative decisions</p> <p>Students will identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. 6. Produce complete sentences when appropriate to task and situation. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.6. Understand and use some basic oral communication strategies in American English. 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 	<p>School developed rubrics for art projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.</p> <p>Key Idea: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.</p>	<p>Students will understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent</p> <p>Students will develop skills with electronic media as a means of expressing visual ideas</p> <p>Students will know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art Students will give examples of adults who make their living in the arts professions</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. 6. Produce complete sentences when appropriate to task and situation. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.6. Understand and use some basic oral communication strategies in American English. 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 	<p>School developed rubrics for art projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>Key Idea: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.</p>	<p>Students will explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses</p> <p>Students will explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works</p> <p>Students will explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.)</p> <p>Students will explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)</p>	<p><i>Core Content State Standards:</i></p> <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <p><i>NYS ESL Standards (Grade K-1):</i></p> <ol style="list-style-type: none"> 4.3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. 4.5. Explain actions, choices, and decisions in social and classroom situations. 	<p>School developed rubrics for writing and oral projects</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>Key Idea: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.</p>	<p>Students will look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures</p> <p>Students will look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics</p> <p>Students will create art works that show the influence of a particular culture</p>	<p><i>Core Content State Standards:</i></p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p><u>Language Standards</u></p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</p> <p><i>NYS ESL Standards (Grade K-1):</i></p> <p>5.3. Share cross-cultural experiences and ideas with others.</p> <p>5.5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own.</p> <p>5.6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.</p>	<p>School developed rubrics for art projects</p> <p>School developed rubrics for writing and oral projects</p>

Family Life Academy Charter School II

Subject Area: Physical Education

Grade Level: Kindergarten

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Key Ideas: 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. 2. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>	<ul style="list-style-type: none"> * Students will participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area. * Students will develop physical fitness skills through regular practice, effort, and perseverance. * Students will demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement. * Students will understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition). * Students will demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness. * Students will understand the relationship between physical activity and individual well-being. 	<p><i>Core Content State Standards:</i> <u>Speaking and Listening</u> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood 6. Speak audibly and express thoughts, feelings, and ideas clearly. <u>Language Standards</u> 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i> 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.10. Demonstrate appropriate classroom behaviors</p>	<p>1) School developed checklists for physical education skills</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Key Ideas: 1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. 2. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>	<p>* Students will contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities. * Students will come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment. * Students will work constructively with others to accomplish a variety of goals and tasks. * Students will know how injuries from physical activity can be prevented or treated.</p> <p>Students will demonstrate care, consideration, and respect of self and others during physical activity.</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening</u> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood 6. Speak audibly and express thoughts, feelings, and ideas clearly. <u>Language Standards</u> 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>1) School developed checklists for physical education skills</p>
<p>Standard 3: Students understand and be able to manage their personal and community resources</p> <p>Key Ideas: 1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 2. Students will be informed consumers and be able to evaluate facilities and programs. 3. Students will be aware of some career options in the field of physical fitness and sports.</p>	<p>* Students will know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time. * Students will become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment. * Students will demonstrate the ability to apply the decision making process to physical activity.</p>	<p><i>NYS ESL Standards (Grade K-1):</i> 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.10. Demonstrate appropriate classroom behaviors</p>	

Family Life Academy Charter School II

Subject Area: Physical Education

Grade Level: First Grade

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Key Ideas: 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. 2. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>	<ul style="list-style-type: none"> * Students will participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area. * Students will develop physical fitness skills through regular practice, effort, and perseverance. * Students will demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement. * Students will understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition). * Students will demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness. * Students will understand the relationship between physical activity and individual well-being. 	<p><i>Core Content State Standards:</i> <u>Speaking and Listening Standards</u> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 6. Produce complete sentences when appropriate to task and situation.</p> <p><u>Language Standards</u> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>NYS ESL Standards (Grade K-1):</i> 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.10. Demonstrate appropriate classroom behaviors</p>	<p>1) School developed checklists for physical education skills</p>

Proposal to Establish Family Life Academy Charter School II

New York State Visual Arts Standards and Key Idea	Performance Indicators	Connections with English Language Arts Standards	Assessments
<p>Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Key Ideas: 1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. 2. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>	<p>* Students will contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities. * Students will come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment. * Students will work constructively with others to accomplish a variety of goals and tasks. * Students will know how injuries from physical activity can be prevented or treated.</p> <p>Students will demonstrate care, consideration, and respect of self and others during physical activity.</p>	<p><i>Core Content State Standards:</i> <u>Speaking and Listening Standards</u> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 6. Produce complete sentences when appropriate to task and situation. <u>Language Standards</u> 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>1) School developed checklists for physical education skills</p>
<p>Standard 3: Students understand and be able to manage their personal and community resources</p> <p>Key Ideas: 1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. 2. Students will be informed consumers and be able to evaluate facilities and programs. 3. Students will be aware of some career options in the field of physical fitness and sports.</p>	<p>* Students will know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time. * Students will become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment. * Students will demonstrate the ability to apply the decision making process to physical activity.</p>	<p><i>NYS ESL Standards (Grade K-1):</i> 4.7. Follow oral and written directions to participate in classroom and social activities. 4.8. Negotiate and manage interactions to accomplish social and classroom tasks. 4.9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. 4.10. Demonstrate appropriate classroom behaviors</p>	

Proposal to Establish Family Life Academy Charter School II

Family Life Academy Charter School II

Subject Area: English as a Second Language

Grade Level: Kindergarten & First Grade

New York State English as a Second Language Standards	Performance Indicators and Related Areas (Listening, Speaking, Reading, & Writing)	Assessments
<p>Standard 1: Students will listen, speak, read, and write in English for information and understanding.</p>	<ol style="list-style-type: none"> 1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. (L, R) 2. View, listen to, read, gather, organize, and discuss information from various sources. Such sources include story and picture books, audio and media presentations, and oral interviews. (L, S, R, W) 3. Select information appropriate to the purpose of the investigation. (L, R) 4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L,S,R,W) 5. Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W) 6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W) 7. Present information clearly in oral and graphic forms. Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. (S, W) 8. Present ideas clearly in written form. (W) 9. Convey information, using some organizational patterns and structures. Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. (S, W) 10. Demonstrate a basic understanding of facts. (S, W) 11. Express and develop ideas and understanding, using some elements of the “writing process.” Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. (L,S,R,W) 12. Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W) 13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W) 14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R) 15. Apply self-monitoring and self-correcting strategies for language production. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W) 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. (L, S, R, W) 	<p>Formal Assessments</p> <ol style="list-style-type: none"> 1. NYSESLAT exam 2. Publisher created assessment, such as Rigby’s <i>ELL Assessment Kit</i> <p>Informal Assessments</p> <ol style="list-style-type: none"> 1. School-created observation checklists

Proposal to Establish Family Life Academy Charter School II

New York State English as a Second Language Standards	Performance Indicators and Related Areas (Listening, Speaking, Reading, & Writing)	Assessments
<p>Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p>	<ol style="list-style-type: none"> 1. View, listen to, read, and discuss literature of different genres. Such genres include picture books, fables, poems, myths, songs, and media productions. (L, S, R) 2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R) 3. Recognize some features that distinguish some genres and use those features to aid comprehension. (L, S, R) 4. Identify key literary elements in texts and relate those features to students' own experiences. Such elements include setting, character, plot, and point of view. (S, R) 5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R) 6. Develop comprehension of text to prepare to read aloud. (S, R) 7. Present personal responses to published literature through words or pictures, referring to features of the text. Such features include characters, setting, plot, ideas, events, and vocabulary. (L, S, R, W) 8. Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W) 9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups and interest groups. (L, S, R, W) 10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W) 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts. Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W) 12. Apply learning strategies to comprehend literature and produce literary responses. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W) 	<p>Formal Assessments</p> <ol style="list-style-type: none"> 1. <i>NYSESLAT</i> exam 2. Publisher created assessment, such as Rigby's <i>ELL Assessment Kit</i> <p>Informal Assessments</p> <ol style="list-style-type: none"> 1. School-created observation checklists

Proposal to Establish Family Life Academy Charter School II

New York State English as a Second Language Standards	Performance Indicators and Related Areas (Listening, Speaking, Reading, & Writing)	Assessments
<p>Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.</p>	<ol style="list-style-type: none"> 1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L,S,R,W) 2. Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R) 3. Recognize personal point of view in self and others in discussing information. (L, S) 4. Evaluate students’ own and others’ work individually and collaboratively, on the basis of established criteria. Criteria include visual presentation and clarity of ideas. (L,S,R,W) 5. Recognize how structural features affect readers’ and listeners’ understanding and appreciation of text. Such features include repetition of words or ideas, vocabulary, and visuals. (L, S, R, W) 6. Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S) 7. Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L,S,R,W) 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W) 9. Apply learning strategies to explore a variety of materials. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W) 	<p>Formal Assessments</p> <ol style="list-style-type: none"> 1. NYSESLAT exam 2. Publisher created assessment, such as Rigby’s <i>ELL Assessment Kit</i> <p>Informal Assessments</p> <ol style="list-style-type: none"> 1. School-created observation checklists

Proposal to Establish Family Life Academy Charter School II

New York State English as a Second Language Standards	Performance Indicators and Related Areas (Listening, Speaking, Reading, & Writing)	Assessments
<p>Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.</p>	<ol style="list-style-type: none"> 1. Use a variety of oral, print, and electronic forms for social communication. Such forms include friendly notes, invitations, and electronic messages. (L, S, R, W) 2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W) 3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W) 4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S) 5. Explain actions, choices, and decisions in social and classroom situations. (S) 6. Understand and use some basic oral communication strategies in American English. Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S) 7. Follow oral and written directions to participate in classroom and social activities. (L, R) 8. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S) 9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. (L, S, R, W) 10. Demonstrate appropriate classroom behaviors. Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. (L, S, R, W) 11. Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W) 12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W) 	<p>Formal Assessments</p> <ol style="list-style-type: none"> 1. NYSESLAT exam 2. Publisher created assessment, such as Rigby's <i>ELL Assessment Kit</i> <p>Informal Assessments</p> <ol style="list-style-type: none"> 1. School-created observation checklists

Proposal to Establish Family Life Academy Charter School II

New York State English as a Second Language Standards	Performance Indicators and Related Areas (Listening, Speaking, Reading, & Writing)	Assessments
<p>Standard 5: Students will demonstrate cross-cultural knowledge and understanding.</p>	<ol style="list-style-type: none"> 1. Demonstrate familiarity with some cultural and language patterns and norms in American English. Such pattern and norms include levels of formality, idioms, and humor. (L, S, R, W) 2. Demonstrate familiarity with some U.S. cultural referents at the local and national levels. Such cultural referents include holidays, symbols, traditions, and customs. (L, S, R) 3. Share cross-cultural experiences and ideas with others. (L, S, R, W) 4. Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, and stress. (L, S,) 5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. (L, S, R, W) 6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. (L, S, R, W) 	<p>Formal Assessments</p> <ol style="list-style-type: none"> 1. <i>NYSESLAT</i> exam 2. Publisher created assessment, such as Rigby's <i>ELL Assessment Kit</i> <p>Informal Assessments</p> <ol style="list-style-type: none"> 1. School-created observation checklists

Attachment 10(c) – Curriculum Implementation Work Plan

The curriculum frameworks provided in this application will provide the most basic foundation for the curriculum, outlining what standards will be addressed at each grade level and how these standards will be assessed. Prior to the start of the first school year, the school leader, in conjunction with staff hired prior to the start of the school year including school leadership and teachers, will work to create curriculum maps using the curriculum frameworks as a basis. These maps will specify what content, skills, and standards will be taught in every subject area for every month of the school year. In addition these maps will provide further detail on the assessments that will be used to gauge student progress in meeting and exceeding the standards. These maps will be examined both vertically and horizontally to ensure alignment of the curriculum within and between grades. Review of these materials will be made to ensure all standards for a given grade level are addressed in the curriculum. They will also be reviewed to ensure there are no gaps or redundancies between grade levels.

Below is a detailed work plan that demonstrates how the applicant team will use the curriculum framework included as Attachment 10(b) to develop the tools that teachers will use to implement the curriculum at FLACS-II.

By January 31, 2012

The Curriculum Frameworks for Kindergarten and Grade 1 will be reviewed and revised to reflect any additions or changes to the standards implemented by New York State since February 2011. This work will be led by the school leader and will involve members of the applicant team and/or consultants with a strong background in curriculum design.

By February 28, 2012

Curriculum Frameworks for Grades 2-8 will be developed for English Language Arts. A particular focus will be made on both ensuring that all standards are addressed in the individual frameworks for each grade level and an alignment and continuity between the frameworks for each grade level. We believe it is necessary to develop these plans before the school opens in order to ensure that the curriculum in Kindergarten and Grade 1 supports the expectations and goals of later years. This work will be spearheaded by the school leader and will involve members of the applicant team and/or consultants with a strong background in curriculum design.

By March 31, 2012

Curriculum Frameworks for Grades 2-8 will be developed for Mathematics. A particular focus will be made on both ensuring that all standards are addressed in the individual frameworks for each grade level and an alignment and continuity between the frameworks for each grade level. This work will be led by the school leader and will involve members of the applicant team and/or

Proposal to Establish Family Life Academy Charter School II

consultants with a strong background in curriculum design.

By April 30, 2012

Curriculum Frameworks for Grades 2-8 will be developed for Science, Social Studies, and the Specials areas. As with ELA and Mathematics, the alignment of the curriculum between all grade levels will be determined. This work will be led by the school leader with support from consultants and/or prospective AP.

By May 31, 2012

Curriculum Maps will be created for Grades K and 1 in the area of English Language Arts. The basis for these maps will be the previously developed and revised curriculum frameworks. The standards will be broken down into discrete skills and content. The curriculum maps will outline which skills and content will be taught in each month of the school year. Likewise, using the assessments in the curriculum framework as a guide, the team will outline in greater specificity the tools and methods by which the content, skills, and standards will be assessed during each month. This work will be led by the school leader.

By June 30, 2012

Curriculum Maps will be created for Grades K and 1 in the area of Mathematics. The basis for these maps will be the previously developed and revised curriculum frameworks. The standards will be broken down into discrete skills and content. The curriculum maps will outline which skills and content will be taught in each month of the school year. Likewise, using the assessments in the curriculum framework as a guide, the team will outline in greater specificity the tools and methods by which the content, skills, and standards will be assessed during each month. This work will be led by the school leader.

By July 31, 2012

Curriculum Maps will be created for Grades K and 1 in the area of Science, Social Studies, and the Specials Areas. The basis for these maps will be the previously developed and revised curriculum frameworks. The standards will be broken down into discrete skills and content. The curriculum maps will outline which skills and content will be taught in each month of the school year. Likewise, using the assessments in the curriculum framework as a guide, the team will outline in greater specificity the tools and methods by which the content, skills, and standards will be assessed during each month. This work will be led by the school leader.

The creation of curriculum maps and pacing guides for other grade levels will occur after the initial school start up.

Attachment 10(d) – Sample Unit Plans

The following are a sample first grade English language arts unit plan and a sample kindergarten mathematics unit plan.

The sample English language arts plan is for a two week unit on nonfiction reading. Each day, teachers would have 120 minutes of reading. The unit includes reading and phonics objectives.

Because FLACS-II plans to adopt an incremental distributive approach to teaching mathematics, the unit presented for math does not focus on a single mathematical concept or standard. Instead, several concepts and standards from different mathematics strands will be addressed. The sample unit represents two weeks of instruction, with 55 minutes of instruction in mathematics each day.

Sample First Grade English Language Arts Unit Plan

Unit:

Reading Nonfiction

Unit Objectives:

Reading Objectives

Students will be able to

- identify the main topic of an informational text
- retell the key details of an informational text
- ask and answer questions about key details in an informational text
- know the text features of an informational text: headings, tables of contents, and glossaries
- use headings, table of contents, and glossaries to locate key facts or information in a text

Phonics Objectives:

Students will be able to

- decode and spell words with short i (*reviewed skill*)
- decode and write words with clusters with r (i.e. dr)
- decode and spell words with short e (*reviewed skill*)
- decode and write words with clusters with s (i.e. st)

Core Content State Standards Addressed:

Reading Standards for Informational Text

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of the text.
- Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Assessments:

Formative/Diagnostic Assessment

- Houghton Mifflin Harcourt *Journeys* Reading Diagnostic Assessment
- Observation notes and running records from reading and writing conferences

On-going Assessment

- School-developed checklist, listing objectives outlined above, to be used to evaluate student progress as they complete individual and group tasks
- Observation notes and running records from reading conferences
- Observation notes from student work products throughout the unit

Summative Assessment

- Houghton Mifflin Harcourt *Journeys* Lesson 7 Assessment
- Houghton Mifflin Harcourt *Journeys* Lesson 9 Assessment
- Houghton Mifflin Harcourt *Journeys* Unit 2 Assessment (to be given after the next two week unit assessing both units)
- School developed interim assessment in ELA (to be given every 6 weeks)

Materials:

- Leveled books from the classroom library: informational texts
- Materials from Houghton Mifflin Harcourt *Journeys*
 - Student textbooks
 - Students practice books pages reviewing key content
 - *Grab & Go* files differentiating student practice book pages for English language learners, struggling, and advanced students
 - Digital resources, including interactive centers, skills activities and e-books
 - Assessment books
 - Decodable readers
 - *Vocabulary in Context* cards
 - Vocabulary Readers
 - Ready-made work stations (word study, comprehension and fluency)
 - Audio texts
- Letter cards, magnetic letters, other letter manipulatives

Suggested Instructional Pacing and Sample Activities

Suggested Daily Schedule

15 minutes	Read aloud
25 minutes	Reading mini-lesson/shared reading experiences
60 minutes	Guided reading/independent reading/small group centers
20 minutes	Phonics lesson and activities

Suggested Pacing and Sample Activities

Day 1: Aim: What are main ideas and details?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model identifying the topic of the text.
- *Reading Mini-lesson/Shared Reading Experiences:*
 - Teacher will explain what main ideas and details are in an informational text using the text from the read aloud as a model. Teacher will introduce a graphic organizer (a web) and model using this to find main ideas and details)
 - Students will preview story vocabulary for *How Animals Communicate* (from *Journeys* text) using vocabulary cards with pictures of the words and examining words in context.
- *Guided Reading:* Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading:* Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers:* Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts)

Day 2: Aim: How do we identify main ideas and detail in a text?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model identifying the main idea and details of the text.
- *Reading Mini-lesson/Shared Reading Experiences:*
 - Students will review and act out lesson vocabulary for *How Animals Communicate*
 - Teacher will guide students in reading *How Animals Communicate* and work as a class to create a web showing main ideas and details

- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts)

Day 3: Aim: How do we identify main ideas and detail in a text?

- *Read Aloud*: Teachers will choose an informational text to read aloud to students and model identifying the main idea and details of the text.
- *Reading Mini-lesson/Shared Reading Experiences*:
 - Students will reread *How Animals Communicate*
 - Students will use the webs created yesterday to write about the main ideas and details of the text.
- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts, writing responses to reading)

Day 4: Aim: How do we identify main ideas and detail in a text?

- *Read Aloud*: Teachers will choose an informational text to read aloud to students and model identifying the main idea and details of the text.
- *Reading Mini-lesson/Shared Reading Experiences*:
 - Teacher will review the idea of main ideas and details
 - Students will read leveled texts in pairs *and* create webs showing the main ideas and details of the text.
- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts, writing responses to reading)

Day 5: Aim: How do we identify main ideas and detail in a text?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model identifying the main idea and details of the text.
- *Reading Mini-lesson/Shared Reading Experiences:* Students will take Lesson 7 assessment
- *Guided Reading:* Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading:* Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers:* Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts, writing responses to reading)

Day 6: Aim: What are text features of informational texts?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model identifying the main idea and details of the text.
- *Reading Mini-lesson/Shared Reading Experiences:*
 - Teacher will explain what text features are in an informational text using the text from the read aloud as a model.
 - Students will preview story vocabulary for *Dr. Seuss* (from *Journeys* text) using vocabulary cards with pictures of the words and examining words in context.
- *Guided Reading:* Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading:* Students will read independently from informational texts to identify text features of informational text
- *Reading Centers:* Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts)

Day 7: Aim: How do we use text features to find important information in a text?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model finding the text features of the text.
- *Reading Mini-lesson/Shared Reading Experiences:*
 - Teacher will introduce a graphic organizer (two column chart) and model using this to show how to find key details using text features
 - Students will read *Dr. Seuss*

- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to use text features to find key information using the graphic organizer introduced earlier
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts)

Day 8: Aim: How do we use text features to find important information in a text?

- *Read Aloud*: Teachers will choose an informational text to read aloud to students and model using the text features of informational texts to find key ideas.
- *Reading Mini-lesson/Shared Reading Experiences*:
 - Students will re-read *Dr. Seuss*
 - Students will review story vocabulary
- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to identify main ideas and supporting details
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts, writing responses to reading)

Day 9: Aim: How do we use text features to find important information in a text?

- *Read Aloud*: Teachers will choose an informational text to read aloud to students and model using the text features of informational texts to find key ideas
- *Reading Mini-lesson/Shared Reading Experiences*:
 - Teacher will review how to use text features
 - Students will read leveled texts in pairs and create two column charts showing text features and what key information they learned from these
- *Guided Reading*: Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading*: Students will read independently from informational texts to use text features to find key information
- *Reading Centers*: Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts, writing responses to reading)

Day 10: Aim: How do we use text features to find important information in a text?

- *Read Aloud:* Teachers will choose an informational text to read aloud to students and model using the text features of informational texts to find key ideas
- *Reading Mini-lesson/Shared Reading Experiences:*
 - Students will take Lesson 9 assessment
- *Guided Reading:* Teachers will work with students grouped by reading strengths and needs and provide targeted instruction based on these
- *Independent Reading:* Students will read independently from informational texts to use text features to find key information
- *Reading Centers:* Students will work in groups by strength and need to work on independent phonics and comprehension skills (i.e., practicing blending and segmenting words with magnetic letters, listening to audio texts)

Phonics Pacing and Activities

Day 1: Aim: How do we decode and write words with short /i/ and clusters with r?

- Model decoding and writing words with short /i/ and clusters with /r/
- Have students use magnetic letters, letter cards, and other manipulatives to create and read words with short /i/ and clusters with r
- Introduce spelling words for the week, words with short /i/

Day 2 through 4: Aim: How do we decode and write words with short /i/ and clusters with r?

- Have students use magnetic letters, letter cards, and other manipulatives to create and read words with short /i/ and clusters with r
- Have students read decodable texts with these patterns (*Brad and Cris, What Did Dad Get?, Crabs, the Big Job*)
- Have students work in pairs to write or build spelling words

Day 5: Aim: How do we decode and write words with short /i/ and clusters with r?

- Assessment of this skill using Lesson 7 assessment materials
- Assessment of spelling using weekly spelling test

Day 6: Aim: How do we decode and write words with short /e/ and clusters with s?

- Model decoding and writing words with short /e/ and clusters with /s/

- Have students use magnetic letters, letter cards, and other manipulatives to create and read words with short /e/ and clusters with s
- Introduce spelling words for the week, words with short /i/

Day 7 through 9: Aim: How do we decode and write words with short /e/ and clusters with s?

- Have students use magnetic letters, letter cards, and other manipulatives to create and read words with short /e/ and clusters with s
- Have students read decodable texts with these patterns (*Step Up, Splat! Splat!, Nuts for Ben and Jen, Miss Tess was Still*)
- Have students work in pairs to write or build spelling words

Day 10: Aim: How do we decode and write words with short /e/ and clusters with s?

- Assessment of this skill using Lesson 9 assessment materials
- Assessment of spelling using weekly spelling test

Materials and Activities for Differentiation:

English Language Learners

- Guided reading lessons differentiated for the needs of these students
- Reading centers differentiated for the needs of these students
- Use of graphic organizers throughout unit
- Use of paired and group activities throughout unit
- English language learner scaffolds throughout Teacher's Edition of Houghton Mifflin Harcourt *Journeys* (included ideas for beginning, intermediate, advanced, and advanced high English language learners)
- Leveled readers designed for English language learners from *Journeys*
- Activities from Vocabulary Reader from *Journeys*
- *Vocabulary in Context* cards, which provide visual support for high frequency words
- *Grab & Go* files from *Journeys* specifically targeted to meet the needs of English language learners
- *Language Support Cards* from *Journeys*, which build background for the main topic of the week and help develop high-utility vocabulary and academic language
- Online support from *Journeys*, including online leveled readers and a picture card bank online
- *Journeys* textbook on audio text
- Audio texts of high quality literature for use during reading centers

Students with special needs:

- Guided reading lessons differentiated for the needs of these students
- Reading centers differentiated for the needs of these students
- Use of graphic organizers throughout unit
- Use of paired and group activities throughout unit
- Leveled readers designed for struggling learners from *Journeys*
- Activities from the *Write-In Reader* from *Journeys*, designed to reinforce high-frequency words and comprehension skills
- Lessons and activities from *The Reading Toolkit*, part of *Journeys*, which are specifically designed for students in need of intensive intervention
- *Vocabulary in Context* cards, which provide visual support for high frequency words
- *Grab & Go* files from *Journeys* specifically targeted to meet the needs of struggling students
- *Language Support Cards* from *Journeys*, which build background for the main topic of the week and help develop high-utility vocabulary and academic language
- Online support from *Journeys*, including online leveled readers
- Audio texts of high quality literature for use during reading centers

Struggling students:

- Guided reading lessons differentiated for the needs of these students
- Reading centers differentiated for the needs of these students
- Use of graphic organizers throughout unit
- Use of paired and group activities throughout unit
- Leveled readers designed for struggling learners from *Journeys*
- Activities from the *Write-In Reader* from *Journeys*, designed to reinforce high-frequency words and comprehension skills
- Lessons and activities from *The Reading Toolkit*, part of *Journeys*, which are specifically designed for students in need of intensive intervention
- *Vocabulary in Context* cards, which provide visual support for high frequency words
- *Grab & Go* files from *Journeys* specifically targeted to meet the needs of struggling students
- *Language Support Cards* from *Journeys*, which build background for the main topic of the week and help develop high-utility vocabulary and academic language
- Online support from *Journeys*, including online leveled readers
- Audio texts of high quality literature for use during reading centers

Advanced students:

- Guided reading lessons differentiated for the needs of these students
- Reading centers differentiated for the needs of these students
- Leveled readers designed for advanced learners from *Journeys*
- *Grab & Go* files from *Journeys* specifically targeted to meet the needs of advanced students
- Online support from *Journeys*, including online leveled readers at the advanced level
- Differentiated support materials for advanced learners appearing at the end of the lesson in *Journeys*

Sample Kindergarten Mathematics Unit Plan

Unit Objectives:

Geometry Objectives:

Students will be able to

- identify triangles and squares, regardless of their orientation or overall size
- describe the similarities, differences, and parts of triangles and squares
- name the attributes of a shape (color, shape, size)
- model triangles and squares by building them from their components

Counting and Cardinality Objectives:

Students will be able to:

- identify ordinal position to fifth
- represent a number of objects with a written numeral 0-10
- count forward beginning from a given number within the known sequence
- order the numbers 0-10
- identify missing numbers in a sequence 0-10
- count with one-to-one matching
- understand that the last number name said tells the number of objects counted

Language Objectives:

Students will be able to

- correctly use the unit vocabulary (triangle, square, side, first, second, third, fourth, fifth) (*ESL Standard 4.9; CCSS Language Standards 5*)
- use the language of compare, contrast, and categorize to gain a deeper understanding of information and objects (*ESL Standard 1.4*)

- participate in collaborative conversations with diverse partners about kindergarten topics (*CCSS Speaking and Listening Standards 1*)
- describe familiar people, places, things, and events and, with prompting and support, provide additional detail (*CCSS Speaking and Listening Standards 4*)

Core Content State Standards Addressed:

Geometry

- K.G.2. Correctly name shapes regardless of their orientations or overall size.
- K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).
- K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Counting and Cardinality

- K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.3. Write the numbers 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.4a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.4d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

Mathematical Practices

- 4. Model with mathematics
- 7. Look for and make use of structure

Assessments:

Formative:

- *Saxon Math* Assessment 1: Identifying and Naming Shapes
- *Saxon Math* Assessment 4: Counting Objects; Matching Objects Using One-to-One Correspondence

Ongoing:

- School-developed checklist, listing objectives outlined above, to be used to evaluate student progress as they complete individual and group tasks

Summative:

- *Saxon Math* Assessment 1: Identifying and Naming Shapes
- *Saxon Math* Assessment 4: Counting Objects; Matching Objects Using One-to-One Correspondence
- *Saxon Math* Assessment 5: Matching Sets with Objects
- School-developed ordinal numbers assessment
- School-developed interim assessment (given every 6 weeks)

Materials:

Saxon Math

- Support materials from Lessons 31 - 40
- Assessment 1, 4, and 5

Additional Materials

- Manipulatives: Teddy Bear Counters, Attribute Blocks, Craft Sticks

Suggested Instructional Pacing and Sample Activities:

Day 1:

Aim: How can we identify triangles and squares?

- (Correlates with *Saxon Math* Lesson 31)
- Provide students with attribute blocks and/or pattern blocks and have students sort out triangles and squares
- Have students create triangles and squares through drawing or with craft sticks
- Have students go on a “triangle and square scavenger hunt” in which they look triangles and squares in the classroom or in magazine pictures
- Have students describe orally the attributes of a square and a triangle, using correct mathematical vocabulary
- Ask students to compare and contrast the attributes of squares and triangles

Day 2:

Aim: How can we name a shape using different attributes?

- (Correlates with *Saxon Math* Lesson 32)
- Provide students with attribute blocks and have them work in pairs or groups to sort these shapes into different groups by size, shape, and color
- Have students explain orally the rule they used to sort the attribute blocks

Day 3:

Aim: How can we order the numbers 1 through 10?

- (Correlates with *Saxon Math* Lesson 33)
- Provide students with sets of objects or pictures of sets of objects and have them order these
- Provide students with numbers cards (1 through 10) and ask students to work in pairs to place these in order from 1 through 10
- Have students wear number cards 1 through 10 and line up in order from least to greatest

Day 4: How can we order the numbers 0 through 10? How can we count backward from 10?

- (Correlates with *Saxon Math* 34)
- Provide students with numbers cards (0 through 10) and ask students to work in pairs to place these in order from 0 through 10
- Have students draw pictures to represent the number of objects on number cards (0 through 10) and then place these in order
- Have students practice counting backward from 10 with a partner.
- Teacher students to play hide and seek and encourage them to play this at home, counting down from 10 before looking.

Day 5: Assessment

- Use *Saxon Math* Assessment 1: Identifying and Naming Shapes

Day 6: How can we describe the position an object is in? (Identifying ordinal position)

- (Correlates with *Saxon Math* Lesson 36)
- Have groups students act out waiting in line for lunch and describe their position in line using ordinal numbers
- Have students use teddy bear counters to model ordinal position (example: the yellow bear is second).

Day 7: How do we identify the missing number in a sequence?

- (Correlates with *Saxon Math* Lesson 37)

Day 8: How can we identify and count pennies?

- (Correlates with *Saxon Math* Lesson 38)
- Have students identify pennies from a set of objects or coins and work in pairs to count the number of pennies
- Have students count pennies to pay for items in a pretend store

Day 9: How do we match a number card to a set of objects?

- (Correlates with *Saxon Math* Lesson 39)
- Provide students with different sets of objects (pennies, counters, etc.) and ask them to match the set to number cards

Day 10: Assessment

- Use *Saxon Math* Assessment 4: Counting Objects; Matching Objects Using One-to-One Correspondence

Future Assessment

Use *Saxon Math* Assessment 5: Matching Sets with Objects

Materials and Sample Activities for Differentiation:

English language learners:

- Create a word wall that includes illustrations of terms
- Use of manipulatives to model problems and illustrate concepts
- Have students act out concept of ordinal numbers, such as waiting in line for lunch

Students with special needs:

- Create a word wall that includes illustrations of terms
- Use of manipulatives to model problems and illustrate concepts
- Have students act out concept of ordinal numbers, such as waiting in line for lunch

Struggling students:

- Create a word wall that includes illustrations of terms
- Use of manipulatives to model problems and illustrate concepts
- Have students go on a scavenger hunt for shapes in their environment

Advanced students:

- Extend the concept of ordinal numbers to include sixth through tenth
- Extend the counting and ordering tasks to include greater numbers
- Have students create word problems for other students in the class to solve
- Have students complete a scavenger hunt for shapes in their environment and then write about how these shapes are used in the environment
- Have students compose triangles and squares using pattern blocks (Addressed 1st Grade standards)

Attachment 11 – Pedagogy

General Philosophy

FLACS-II believes in a rigorous academic experience for all students, in which students are engaged in higher-order thinking through analyzing, synthesizing, and evaluating the content and skills that they are learning. The school plans to implement instruction in all core content areas that reflects a balance between teacher-guided learning through direct instruction, guided instruction and student-guided learning through independent and group work and projects. FLACS-II believes that learning is an active process, which entails activating prior knowledge, relating this prior knowledge to new information, and applying the newly acquired knowledge to diverse contexts. Students at FLACS-II will have opportunities to engage in experiential and participatory learning opportunities. The pedagogical approach at FLACS-II will emphasize engaging students to help students build an excitement about learning, ownership of their own learning, and eventual independence in learning.

FLACS-II plans to implement instruction that is tailored to meet the needs of the individual students in the classroom. As such, all teachers will be well-versed in methods for differentiation for different learning styles and needs. Teachers will use instructional methods that address the needs of students with different learning styles and multiple intelligences, including linguistic, logical-mathematical, musical, bodily kinesthetic, spatial, interpersonal, and intrapersonal intelligences. Likewise, teachers will address the needs of English language learners, special needs students, struggling students, and advanced students through differentiation of instruction in all areas across the curriculum.

Drawing on Bloom’s taxonomy, teachers will guide students through activities that require students to use higher-order thinking skills, beyond the recall and comprehension level, and require students to use analysis, synthesis and evaluation. By engaging in independent and small group work, students will be able to apply the information that they have learned through direct instruction of the teacher and their own inquiry.

The pedagogical philosophy of FLACS-II is drawn from that of FLACS, where these same principles guide instruction.

Literacy

FLACS-II believes in taking a balanced approach to literacy to help students become independent, capable readers, writers, listeners, and speakers. FLACS-II will use an approach to reading that addresses phonemic awareness, phonics, fluency, vocabulary, and comprehension. Likewise, FLACS-II will use an approach to writing that addresses both the writing process and the grammar and conventions of English.

As part of the balanced literacy approach, students will engage in literacy activities with varying levels of support from their teachers. Through these activities, students will receive scaffolding that will allow

Proposal to Establish Family Life Academy Charter School II

them to become effective, independent readers and writers. Teachers will model strategies and skills for reading and writing through reading aloud quality literature, modeling the skills that good readers and writers use, and conducting whole group mini-lessons for all students. Students will receive targeted instruction for their skill level in small groups through guided reading and small group writing activities. During small group instruction, students will receive direct support from their teachers as they practice using the skills and strategies. Students will also have opportunities to engage in independent reading and writing. FLACS-II also believes in the importance of explicit instruction in phonemic awareness, phonics, grammar, and vocabulary as part of a balanced literacy model. This approach is especially essential for working with English language learners and students with special needs, as is a focus of FLACS-II. The school's program will include direct systematic instruction in these areas starting in Kindergarten.

A focus on discussion will be evident throughout literacy instruction. Through discussion in whole class and small group settings, students will learn to become effective listeners and speakers. Students will have an opportunity to be active participants in their own learning through these discussions. Likewise, through discussion, students will develop the oral language foundation needed to support the academic language necessary to succeed in all content areas.

This approach will be especially successful in reaching English language learners, students with special needs, struggling students, and advanced students. Because the approach balances different ways of grouping students and emphasizes varying levels of scaffold from the teacher, it will be effective in reaching the specific needs of these different groups of learners. Guided reading, which will be a cornerstone of the program, will allow the teacher to differentiate instruction on a daily basis for groups of students needing different levels of support. While the teacher works with one group, the other groups will be working on independent activities that will be designed to meet the specific needs of that group. The focus on discussion will also support all students, allowing English language learners to develop their oral language skills and to learn from their peers. All students will benefit from the focus on critical thinking skills.

Vocabulary is another focus that will be emphasized in FLACS-II. Vocabulary is one of the greatest predictors of reading comprehension and cognitive ability. Vocabulary for English Language Learners can pose great challenges therefore an emphasis on teaching vocabulary by providing rich and varied language experiences, teaching individual words by providing definitional and contextual information and, teaching word-learning strategies and fostering word consciousness (awareness and interest in words and their meanings) will be an important component of the literacy block.

The Balanced Literacy approach to literacy has been used at FLACS successfully. Over the last 4 years, FLACS has performed better than expected according to the Charter School Institute's comparative performance analysis reports, which examine a school's performance in comparison to demographically similar public schools state-wide on the New York State English language arts and mathematics examinations. In 2010-2009, FLACS performed "higher than expected to a small degree" with an effect size of 0.33, exceeding the target of 0.30. In 2008-2009, the effect size was 1.28, or "higher than

Proposal to Establish Family Life Academy Charter School II

expected to a large degree,” in 2007-2008, the effect size was 0.68, and in 2006-2007 the effect size was 1.08. Likewise, FLACS has outperformed its local district in the area of literacy for these years.

Mathematics

In mathematics, a spiral curriculum will be used in which incremental instruction will be distributed across the school year. Students will be taught small increments of concepts within each lesson. Subsequent increments will build on the foundation of earlier increments, leading students to a deeper understanding of mathematical concepts. Likewise, continual practice and review will be distributed throughout a year. Each concept that a student learns will be reviewed throughout the year and connected with the new concepts students are learning. Rather than focus on addition one month and geometry the next, this approach will expose students to various concepts in multiple areas of mathematics each month. Continual, distributed practice will ensure that concepts are committed to students' long-term memory. The assessment program for mathematics will also include a distributive element in which students are continually being assessed on everything that they have learned throughout the year.

As it did with literacy instruction, FLACS-II will create a balance in its approach to mathematics instruction. Teachers and students will focus not only on developing problem-solving abilities, but will also provide time for explicit drill in and mastery of basic operations and skills. Opportunities for explicit direct instruction will be balanced with opportunities for inquiry and independent discovery.

In addition, math instruction at FLACS-II will have an emphasis on talking and writing mathematically. These skills are an essential part of the new Common Core State Standards. By speaking and writing about mathematics, students will strengthen their understanding of mathematics. Ultimately, FLACS-II seeks to help develop scholars who can think flexibly about mathematical problems and who can defend their solutions to problems. The school believes it is equally important to be able to explain why and how mathematical processes are used as it is to solve mathematical problems correctly. Vocabulary development will be explicitly taught in the area of mathematics, to help support ELLs, special needs students, and students who may be struggling academically.

This approach has been used at FLACS, which has demonstrated success over the last several years in the area of English Language Arts. Over the last 4 years, FLACS has performed better than expected according to the Charter School Institute's comparative performance analysis reports, which examine a school's performance in comparison to demographically similar public schools statewide on the New York State English language arts and mathematics examinations. FLACS has met its accountability goals with respect to this measure. In 2010-2009, FLACS performed “higher than expected to a small degree” with an effect size of 0.48, exceeding the target of 0.30. In 2008-2009, the effect size was 1.03, or “higher than expected to a large degree,” in 2007-2008, the effect size was 0.94, and in 2006-2007 the effect size was 1.06. Likewise, FLACS has outperformed its local district in mathematics in these school years.

Proposal to Establish Family Life Academy Charter School II

Science

In science, the FLACS-II students will be actively engaged in their own learning. The science program will be based on hands-on and project-based learning in which students can directly observe and explore the natural and physical phenomena of the world around them. FLACS-II seeks to encourage students to develop their scientific thinking through use of direct observation of the natural and physical world and through experimentation. Instruction will occur through whole class lessons, small group and independent laboratory work, and small group and independent research. To facilitate this process, an instructional program will be used (see *Attachment 10(a)*) to provide resource materials from which teachers can draw in designing lessons.

As in the other core subject areas, teachers will differentiate instruction to meet the needs of different learners in the classroom. Vocabulary development and language development will also be infused throughout the science curriculum. Explicit vocabulary instruction will occur and opportunities for students to write and talk about science will be plentiful. Students will engage in research about the science topics they are currently studying and make presentations to their classmates about these topics.

This approach has been used at FLACS, where it has had a record of success in science achievement. In 2009-2010, 100% of students scored proficient or advanced on the New York State science assessment in grade 4. In 2008-2009, 98.0% scored proficient or advanced.

Social Studies

As in science, in social studies, FLACS-II students will be actively engaged in their own learning. Students will participate in project-based learning, including oral histories, mapping projects, research reports, PowerPoint presentations, and web quests. In social studies, students will learn about how they are part of many different communities, how these communities function today, and how these communities have grown and changed throughout history. Students will first learn about their own families and communities, then about their city and state communities, and finally about their country and global communities. Students will learn about their responsibilities and rights as a member of these various communities. An emphasis will be placed on analyzing primary source documents such as historical documents, journals, letters, political cartoons, and photographs.

This approach has been used at FLACS, where it has had a record of success. In 2010, 91.5% of students scored proficient or advanced on the New York State social studies assessment in grade 5. In 2009, 100% scored proficient or advanced.

Developing the Whole Child

FLACS-II will take a holistic approach to teaching students. While academic development is at the core of the school's mission, the physical, artistic, social and emotional development of each student is a critical element of the school's approach. By developing all parts of the child, academic development will be able to be maximized.

Proposal to Establish Family Life Academy Charter School II

To support this philosophy, students will have the opportunity to engage in Specials classes, such as Physical Education, Art, Music, and Technology. In its first year, FLACS-II plans to offer Physical Education and Art. In subsequent years, additional staff will be hired to provide instruction in additional Specials areas, as indicated in the personnel plan, *Attachment 21*. In addition to allowing the exploration of different content, these classes will also be a forum for the continual development of literacy skills. Cross-curricular projects will help make connections between the work students are doing in their regular classrooms and what they are learning in the Specials areas. Literacy and math skills will also be infused in the instruction that occurs in these Specials classes.

In helping to develop the whole child, FLACS-II will integrate character education throughout the core content areas. In order to be successful in high school, college and beyond, students must possess certain social and emotional skills, in addition to academic skills. Students will learn about core values such as respect, self-discipline, perseverance, and honesty through an intentional integration of the monthly character/values themes when reading, writing, and speaking about books and historical events.

Necessary Supports

To support this instructional model, FLACS-II plans to have teaching assistants. In the lower grades, each classroom will have both a teacher and a teaching assistant. In the higher grades, teacher assistants may be shared between classrooms. These teaching assistants will serve two primary functions. First, they will be responsible for data entry and other tasks, freeing teachers to focus on planning and instruction. Second, they will help the teacher to implement small group and independent work by providing support for students. Teaching assistants will receive the same professional development as teachers to support them in becoming proficient at working with small groups of students.

FLACS-II also plans to use technology to support these learning goals. During the first charter term, FLACS-II plans to work to secure money to install interactive whiteboards in all classrooms and provide computers for both a computer lab and also the classrooms for instructional use. FLACS-II will provide support for computer use either in a separate computer lab or through laptop carts. The use of technology will help support the differentiation of instruction emphasized throughout the pedagogical approach.

A clear and focused structure and plan for professional development will also be necessary to support the implementation of this model. Instructional coaches and other members of the instructional leadership team will be involved in supporting teachers in implementing these models. Professional development in each subject area will help clarify the common pedagogical approach and provide additional guidance in research based strategies to support the approach.

Proposal to Establish Family Life Academy Charter School II

Meeting the Needs of All Students

The school is confident that the best practices and research based materials that are being adopted from FLACS and other schools of excellence will support all students in achieving at a high level. A major focus in the pedagogical approach is the differentiation of instruction in all subject areas. This will ensure that the needs of all students will be met in the core academic areas. Another focus of the approach is the opportunity for student-centered learning in which students work independently or in small groups. This will allow students to engage in activities relevant to their strengths and needs and also allow students to learn from one another, which will support students at all levels. A third major focus of the pedagogical approach is the focus on literacy skills. These aspects will help support struggling students, students with special needs, and English language learners.

Attachment 12 – Assessment

(a) Assessment System

FLACS-II recognizes the importance of assessment in evaluating student knowledge and skills to plan for effective instruction that meets the needs of all students. Assessment data will be the basis not only for the instructional planning within individual classrooms, but also school-wide planning. FLACS-II will use a variety of diagnostic, formative, and summative assessments.

As mandated, the New York State assessments will be given in ELA and Mathematics to all students in grades 3 through 7; and in Science to students in grades 4 and 8. This assessment is primarily summative and results will be used to track student progress toward meeting State standards as well as to judge the efficacy of FLACS-II's educational program. FLACS-II will give any additional state tests that may be added to the assessment program for grades kindergarten through eight. Since kindergarten, first, and second grade students are not currently tested under the state assessment program, FLACS-II will purchase and use a nationally published norm-referenced test as a summative assessment for these students, to be administered at the end of the school year. FLACS-II plans to use the *TerraNova 3* assessment, published by CTB-McGraw Hill to assess student progress in English Language Arts and Mathematics. This test is used by many other charter schools, including FLACS. While this test is based on national standards, it offers alignment to the state standards for New York State.

While state testing exams and nationally published norm-referenced assessments will provide useful summative assessments, FLACS-II will also create or adopt a system of interim assessments that will allow for the more constant monitoring of student progress toward state standards. The purpose of these exams will be both summative and formative, assessing what standards students have already mastered and what skills students need to continue for their development. FLACS-II will look into purchasing a series of interim assessments, such as provided through the *Acuity* System created by CTB-McGraw-Hill. In evaluating whether to adopt a given interim assessment program, a team of school leaders and teachers will evaluate three factors; i.e., to what extent the assessments address the Core Common State Standards; to what extent the assessments address the knowledge, skills, and standards as organized in curriculum frameworks and maps developed by the school; and to what extent these assessments address critical thinking. FLACS-II may also work to develop a set of interim assessments in the absence of a purchased program, particularly in grades kindergarten through two where fewer opportunities exist for interim assessments. If FLACS-II pursues this option, staff would be trained to write quality assessments, or a consultant with background in this area would be involved.

To support the focus on literacy, FLACS-II will adopt a school-wide system for diagnostic testing of student reading. FLACS-II plans to use the *DRA-2*, published by Pearson as an assessment for all students in kindergarten through eighth grade. This instrument assesses how students are progressing in development of phonemic and phonological awareness, fluency, and comprehension. These assessments will be given two to three times a year tracking, allowing for purposes of teachers and administrators to follow student progress. These assessments are currently used at FLACS in grades three through eight. FLACS-II will use the assessment

throughout all grade levels rather than use two separate instruments to assess reading progress in the school. In addition, teachers will be expected to keep running records on leveled texts to monitor students' reading progress in between administrations of the DRA-2.

Within each grade level, common assessments will be given to assess student knowledge and skills on particular units. These assessments will be based on publisher-created assessments part of the instructional materials described in Attachment 10, but may be modified by teams of teachers to better reflect the New York State and Core Common standards. These exams will be given in all core content areas. Rubrics will also be developed by the school in order to assess writing pieces and projects in all content areas. These will be school wide rubrics to ensure continuity within and between grade levels.

Within their individual classrooms, teachers will also be expected to keep several informal assessment records to track student progress. Teachers will be expected to keep notes from conferences and conversations with children in all subject areas. Teachers will also use school-developed observation checklists. These checklists will list the given objective (skills and content) that students are expected to master within a given unit. As the unit progresses, teachers can note which students are mastering these objectives through their class work.

Both the interim exams and common assessments will be closely analyzed to ensure correlation with the New York State standards and be analyzed to see whether they are predictive of how students would perform on the New York State testing program. Adjustments to the assessment program will be made on an annual basis during the review of curriculum described in Attachment 10(a).

FLACS-II will create a data storage system, similar to that of FLACS. This system will allow teachers to upload assessment results on common assessments to a central system that is accessible to all teachers and administrators. This system will allow transparency of results between all members of the school community. This system will also allow for immediate disaggregation of results by NCLB student subgroups, including ELLs, students with disabilities, and different ethnic groups.

At the beginning, one of the school leaders will be responsible for these data systems and for the analysis of the data. As the school grows, it will employ a data specialist, whose primary responsibility will be the collection and analysis of data and sharing these analyses with all school stakeholders. The data specialist, who will be expected to have a background in teaching and instruction, will also work with teachers to use the assessment results to plan for instruction, particular with respect to differentiation.

(b) Use of Assessment Results

All school stakeholders will use the results of these assessments. Instructional staff, including classroom teachers, teachers of special subjects, teaching assistants, ESL teachers, and special education teachers, will use these results to plan for instruction and to ensure that they are meeting the needs of all students in their classes. Using this data, teachers will plan not only for future whole group instruction, but also for differentiation to meet the needs of specific students

or groups of students. Teachers will also use this data to identify students who are in need of targeted academic intervention. Teachers will also use the results of these assessments to reflect upon the effectiveness of their own teaching methods and to plan for personal areas of growth and professional development.

School leaders will use the results of these assessments to monitor and evaluate the ongoing progress of the school toward its mission. By examining how students are achieving on these assessments, school leaders will be able to gauge the effectiveness of educational program and instruction in individual classrooms toward reaching the goal for ensuring all students achieve at high academic levels. The results will be used to make adjustments to the curriculum, to create focus for professional development efforts, and make decisions about school programming.

Parents will use the results of these assessments to monitor the achievement of their child(ren) in meeting state standards. Whole school data will also be presented to parents.

Students will use the results of these assessments to monitor their own learning and their progress toward their personal academic goals. FLACS-II expects that students will be able to set their own personal goals for their education, with the support of their teachers and families.

The school's Board of Trustees will use the results of these assessments to monitor and evaluate the ongoing progress of the school toward its mission.

(c) Promotion Policy

Very few decisions made about children are more important than recommendations to promote or retain a student. From the beginning of the year, students at risk of not being promoted will be identified, based on the assessments discussed above, and interventions will be put in place. During each parent teacher conference, occurring three times a year, parents will be notified if their child is at risk of not being promoted. In February, letters will be mailed out to parents if their child is at risk of not being promoted. These children will continue to be monitored closely for progress or lack thereof as the year progresses. In June, a final determination of promotion will be made.

In order to ensure that this decision is made objectively and reliably, multiple data points will be used. Standardized testing results in kindergarten, first grade, and second grades, and state testing results in third through eighth grade will be one measure used for promotion. Guided reading level, as determined by the DRA assessment will be another factor that is considered. Students must also pass all subject areas, particularly in the middle school grades, as determined by producing grade level appropriate work in each subject area and on common assessments in these areas. Attendance results, though not as crucial as the student assessment results, will also be considered. The promotional criteria will be as follows – students must

- Receive a minimum of a Level 2 on the New York State assessments in ELA, Mathematics, and Science
- Be reading at a grade level which is their appropriate guided reading level
- Pass all major subject areas

Proposal to Establish Family Life Academy Charter School II

- Maintain an attendance rate of at least 90%

Students with disabilities will be held to these same standards unless their Individualized Education Plan (IEP) states that they have modified promotional criteria; in these instances the promotional criteria on the IEP will be used.

Attachment 13 – At-Risk Students

(a) Students with Disabilities

FLACS-II is committed to serving students with disabilities. This commitment to serving students with disabilities begins with the school's process for identifying students with disabilities. When students first enter FLACS-II from preschool or other schools, their records will be examined by the Special Education Coordinator to determine whether students have had prior referrals or currently have an Individualized Education Program (IEP). For students who enter the school with an IEP, the district's Committee on Special Education (CSE) will be contacted to ensure that identified services are provided as quickly as possible. For students for whom there has been no prior referral, or who are entering school for the first time, at-risk students will be identified through a child - study process. At child - study meetings, teachers and school leaders, including the special education coordinator, will present student histories of students with academic or social-emotional concerns. An emphasis will be placed on the analysis of formal and informal assessment data, student work, and anecdotal records of classroom behavior, if necessary. Members of the team will suggest interventions and alternative teaching strategies that can be implemented by the classroom teacher or other school staff to help the student make progress in the areas of concern. If minimal or no progress is noted during the implementation phase, a second child study may be attempted or, if deemed appropriate, there will be a recommendation to pursue a CSE referral. Referrals to special education will be made after the school has been provided intervention services that have not resulted in an impact on student learning. Additionally, special attention will be made in the referral of ELLs, as the assessment data will need to demonstrate that the concerns about a child are not based solely on language acquisition concerns. The ESL staff will be consulted in these cases. After further discussions with parents, and with parental consent, an initial request for evaluation will be forwarded to the School District's CSE. The CSE will then conduct an evaluation and inform the school of any recommended services. The CSE will then be asked to provide the related services it has made part of the IEP. If a parent does not consent, and a referral is deemed to be in the child's best interest, an impartial hearing can be requested. Parents can also make a written request for an evaluation at any time. Student placement will be discussed and revisited during annual review meetings held for all students with an IEP.

As described above, one aspect of the school's Response to Intervention (RTI) process is the child study meetings that will be held on a regular basis. These meetings will serve as the primary means for identifying students who are at risk or who may need special education services. These meetings will also serve as the vehicles to determine an intervention plan and evaluate the results of intervention. A second means for identifying students in need of intervention will be a review of student assessment data collected at the class and school wide level. This will occur during data meetings held regularly throughout the year. Students will be grouped based on their needs and an RTI (Response to Intervention) protocol will be initiated. These students will work specifically with the classroom teacher or teacher specializing in at-risk student population to develop specific skills in areas of need. Student data will be examined to monitor the effectiveness of the grouping and, if needed, adjustments will be made to ensure

Proposal to Establish Family Life Academy Charter School II

progress. One tier of intervention will include this implementation of in-class strategies that were discussed during the child study process. Teachers will try out the strategies discussed and report back on the efficacy of these strategies and their impact on student learning. A second tier of interventions includes various pullout or extracurricular programming. A variety of intervention strategies are planned including one-on-one tutoring, small group after-school programming, Saturday school programs, and summer school programs that target-specific skills and strategies to provide intervention for those students who are not meeting standards. FLACS-II will also seek to partner with outside organizations to provide both academic and nonacademic intervention services. A third tier would include referral to special education and the services that are associated with this. As indicated in its design elements, FLACS-II believes in early intervention to prevent future academic difficulties. This RTI protocol is a critical aspect of this purpose.

FLACS-II intends to keep students with disabilities in the least restrictive environment. Students will be integrated into the general education classroom supported by related services, including counseling, occupational therapy, speech therapy, and physical therapy, and Special Education Support Services (SETSS). FLACS-II plans to provide certain services to students in special education with its own staff. CSE recommended services can include General Education with Special Education Teacher Support Services (SETSS), in which students receive targeted instruction from a certified Special Education teacher, hired by FLACS-II, according to the time indicated on their IEP and/or supports instruction in the classroom and provides strategies as needed. All students requiring related services, e.g., speech, counseling, occupational therapy, and physical therapy will receive such services through third party contracts with the NYC Department of Education. These services can be provided in the school or in the home. If more restrictive settings are suggested by the CSE, students will receive a placement in another school setting, as FLACS-II does not intend to provide more restrictive environments. However, in the event that FLACS-II does not recruit sufficient numbers of students to meet the enrollment targets for special education, the school might consider providing additional environments, such as Integrated Co-Teaching (ICT) in which both a general and special education teacher co-teach. However, guidance from the State Education Department has stated that CSEs are supposed to take the unique settings of charter schools into account in structuring an IEP to allow the student to remain in the charter school if possible.

FLACS-II plans to have one special education teacher in its first year of operation. This teacher will also serve as the coordinator of the special education program in the initial year. As the school expands, additional staff will be hired dependent on the number of students enrolled at FLACS with IEPs.

Since students with disabilities will spend a majority of their academic time with their regular classroom teachers, FLACS-II will ensure that all teachers are skilled at working with students with disabilities. Teachers will also receive professional development in how to differentiate instruction within the classroom to best meet the needs of students with a wide range of disabilities. Professional development sessions with the whole staff will serve to ensure that all staff are adept at implementing strategies to meet the needs of students in their classrooms.

Proposal to Establish Family Life Academy Charter School II

Initially, consultants may be invited to lead these professional development sessions. Child Study meetings will also serve as a form of professional development, as teachers will expand their repertoire of strategies for working with students with special needs. When possible, FLACS-II will seek to secure teachers to staff elementary school classrooms who possess dual certification in elementary education and special education.

Additional resources will be allocated to ensure that the needs of special education students are being met. One resource is the presence of teaching assistants in the classrooms. The presence of additional staff in the classroom will allow teachers to more effectively differentiate instruction for students with disabilities. A second resource will be in instructional materials. While every instructional program FLACS-II is adopting includes materials that differentiate for students with disabilities, additional instructional materials will be purchased for use with students with disabilities in the context of SETSS.

Essential to the success of the special education program will be communication between general education and special education teachers and/or service providers. Common planning time for articulation will be created so that general education teachers can communicate with special education teachers and service providers. The special education coordinator will be responsible for making sure that these meetings occur.

FLACS-II will have in place a robust system through which student assessment data can easily be disaggregated to monitor the achievement and progress of students with disabilities. The data specialist, or other member of the leadership team, will also run analyses that assess the impact of interventions on student achievement. This data will be used to monitor the efficacy of the program. Both individual student progress, measured by growth over time, as well as comparisons of the special education and general education subgroups will be considered. Modifications to the program will be made if the need arises.

Students with special needs are held to the same standards as general education students. However, based on evaluations made by the CSE, a recommendation can be made that students meet a modified promotional criterion, which will be indicated on the IEP.

FLACS-II is confident that this approach will support students with disabilities. All services recommended for students with disabilities will be delivered by certified providers and a clear procedure will be in place for identifying and evaluating students who may need special services. This model is used at FLACS, where 11% of students have IEPs.

(b) English Language Learners

FLACS-II is particularly committed to working with the English language learners (ELLs) of School District 8. ELLs comprised 12% of District 8 in 2008-2009. It is FLACS-II's goal to ensure that all of its students, regardless of initial language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve at the high standards expected of all students. Likewise, no student will be excluded from curricular or extra-curricular activities

Proposal to Establish Family Life Academy Charter School II

because of an inability to speak and understand English. Through the identification of ELLs, the planned program model, and evaluation and monitoring of ELLs, FLACS-II plans to effectively provide the curriculum, instruction, and intervention structures to support students with limited language proficiency as they become proficient in English and in achieving at high levels in all subject areas

Students will be identified as English Language Learners using the statewide identification process. After registering at the school, students from families of all new FLACS-II entrants will be given the Home Language Questionnaire to screen for students with potential limited English proficiency. If based on this questionnaire, the home language is other than English or the student's native language is other than English, school staff will conduct an informal interview in the student's native language and in English. Students that are determined through these criteria to speak a language other than English and to speak little or no English will be administered the Language Assessment Battery- Revised (LAB-R). Eligibility for ESL services will be determined using the designated cut scores on this assessment. For students that are entering FLACS-II after attending other New York City public schools, a thorough review of their school records will be conducted to ensure that the identification process was followed in the previous school and to ensure a continuity of services for the students.

To determine the kinds of assistance these students may need, the LAB-R in Kindergarten and the New York State English as a Second Language Achievement Test (NYSESLAT) in grades 1 through 8 will be used, along with internal testing measures. Based on the overall proficiency level, as well as student's proficiency in each of the four sub-tests (speaking, listening, reading, and writing), the methodology for assistance for each student will be determined. These results will be shared with all teaching staff, including classroom teachers, specials teachers, and ESL teachers with the expectation that all teachers will modify the instruction in their classrooms to meet the needs of ELLs.

FLACS-II plans to implement a sheltered English immersion model based on the model used at FLACS, that has adapted practices for ELLs from program models such as Specially Designed Academic Instruction in English (SDAIE) and English for Students of Other Languages (ESOL). As this model is both research-based and has been successfully implemented at FLACS, FLACS-II is confident that the approach will serve the ELLs it enrolls. FLACS has a high population of ELLs. In 2010-2011, 31% of students at FLACS are designated as ELLs; an additional 16% of students are former ELLs, students who once were designated as ELLs, but have tested at the proficient level on the NYSESLAT. Year after year, ELLs at FLACS made Adequate Yearly Progress (AYP) under NCLB.¹ FLACS has a record of helping move ELLs to proficiency in English. In 2009-2010, 19% of all ELL students tested proficient on the NYSESLAT exam.

All teaching staff will be trained in implementing a sheltered English immersion approach in their own classrooms and the responsibility of instruction of ELLs will be shared among all

¹New York State School Report Card, 2007-2008, 2008-2009, and 2009-2010. Accessed from <https://www.nystart.gov/publicweb/>.

Proposal to Establish Family Life Academy Charter School II

teachers, not just the designated ESL teachers. A sheltered English immersion approach requires that all students will be taught in English. However teachers will be adept at modifying instruction to make it more comprehensible to ELLs so that they can develop proficiency in both languages, as well as content-specific skills. Examples of these strategies will include activating prior knowledge, using visual aids, and graphic organizers. Teachers will also implement these strategies to support students who are former ELLs, as these students will continue to need additional support to master the academic English used in the content areas after they test proficient on the NYSESLAT exam. Teachers will be required to include language goals in the unit and lesson plans that will address ELLs. Professional development will be given to help teachers differentiate for the ELLs in their classroom. FLACS-II also plans to join the ELL Consortium for which FLACS is the lead. This will serve as one method for professional development for FLACS-II.

The curriculum frameworks described in Attachment 10(b) also provide clear curricular links between the content areas and the New York State ESL standards. All teachers are expected to be familiar with these standards and to incorporate them into the instruction of all subject areas. Likewise the overall vision of literacy as infused throughout all content areas that is described in the key design elements (Attachment 8(a) and Attachment 8(b)) will help to support ELLs within their regular classrooms.

In addition, FLACS-II will hire state certified ESL teachers to provide pull-out and push-in ESL services. In the first year, FLACS-II will have one ESL teacher who will also serve as the ESL coordinator. Since this individual will be coordinating the ESL program, the school will seek an individual with prior experience working with ELL students. The number of ESL staff will increase consistent with the growth of the student population of ELLs. Space will be provided in the facility so that ESL instruction can occur as a pull-out program. This will include pull-out and/or push-in instruction by a state certified ESL teacher, as well as regular articulation with the primary classroom teacher(s) to create plans to modify instruction for ESL students in the classroom. The ESL coordinator will monitor that these meetings occur on a regular basis. During pull-out sessions, teachers will focus on teaching specific, discrete language skills. During the push-in sessions, ESL teachers will work with ELL students within the context of their own classroom toward both language goals and content goals being taught. These additional supports will be provided so students acquire the specific English language that they do not yet possess, as measured by the LAB-R and NYSESLAT exams. The number of sessions and type of support ELL students receive from the ESL teachers will depend on their level of English proficiency as measured by the NYSESLAT.

Since ELL students will be heterogeneously grouped with their English-proficient peers, no ELLs will be misplaced or tracked inappropriately into classes where they do not belong. Specific care will be taken during the identification process for special education to ensure that no student is recommended for evaluation for special education based solely on his or her language proficiency.

Proposal to Establish Family Life Academy Charter School II

All of the curricular materials being considered for FLACS-II all contain resources for ESL students as part of the research-designed programs. These resources will be drawn upon by teachers in modifying instruction for ELL students. Likewise, resources will be devoted to providing high quality professional development in working with ELL students for all staff. In addition, a research-based program and assessment will be implemented in the ESL classrooms. This program has yet to be chosen.

Proficiency level on the NYSESLAT will serve to help determine the nature of external support the student receives through pull-out and push-in services. In addition, internal common assessments, as given by both ESL and general education teachers will be used to monitor student progress. FLACS-II will look into purchasing assessment materials specifically designed to support ELL students, such as the *ELL Assessment Kit* developed by Rigby. Articulation between ESL teachers and the primary classroom teachers will occur so that results can be shared. All student data will be examined in a disaggregated manner, including internal classroom assessments through the use of a school-wide database or potentially through use of data analysis software. Such a model exists at FLACS. Through this, teachers will be able to examine how ELL students are achieving as a subgroup relative to their English proficient peers. This will allow teachers at FLACS-II to modify instruction to better meet the needs of these students on an ongoing basis. This data will also be examined by school administrators and support staff, such as instructional coaches, to make programmatic decisions and to plan for further staff development in working with ELL students.

Several benchmarks for success of the program will exist. FLACS-II's goal is to ensure all students become proficient in English. As such, benchmarks have been established based on the percentage of students who test proficient in English as based on the NYSESLAT exam.

Student achievement on the NYSESLAT will be used as the exit criteria for receiving explicit ESL services within the school.

Since FLACS-II plans to enroll a large number of ELLs, it will ensure that materials and other communications go home to families in a language that they can understand. While based on the demographics of the neighborhood, the majority of the non-English speakers will be Spanish speaking; however, FLACS-II anticipates that it will enroll students whose families speak other languages. All written communications from the school will be translated into Spanish. For families who speak other languages, a translator will be obtained, either from the parent and staff pool, or through a translation service. If a large population of students share the same language background, every effort will be made to translate written materials to this language as well. School staff, or other translators as described above, will be hired who speak languages other than English and can provide translations for phone calls and in-person communication. Every attempt will be made to provide translators for all school-parent communications.

Proposal to Establish Family Life Academy Charter School II

(c) Struggling Students

Since FLACS-II is committed to working with students who are at-risk of academic failure, it will have a clear plan for addressing the needs of these students. A struggling student is one who cannot keep up with the progress of the rest of the class and/or shows consistent decline over time. This includes the possibility of the need for greater assistance in language acquisition skills. Such students may require that the teacher employ alternative teaching strategies, be referred for one-on-one tutoring, participate in a focused after school program, etc, as well as a panoply of other in-class, out-of-class, or home-based programs. The school will be prepared to offer both extended day and after school programs. The extended day will begin with a literacy block during which there will be small group instruction that focuses on individual student needs, as well as one-on-one tutoring.

Struggling students will be identified via the same protocols described in the previous section on students with disabilities. Students may be identified via regularly scheduled data meetings, in which the data on all students will be analyzed. FLACS-II intends to replicate the data warehouse system developed by FLACS. The warehouse will contain class and student-specific results for standardized assessments and common assessments. Analysis of the data collected provide for diagnostics on student strengths and weakness which can be used for student groupings, tracking class and student progress, comparison of students and classes, disaggregation based on gender, ethnicity, length of time student has been a student in the school. Through these analyses, students who are struggling academically and may be at-risk of academic failure can be identified and their progress followed over time. These analyses also allow for disaggregating based on interventions and provide for data to determine Response to Intervention (RTI) progress. A second means by which struggling students will be identified is the child - study process described in the previous section on students with disabilities. As indicated earlier, FLACS-II anticipates that many of the students who are the subjects of a child study will not be in need of special education, but rather will need less restrictive intervention.

In addition, many students who appear to be struggling students are actually second language learners who are having difficulty with developing language acquisition skills. FLACS-II will emulate the school-developed language immersion program of FLACS, described in depth in the previous section. Special care will be taken in designing intervention programs for students who are also ELLs to ensure that these interventions meet the specific needs of these students.

The school will use multiple methods of intervention in helping support struggling students. One tier of intervention will include the implementation of in-class strategies that were discussed during the child study process and the data meetings. Teachers will try out the strategies discussed and report back on the efficacy of these strategies and the impact on student learning using data to support these claims. A second tier of interventions includes various pullout or extracurricular programming. A variety of intervention strategies are planned. One-on-one tutoring, small group, after-school programming, Saturday school programs, and summer school activities targeting specific skills and strategies that will offer interventions for those students

Proposal to Establish Family Life Academy Charter School II

who are not meeting standards. FLACS-II will also seek to partner with outside organizations and agencies to provide both academic and nonacademic intervention services. A third tier would include referral to special education and the services that are associated with this. The structure of the interventions will depend on the needs of the students enrolled in FLACS-II. This overall process is the same as that used at FLACS.

As the school grows and budgets permit, the school will have an assistant educational administrator, a coordinator of special education and a coordinator of ESL. It is anticipated that as the school opens, the administration will be looking for teachers of special education and ESL who have the potential of becoming the respective coordinators. The school will arrange for related service providers, as needed, and ESL teachers for both push-in and pull-out services. The presence of teaching assistants in the classrooms will help ensure that teachers have support in differentiating instruction and managing small groups. Additional financial resources will be used to compensate teachers who teach in after-school and Saturday school programming. Resources will also be allocated to fund professional development opportunities for teachers related to differentiating for struggling students. The special education coordinator and special education teacher(s) will serve struggling students, as their schedules permit. Of course, the primary responsibility for these teachers is to provide services to those students whose IEPs mandate them. However the school will designate time in their schedules to support groups of at-risk students.

To monitor the achievement and progress of struggling students, FLACS-II will examine the progress of these students over time. As indicated earlier, the data warehouse FLACS-II will have will allow the school to track the progress of students involved in given interventions over time. This data will be analyzed at child study meetings, data meetings, and meetings of the Instructional Leadership Team to ensure that all students are making progress. If not, the nature of the intervention programs will be modified to better meet the needs of the students. Likewise, this data will be used to evaluate the efficacy of the program implemented. On a yearly basis, the data specialist, or other member of the Instructional Leadership Team, will conduct an analysis of all intervention programs used in the school, which will be used to determine what interventions programs should be continued in the following year.

(d) Advanced Students

FLACS-II is committed to ensuring that all students are given opportunities to grow academically. This includes advanced students and those students who are exceeding grade level standards. As described earlier in this attachment, FLACS-II will have a robust data analysis system. Assessment data will be updated on a weekly basis. Consistent with the general approach to establishing and assessing standardized and common assessment data generated by each student and each class, teachers receive professional development in using such data as diagnostics to evaluate student strengths and weaknesses. In addition, there are regularly scheduled (monthly or semi-monthly depending on need) data meetings used as the primary means of identifying which students who are advanced and in need of further academic challenge. Through the efforts of a member of the leadership team, data will be divided into

Proposal to Establish Family Life Academy Charter School II

groups of high-achieving, achieving and struggling students to facilitate this work. Teachers will discuss how their instruction can be modified to address the individual needs of their advanced students.

FLACS-II does not intend to provide pull-out services for advanced students. Therefore, instruction in the students' classrooms will be modified to reflect their unique needs as advanced learners. The instructional materials described in *Attachment 10(a)* provide for enrichment activities for advanced students. As with FLACS, FLACS-II will encourage project-based instruction. Students will develop curriculum-based projects that will require higher order thinking skills and oral presentations that reflect standards, curriculum and the acquisition of knowledge. Advanced learners will be encouraged by their teachers to engage in more independent study of content concepts through these projects. There will also be many opportunities for small group work. For example, one cornerstone of the literacy program is guided reading. During this, advanced students will work on reading above-grade level texts and analyzing these at a more complex level than other groups of students in the classroom. Similar structures will be used in other areas.

To help support advanced learners, FLACS-II will use several resources. First, the presence of teaching assistants in the classrooms will allow greater opportunity for differentiation. As indicated earlier, the instructional programs that have been chosen include options for extending learning for advanced students. Professional development about differentiation of instruction for advanced students will be provided to teachers. The use of technology throughout all subject areas, both through the chosen instructional materials mentioned in *Attachment 10(a)* and other resources, will allow for differentiation for advanced students. In mathematics, additional enrichment activities will be sought or designed by staff, as mentioned in *Attachment 10(a)*. When students reach the upper elementary and middle school grades, enrichment opportunities such as joining a math team or debate team that competes outside of the school will be offered.

While FLACS-II does not intend to devote exclusively any personnel to meeting the needs of advanced students; instead, many staff members will participate in serving advanced students. As indicated previously, all teaching staff will participate in meeting the needs of advanced students within their own classrooms. Leadership staff will also play a role in this process. The facilitator of the data meetings and special educational coordinator will both play integral roles in helping teachers reflect on the needs of students in the school and research appropriate strategies to support these students.

As with that of students with disabilities, English language learners, and struggling students, the achievement and progress of advanced students will be examined during data meetings, using data from the data warehouse that FLACS-II will have. The warehouse and meetings will also be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

Attachment 14 – Instructional Leadership

FLACS-II Instructional Leadership over the First Five Years of Operations

Instructional Leadership Positions, and Specific Roles and Responsibilities

FLACS-II believes that Instructional Leadership is foundational to student achievement. Thus, in its first year, FLACS-II will develop an Instructional Leadership Team (IT), which will consist of the following six (6) member types:

- A. PRINCIPAL**
- B. ASSISTANT PRINCIPAL**
- C. DATA SPECIALIST**
- D. ESL COORDINATOR**
- E. SPECIAL EDUCATION COORDINATOR**
- F. INSTRUCTIONAL COACHES**

IT will be modeled after the FLACS Instructional Team structure, which was based on Collin's book *Good to Great* (2001) that speaks to the concept of 'collective efficacy', 'getting the right people on the bus', with the bus being a metaphor for a group of like-minded individuals who are willing to do whatever is needed for the common good of the institution. IT will carry out the ideals and beliefs of the Instructional Leader to support high achievement. Each IT member will be accountable for monitoring the effectiveness of the instructional program in their respective areas of specialty/expertise.

IT will meet weekly to discuss observations, curriculum development, implementation and professional development needs. In the first three years, the Principal will be the chair for all meetings. After these initial years, the chair will rotate; still, the Principal will make all final decisions with the input of the IT members.

A. PRINCIPAL

The Principal will define and articulate the school's mission, manage the curriculum and instruction, and promote a positive school climate. The Principal has extensive knowledge of curriculum, good instructional practice, and the use of assessments in order to provide conceptual guidance. As the Instructional Leader, the Principal will:

- Encourage and facilitate the study of teaching and learning, promote collaborative efforts among instructional team members and teachers, establish coaching relationships among teachers and use instructional research to make decisions.
- Ensure that the intended curriculum is taught by monitoring and evaluating classroom practice and student learning, and providing feedback through varied strategies—student work analysis, observations, lesson reviews and team planning.
- Ensure that professional development is focused on agreed upon instructional and assessment practices within the intended curriculum.
- Monitor and evaluate teacher performance.

Proposal to Establish Family Life Academy Charter School II

B. ASSISTANT PRINCIPAL

The Assistant Principal will not be the traditional role of an AP that is narrow in focus. Modeled after FLACS, the Assistant Principal will support the principal in monitoring curriculum development, adherence to the curriculum maps, standards and the use of assessments to differentiate instruction. The Assistant Principal will:

- Participate in supervising teaching and learning by doing Walk-Throughs, informal and formal observations with the principal.
- Coordinate all after-school programs and intervention programs, and matters dealing with scheduling and assessments.
- Provide appropriate professional development, support the implementation of policies and practices that are performance-based and work with and engage parents in meaningful activities that are relevant to student achievement.

C. DATA SPECIALIST

The Data Specialist will monitor the collection, analysis, and use of data at FLACS-II. This individual will possess strong analytical skills and knowledge of data analysis, but will also have experience working directly in instruction as a teacher and/or an administrator. The Data Specialist will:

- Lead monthly or semi-monthly data meetings, depending on the needs of the school. (These meetings will be forums for teachers to analyze a specific data set, identify strengths and needs of individual students, student subgroups, and the entire class, group students for differentiated instruction, and to establish plans for instruction that will meet these student strengths and needs. They also will provide a forum for teachers to reflect critically upon their own teaching and to make modifications that will ultimately improve instruction for all students.)
- Maintain warehouses of student data, include demographic and achievement data.
- Disaggregate the achievement data by gender, ethnicity, time enrolled at FLACS-II, English language proficiency, and special education status.
- Prepare reports for the Board of Trustees, potential funders, SUNY and CSI, and New York State as necessary.

D. ESL COORDINATOR

The ESL Coordinator will work to ensure that the implementation of FLACS-II's Sheltered English Immersion model, by working with students through a pull-out and push-in model to support students in oral language and academic language development and writing, using standard English. The ESL Coordinator will:

- Administer the Home Language Survey during registration, the LAB, and the NYSESLAT.
- Have teaching responsibilities with the ESL department.
- Have articulation with classroom teachers bi-weekly
- Provide and/or coordinate professional development on working with ELLs
- Ensure that parents are informed of the children's progress, the school's support services for their children and the resources available to all families to support their children in succeeding.

E. SPECIAL EDUCATION COORDINATOR

The Special Education Coordinator will ensure that students with IEPs and At-Risk will be provided with the modifications and support needed when in the general education class, during their pull-out/push in periods. FLACS-II will employ FLAC's model in which students will be in general education classes, and the teachers work cohesively with Special Education teachers to provide structured interventions, modified activities and assignments, and communicate with parents regularly will be the model that will be used at. The Special Education Coordinator will:

- Monitor that all Special Education guidelines are followed when decisions are being made.
- Be a part of all data meetings
- Chair the child-study meeting
- Attend meeting at the Committee on Special Education at CSD #8
- Work with the CSD #8 Special Education liaison to coordinate annual reviews and attend final evaluation review meetings.

F. INSTRUCTIONAL COACHES

Instructional Coaches are vital to ensuring that students achieve at high levels. Coaching will be direct, job-embedded and provide modeling, direct instruction and resources for faculty. The Instructional Coaches will:

- Provide deliberate support to all instructional staff.
- Make certain that the FLACS-II curriculum is being taught by planning with grade level teams, observing and providing feedback on classroom practice and student work assigned.
- Assess the knowledge teachers need to execute a lesson or unit of study well by doing observations, reviewing student work, doing surveys and needs assessments and having dialogue of their findings with the teachers.
- Actively work with teachers on curriculum mapping and developing effective lessons that clearly communicate learning goals and address essential questions.
- Model effective practices, provide staff development opportunities that are in alignment with the school's focus and best practices and they will share their craft wisdom and own experiences and expertise.
- Provide staff development by way of grade level and/or whole faculty presentations, study groups or facilitating collaborative teams.
- Support Collaborative Teams by ensuring that facilitators are trained and protocols are used.
- Establish Peer Reviews in year three, and lay the foundation in the first two year.
- Meet weekly with the Principal and the Assistant Principal to communicate issues and concerns raised by staff and support the staff through respectful dialogue that will lead to resolution.
- Attend Instructional Team meetings and other meetings that support instructional practice.
- Support families by giving workshops to expose parents to activities that can be done at home to support their children in succeeding in school.

Strategy to Establish Expectations for Teacher Performance and Student Achievement, and Approach to Communicate Expectations to and Instill in Staff

FLACS-II believes that high levels of student performance occur when there are consistently high levels of teaching performance. Our focus on standards (what students should know and be able to do) is closely aligned to serious dialogue about instructional practices that help students reach high standards.

FLACS-II will ensure that teachers are involved in their own growth and evaluation. At the beginning of the teachers' tenure, the FLACS-II Principal or Assistant Principal will meet with the teachers to review their job description and the Teacher Evaluation Process. Throughout their tenure, the IT will meet consistently with the teachers to monitor the teacher performance, student achievement, and the effectiveness of the academic program.

Approach to Teacher Supervision and Support

FLACS-II will be using the ***Frameworks for Teaching*** by Charlotte Danielson, which FLACS has been using since 2009. This framework will facilitate teacher growth and evaluation, and will enable the IT to supervise and support teachers. As a result, teachers will have a clear definition of good teaching, and the IT will be able to determine and articulate best practices, and make evidence-based decisions.

The ***Framework for Teaching*** has four main domains, which have several components:

1. PLANNING AND PREPARATION

- A. Knowledge of Content
- B. Knowledge of Students
- C. Establishment of Instructional Outcomes
- D. Knowledge of Resources
- E. Coherent Instruction Design
- F. Student Assessment Design

2. CLASSROOM ENVIRONMENT

- A. Creation of an Environment of Respect and Rapport
- B. Establishment of Culture for Learning
- C. Management of Classroom Procedure
- D. Management of Student Behavior
- E. Organization of Physical Space

3. INSTRUCTION

- A. Communication with Students
- B. Use of Questioning and Discussion Techniques
- C. Engagement in Student Learning
- D. Use of Assessment in Instruction
- E. Demonstration of Flexibility and Responsiveness

4. PROFESSIONAL RESPONSIBILITY

- A. Reflection on Teaching
- B. Maintenance of Accurate Records
- C. Communication with Families
- D. Participation in a Professional Community
- E. Professional Growth and Development
- F. Showing Professionalism

These domains and components reflect the many aspects of teaching. Consequently, FLACS-II will have a common language of practice and for having professional conversations. We also will be able to communicate our exemplary practices with new and more experienced teachers.

Proposal to Establish Family Life Academy Charter School II

Process and Criteria for Teacher Performance Evaluation

FLACS-II employs a four-step Teacher Evaluation:

Step 1: Evidence Collection, Domains 1 & 4: The Lesson Plan

- Teacher completes lesson plan and **Evidence Collection Form #1: Domains 1 and 4**. Teacher sends them to the evaluator (namely, the Principal and/or the Assistant Principal) two days prior to the announced visit.
- Evaluator reads the plans, provides feedback to the teacher, and asks clarifying questions as necessary, as well as any other questions that will provide helpful evidence
- Evaluator holds a face-to-face pre-observation conference (optional)

Step 2: Evidence Collection, Domains 2 & 3

- Evaluator conducts observation of practice, collecting evidence using the **Evidence Collection Form #2A**.

Step 2: Teacher Reflection and Self-Assessment

- Teacher conducts a self-assessment of the lesson by highlighting the appropriate components/levels of performance on **Form #3: Framework for Teaching Rubrics**.
- Teacher sends the self-assessment to the evaluator within two days of the observation
- Evaluator studies the teacher self-assessment and marks the evaluator rubric with “components of agreement,” that is, those components where the teacher’s self-assessment of the lesson matches with the evaluator’s assessment of that component.
- Evaluator does not mark the components where the teacher’s thinking and the evaluator’s thinking do not match

Step 4: Collaboration Assessment

- Teacher and evaluator meet for the post-teaching conference, in which they discuss the “components of difference,” that is, those components where the teacher’s self-assessment of the lesson is different from the evaluator’s thinking.
- Teacher takes the lead in discussing the evidence and his/her reasons for assessing the components as he/she did. The evaluator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the evaluator’s assessment, **Form #4: Evaluator Assessment**.
- In the event that the evaluator and teacher cannot come to an agreement, the evaluator’s assessment will be recorded.

Approach to Ensure Teacher Accountability for Student Achievement

Twice a year, the evaluator will schedule a formal observation to evaluate growth in practice and accountability for student performance. The evaluator also will conduct informal observations through walk-throughs and short visits to observe specific subject area instruction/strategies/units etc. In addition, the Instructional Coaches will use the *Frameworks for Teaching* as a roadmap to support teachers in the areas of teaching that need primary attention and where improvement will have the greatest impact.

Proposal to Establish Family Life Academy Charter School II

Three times a year, the evaluator will meet with the teacher to assess student achievement.

- Start of the Year: Set goals, based on previous student data and projections
- Mid-Year: Review data of student progress
- End of the Year: Review student outcomes

Throughout the year, the teacher will implement several activities to ensure accountability for student achievement.

- Weekly: Administer a common assessment of student performance.
- Bi-Weekly: Attend data meetings
- Monthly: Input the student data in the internal student data system
Meet with Data Specialist and IT to review aggregate student data, based on the weekly assessments
- Every Six Weeks: Administer an Interim Exam (Acuity) to gauge student performance
Meet with IT to discuss Interim Exam (Acuity)
- Periodically: Conduct Simulation Exams using past state tests
Meet with IT to discuss Simulation Exam results

Approach to Monitor the Effectiveness of the Academic Program

To ensure the effective of our academic program, FLACS-II will engage in year-round monitoring. In particular, we assess the Curriculum, Instruction, Assessment, and Professional Development. Toward this end, we observe the milestones that the students and teachers achieve, which help us establish student and teacher growth and development. They also relate to our short-term, intermediate, and long-term expected educational and administrative outcomes.

The following chart reflects how we monitor the effectiveness of the academic program, including Curriculum, Instruction, Assessment, and Professional Development:

START OF THE YEAR	<ul style="list-style-type: none"> • IT will assess the components of the academic program in relation to the previous year's student and teacher performance
YEAR-ROUND	<ul style="list-style-type: none"> • Principal and Assistant Principal will meet weekly to review the program components based on student data, and teacher and IT performance • IT will meet weekly to review the program components based on student data and teacher performance • Data Specialist will meet bi-weekly with other IT members and teachers to review the program components based on student data • IT will meet periodically with teachers (i.e., every six weeks, semi-annually, etc.) to review the program components based on student data • Principal and Assistant Principal will conduct ongoing formal and informal surveys of teachers and ILT members concerning program components
YEAR-END	<ul style="list-style-type: none"> • Principal and Assistant Principal will conduct a full review of the components of the academic program in relation to final student data, and teacher and ILT performance

Proposal to Establish Family Life Academy Charter School II

Attachment 15 – Professional Development

FLACS-II believes that to provide the highest quality instruction for students, we must be committed to professional development. Consequently, professional development at FLACS-II will focus on learning and sustaining improved student achievement. The topics will emerge from student data, research and its implication on student achievement, teacher knowledge of content, practice, and ongoing inquiry. Professional development will nurture collegiality, develop shared leadership, and equip teachers with the skills to hold all students to high academic standards. It will be responsive to the needs of the faculty and students, with opportunities for differentiation based on teacher strengths and needs. It will utilize a teacher observation rubric to determine total staff and differentiated teacher needs. It also will be responsive to the needs of the students and faculty.

During the first year of operation, FLACS-II will have fifteen professional development days. Ten professional development days will be held before students return to school prior to opening day in subsequent years. The first Friday of each month will be a half-day for students so that professional development can occur in the afternoon. In addition, staff will remain for professional development every Monday from 3:45 to 5:00.

The professional development that occurs during these committed times will take several forms:

- Teachers will attend whole faculty professional development sessions.
- Grade level/Cross grade level groups
- Small study groups
- Professional Learning Communities-collaborative teams, in which teachers will be responsible for exploring topics that best meet the needs of their grade level based on data analysis, reviewing student work, sharing lesson and reflections insights.
- One-on-one professional development through Instructional Coaching will occur periodically during teacher's preparation periods.

Many different individuals will be responsible for providing professional development. These include members of the Instructional Leadership Team, including the principal. Each individual from the team would be responsible for professional development within their areas of expertise. For example, the Special Education coordinator may lead a professional development session about meeting the needs of students with disabilities in the general education classroom, and the data specialist might present a session on analyzing data. Each of these members of the Instructional Leadership team will also be responsible for providing targeted professional development to teachers individually and in small groups.

As staff and grade levels expand, instructional coaches will be identified to work with teachers to systematically implement all components of the literacy/math and content area programs. The coaches will be responsible for supporting teachers and the educational program by providing ongoing feedback and support through reflection and dialogue, modeling instruction, facilitating inter-class observations, assisting in lesson and unit planning, and facilitating teacher meetings that focus on discussing and reviewing research on best practices. The data specialist and special education coordinator will work with teachers during data study and child study meetings, respectively.

Proposal to Establish Family Life Academy Charter School II

The school will also turn to outside experts to provide professional development for its staff. First, FLACS staff will provide professional development for FLACS-II, as FLACS staff has already been working within the model that FLACS-II has proposed. Another provider will be consultants of instructional resources, such as *Saxon Math*. FLACS-II may invite other groups and experts in their fields to lead professional development sessions. To offset the cost of these sessions, FLACS-II will conduct joint professional development for FLACS and FLACS-II staff.

FLACS-II will utilize a teacher observation rubric to determine total staff and differentiated teacher needs. One model for this teacher observation might be Charlotte Danielson's *Framework for Teaching*. These observations will be conducted by the principal and assistant principal throughout the year. Another way to identify the needs of individual teachers will be through less formal observations conducted by the instructional coaches and other members of the instructional leadership team. A third method of identifying teacher needs will be through surveys and questionnaires given directly to staff members.

Staff development for the first year will fit into several categories:

Sample Professional Development Topics	Target
<ul style="list-style-type: none"> ● Our Mission and Vision, History of FLACS, The call to Commitment to Community, Impacting Families-Changing their Future 	All
<ul style="list-style-type: none"> ● Developing a school culture of high expectations for all students : Examining the Effective Teacher Model: High Expectations, Solid Classroom Management, Masterful lesson planning 	All
<ul style="list-style-type: none"> ● Conditions For Learning: What are the implications on our practice? 	
<ul style="list-style-type: none"> ● Developing a collegial environment – Professional Learning Communities structure; Collaborative Teams, Use of Protocols 	All
<ul style="list-style-type: none"> ● Ensuring that teaching quality is defined by common expectations - School leadership will identify areas in which all staff must have common knowledge and expertise, e.g., understanding Effective Discipline plans and the Ladder of Referral, facility with the intended use of the textual material and how to support and expand the text, as well as how to provide for enrichment and remediation.. 	All
<ul style="list-style-type: none"> ● Providing teachers with an understanding of Core Curriculum State Standards in ELA and Math and the NYS Standards in Science and Social Studies and the FLACS-II curriculum– Teachers need to know what is expected of them and the students they teach. 	All
<ul style="list-style-type: none"> ▪ Succeeding with English language learners in a Structured English Immersion model - As this is a core focus of the school, it will be important from the onset to ensure all staff are well-versed in ESL in the classroom, Sheltering the environment to make content comprehensible, strategies that work with English Language Learners 	All

Proposal to Establish Family Life Academy Charter School II

<ul style="list-style-type: none"> ● Succeeding with Special Education Students – Examining learning styles, strategies that work with Special Education students 	All
<ul style="list-style-type: none"> ● Embracing Data at FLACS-II; looking a sources of data, assessments (why, when), trends, modifying instruction based on common assessment results,DATAWISE 	All

Curriculum Mapping: planning units of study, masterful lesson plans	Grade level teams
<ul style="list-style-type: none"> ● Classroom Environment: FLACS-II Structures, expected room arrangement;consistent throughout grades, student work displays 	All , Individual, grade level
<ul style="list-style-type: none"> ● Literacy @ FLACS-II – The Balanced Literacy Approach; components: Importance of Read Alouds at FLACS-II, Shared Reading, Independent Reading, Guided Reading, Word Work ● Sustained Silent Reading @ FLACS-II;Importance of D.E.A.R. 	All

In subsequent years, these topics will be revisited as necessary with returning staff and introduced to new staff. The professional development needs of the school will be dependent on the needs of the school; students and faculty. Instructional Coaches will develop professional development plans for targeted faculty, prepare presentations for entire faculty as well as the Principal, the Assisant Principal and other Instructional Team members with expertise and experience.

Attachment 16 – School Culture and Discipline

FLACS-II considers a strong, supportive school culture crucial to realizing its mission. In the same spirit as FLACS, FLACS-II will ensure that students grow into ‘Holistic’ young people who will serve their communities and live lives that will make a difference in our world. We believe that ‘Holistic’ young people achieve high levels of academic excellence while developing the other dimensions of personal growth: their character/values, their physical/health, their emotions and their social interrelationships.

The school believes that it is important to instill skills and values in its students that will ensure their success in school and in society. Therefore the development of character is of the utmost importance at FLACS. A supportive school culture, a strong character education program that develops the dimensions of personal growth, and a relevant curriculum with engaging, appropriate, and academically challenging activities will reduce discipline issues, improve social achievement, and foster good citizenship. The school will implement a holistic program that will be infused through lessons and daily activities.

There will be a school community commitment to developing the five dimensions of personal growth (education, character/values, physical/health, emotions and social interrelationships) therefore we will create structures within the school day that will ensure that we are able to expand on each of these areas. There are two structures that will be a part of the school immediately upon opening and that will continue as the school grows: class meetings and an extended Friday morning meeting (30 minutes). During class meetings essential life skills that support children in having a positive attitude for success in all areas of life will be discussed and studied.

Students will learn skills in listening, hearing different points of view, negotiating, communicating, helping one another and taking responsibility for their own behavior. The Friday sessions will allow extended time to delve deeper into a topic on character values or other topics related to personal growth. Teachers will use lesson plans and activities that are interactive and thematic from *The Organized Teacher’s Guide to Building Character* by Steve Springer, MA, Michael Becker, MA, and Kimberly Persiani-Becker, Ed.D., *Chicken Soup for the Soul in the Classroom*, by Jack Canfield, Mark Victor Hansen, and Anna Unkovich. Active participation during these sessions will lead to a deeper understanding and promote inner motivation and a commitment to appropriate behaviors and actions.

Just as in FLACS, students in FLACS-II will feel valued, understand the importance of respect and following the cardinal rules because ‘we are a caring community, a family, so this is the way it is at FLACS-II.’ During class meetings and the Friday sessions and throughout the week teachers and all faculty and staff will ensure that children are reminded of school behavior and academic expectations through dialogue and actions that exhibit the expected behaviors. Each class will create mutually agreed upon classroom rules and have color charts that will be used to give gentle/non-verbal warnings to students.

Specific consequences will be attached to each color and students will be given the consequence chart when the classroom rules are discussed and created in the beginning of the year. The

Proposal to Establish Family Life Academy Charter School II

consequences will remain consistent throughout the grades and modified for grade level appropriateness. The principal and the assistant principal will share highlights of positive classroom and individual student behavior during classroom visits, observations, special monthly announcements, newsletters and parents meetings. All information about school and class behavior structures will be shared with families. This construct will allow students to thrive, feel confident and motivated to excel instead of having fear, feel embarrassed, disapproved of or rejected which can lead to discipline problems.

In addition to the above mentioned structure FLACS-II will ensure that the school environment is conducive to learning by supporting teachers in having strong classroom management skills. Just like FLACS, FLACS-II will expect teachers to have classrooms that are well organized for student learning, with areas that are clearly defined and intentionally set-up to support student achievement. Everything will have a purpose and a reason for being set up, displayed, organized/arranged. The classroom setup will be intentionally set up for productive work, that students can stay on task and cooperate and support each other. All teachers will be supported in having clear, well thought out procedures for all classroom tasks and transitions, instructional procedures will maximize student engagement.

Procedures will be developed for all things that are done; lining up, entering the classroom, putting away coats and turning in homework, sharpening a pencil, taking turns, working in groups, speaking, exchanging papers, moving from task to task, room to room, dismissal, etc. Everything will be planned and thought through so that not one minute is lost and time is spent on teaching and learning. School will be a safe place, a place where children will want to come to everyday because there is no confusion and they know what to expect. FLACS-II will train teachers using the strategies from, *Positive Discipline* by Lee Cantor, *The First Days of School*, *How to be an Effective Teacher* by Harry K. Wong and Rosemary T. Wong and other professional development materials from *Effective Teaching*.

Lastly, FLACS-II will use the Professional Learning Communities, Collaborative Team model that will ensure a collective responsibility for ensuring the success of every student and will support a school culture that values learning.

Attachment 17(a) – Draft Accountability Plan

As an opening school, FLACS-II will need to use initial, but not comparative data for the first year. Students in grades K-2 will take the Terra Nova assessment in May or June of each year. The school will use the annual NCE scores for those grades. An NCE score of 50 is defined as “on grade level.” The school goal is to have at least 75% of its students on/above grade level. For the third year of the school, and into the future, FLACS-II will use NCE scores for grades K-2. If the school has attained the targeted 50%, the goal will be to continue to increase the percentage above 50%.

Students in grades 3 and above (beginning in 2014-15) will use the State Education Department’s ELA and math assessments. Similar to the NCE results, for the first year the SED assessments are administered, there cannot be a comparative cohort analysis. The goal will be to have 75% of FLACS-II score at/or above performance level 3. When the 75% target has been attained, the goal will shift to continuing to increase the percentage at/above performance level three each year.

Until the school ends its second year of operation, it will be impossible to do any cohort analyses. It may also be impossible to effectively engage in a comparative analysis since CSI’s Regression Analysis is based on grades 3 and above.

School Wide Goals and Their Performance Measures

The school’s comprehensive school improvement goals are organized by Academic areas. These goals, accountability requirements and their performance measures are presented as follows.

Note: FLACS-II will have two sets of goals - The first set is for Grades K-2 (2012- 2016.) using the TerraNova assessment. The second will be for grades 3-4 (2014-2016) using SED’s assessments for ELA, Math and Science.

School Wide Academic Program Goals

Each year it is anticipated that the Charter School Institute will modify the format and template for the annual Progress Report. Thus, this discussion covers the data that needs to be collected and how that data will be used for the Progress Report.

Goal: FLACS-II students will demonstrate proficiency in critical literacy skills

1. Absolute Proficiency - Required Measure 1

Each year 75% of K-2 students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova Total Reading Assessment.

Each year, 75 percent of 3rd – 4th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

2. Absolute Proficiency - Required Measure 2

3-4: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

3. Comparative Proficiency - Required Measure -1

3-4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 8, Bronx.

4. Comparative Proficiency - Required Measure – 2

3-4: Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.[\[1\]](#)¹

5. Value Added - Required Measure - 1

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above an NCE score of 50 on the previous year's Terra Nova Total Reading Assessment and 75 percent at or above an NCE of 50 on the current year's Total Reading TerraNova Assessment.

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.[\[2\]](#)²

Goal: FLACS-II students will become proficient in the application of mathematical skills and concepts

1. Absolute Proficiency - Required Measure - 1

Each year 75% of K-2 students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova Total Math Assessment.

Each year, 75 percent of 3rd – 4th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

¹ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

² If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

2. Absolute Proficiency - Required Measure - 2

3-4: Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

3. Comparative Proficiency - Required Measure – 1

3-4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of Community School District 8, Bronx.

4. Comparative Proficiency - Required Measure – 2

3-4: Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.^[3]

5. Value Added - Required measure

Each year, grade-level cohorts of students in grades k-2 will reduce by one-half the gap between the percent at or above an NCE score of 50 on the previous year's Terra Nova Total Math assessment and 75 percent at or above an NCE of 50 on the current year's Total Math TerraNova Assessment.

Each year, grade-level cohorts of students in grades 3-4 will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.^[4]

Goal: FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry

1. Absolute Proficiency - Required outcome measure - 1

Each year 75% of K-2 students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova Science Assessment.

Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

2. Comparative Proficiency - Required outcome measure - 1

3-4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of Community School District 8, Bronx.

³ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

⁴ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Goal: FLACS students will demonstrate knowledge and understanding of four key social science components: history, geography, civics and economics.

1. Absolute Proficiency - Required outcome measure

Each year 75% of K-2 students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova Social Studies Assessment.

Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

2. Comparative Proficiency - Required outcome measure

3-4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 8, Bronx.

Goal 1: English Language Arts

FLACS students will demonstrate proficiency in critical literacy skills

Background

As FLACS-II seeks to begin operations in September 2012, it is considering using the TerraNova battery to assess K-2 student achievement. FLACS-II will administer the assessment in late May or early June. Results will be shared with teachers and parents. The diagnostic portions of the assessment will assist the data specialist in offering assistance to teachers in assessing student strengths and weaknesses for the purpose of identifying effective teacher strategies. The TerraNova assessment provides for many sub-tests and scores. In addition, students will have taken ECLAS-II and DRA assessments as initial diagnostics.

Under the No Child Left Behind Legislation, all 3rd through 6th grade students at FLACS -II are required to take the New York State assessment in English Language Arts and Mathematics and a third indicator. For New York State, the third indicator is the assessment in science. Test results are provided through the NYStart web site and the State Education Department. Student-specific scale scores and performance levels are provided.

Computations will be based on those data.

Goal 1: Absolute Measure

Each year, 75 percent of all tested grade K-2 students (2012-2016) who are enrolled in at least their second year will perform at or above a score of 50 on the TerraNova Total Reading assessment.

Each year, 75 percent of all tested grade 3-4 students (2014-2016) who are enrolled in at least their second year will perform at or above performance level 3 on the SED English Language Arts Assessment.

Proposal to Establish Family Life Academy Charter School II

Method

In late May or early June, the school will administer the TerraNova assessment to students in grades K-2. Each student's NCE scores in ELA/Reading will be evaluated. Through 2013-16, the criterion for success on this measure will be the percent of students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) who score at or above an NCE score of 50. Beginning in spring 2014, FLACS -II will administer the SED ELA assessment to students on grade 3 and above. The goal is for there to be at least 75% at levels 3 and 4.

Evaluation

There will be a narrative explicitly stating whether the measure was met and discuss by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. This section will also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

There will be narratives discussing year-to-year trends during the current Accountability Period. This discussion will show how the school is making progress towards, or maintaining, a high level of performance.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute will provide a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

A brief narrative will highlight results in the data tables that directly address the critical data, aggregate Effect Size. In addition, the discussion will also include highlighting individual grade levels and their respective Effect Sizes.

Evaluation

There will be a narrative explicitly stating whether the measure was met, i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative will also include specific grade levels' comparative performance.

Goal 2: Comparative Measure

Each year the percent of students who score at or above level 3 will exceed the percent of students at or above level 3 in district 8.

Method

Each year students in grades 3-8 are required to take the SED ELA assessment. When available, SED posts scores on NYstart and the SED website.

Results

A brief narrative will highlight results in the data tables that directly address the critical data, aggregate Effect Size. In addition, the discussion will also include highlighting individual grade levels and their respective Effect Sizes.

Evaluation

There will be a narrative explicitly stating whether the measure was met.

Goal 1: Growth Measure

Each year through 2014-2015, each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the previous year's administration of the TerraNova assessment and 75 percent at or above an NCE of 50. If a grade-level cohort exceeds 75 percent at or above 50 in the previous year, that cohort is expected to show at least an increase in the current year.

Each year through 2014-2016, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous year's administration of the SED ELA assessment and 75 percent at or above level 3 on SED ELA assessment. If a grade-level cohort exceeds 75 percent at or above performance level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2013-2014 the progress they are making towards the absolute measure of 75 percent of students performing at or above an NCE of 50. Each grade level cohort consists of those students who took the TerraNova in 2012-13 and also have a state exam score in 2013-14. It includes students who repeated the grade. Students who repeated the grade will be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took the TerraNova in both years.

Results

A brief narrative will highlight the results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

Evaluation

A narrative will explicitly state whether or not the measure was met, i.e. whether all of the cohorts achieved their targets. In addition, the evaluation will include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Proposal to Establish Family Life Academy Charter School II

Evaluation

Additional Evidence

A narrative will provide an analysis of year-to-year cohort performance including the previous year. The following table examines year-to-year change in student performance levels.

Summary of the English Language Arts Goal K-2

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE of 50 on the TerraNova assessment.	
Comparative	Each year, if the data is available, the school will exceed its predicted level of performance on the Terra Nova exam by at least a small Effect Size.	
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the 2012-13 TerraNova and 75 percent at or above an NCE of 50 on the 2013-14 TerraNova. If a grade level cohort exceeds 75 percent at or above an NCE of 50 in 2012-13, that cohort is expected to show at least an increase in the percentage in 2013-14	

Grades 3-4

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above level 3 on SED ELA assessment.	
Comparative	Each year the percentage of FLACS-II students scoring at levels 3 and 4 on the SED ELA assessment will exceed the percentage of district 8 students scoring at levels 3 and 4 on the SED ELA assessment Each year, the school will exceed its predicted level of performance on the SED ELA assessment by at least a small Effect Size.	
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the current TerraNova assessment and 75 percent at or above an NCE of 50 on the prior year's TerraNova assessment. Each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the current year's SED ELA assessment and 75 percent at or above level 3 on the prior year's SED ELA assessment.	

	<p>If a grade level cohort exceeds 75 percent at or above level 3 in the prior year, that cohort is expected to show at least an increase in the percentage in the current year's assessment.</p>	
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Action Plan

FLACS-II will provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

MATHEMATICS

Goal 2: Mathematics

FLACS students will demonstrate proficiency in critical mathematics skills

Background

As FLACS-II seeks to begin operations in September 2012, it is considering using the TerraNova battery to assess student achievement. FLACS-II will administer the assessment in late May or early June. Results will be shared with teachers and parents. The diagnostic portions of the assessment will assist the data specialist in offering teachers assistance in assessing student strengths and weaknesses for the purpose of identifying effective teacher strategies. The TerraNova assessment provides for many sub-tests and scores. FLACS-II will focus on use of the NCE.

Goal 2: Absolute Measure

Each year, 75 percent of all tested grades K-2 students who are enrolled in at least their second year will perform at or above a score of 50 on the TerraNova assessment.

Each year, 75 percent of all tested grade 3-4 students (2014-2016) who are enrolled in at least their second year will perform at or above performance level 3 on the SED Mathematics Assessment.

Method

The school will administer the TerraNova assessment to students in grades K-2 in late May or Early June. Each student's NCE scores in Total Math will be evaluated. The criterion for success on this measure will be at least 75 percent of students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at or above an NCE score of 50.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

Proposal to Establish Family Life Academy Charter School II

Results

There will be brief narrative highlights on the results in the data tables that directly address the measure, i.e. the overall percent of students in at least their second year achieving an NCE of 50.

There will be brief narrative highlights on the results in the data tables that directly address the measure, i.e. the overall percent of students in at least their second year achieving scoring at levels 3 and 4.

Evaluation

There will be a narrative explicitly stating whether the measure was met and discuss by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing year-to-year trends during the current Accountability Period. This discussion will show how the school is making progress towards, or maintaining, a high level of performance.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state Mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute will provide a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure

Results

There will be a brief narrative highlighting results in the data tables that directly address the critical data, aggregate Effect Size. In addition, the discussion will also include highlights of individual grade levels and their respective Effect Sizes.

Evaluation

A narrative will explicitly state whether the measure was met, i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

Proposal to Establish Family Life Academy Charter School II

Goal 2: Comparative Measure

Each year the percent of students who score at or above level 3 will exceed the percent of students at or above level 3 in district 8.

Method

Each year students in grades 3-8 are required to take the SED ELA assessment. When available, SED posts scores on NYstart and the SED website.

Results

A brief narrative will highlight results in the data tables that directly address the critical data, concerning performance at FLACS-II and performance in district 8. In addition, the discussion will also include highlighting individual grade levels.

Evaluation

There will be a narrative explicitly stating whether the measure was met.

Additional Evidence

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the previous year's TerraNova mathematics assessment and 75 percent at or above an NCE of 50 on the current year's TerraNova mathematics exam. If a grade-level cohort exceeds 75 percent at or above and NCE of 50 in the previous year, that cohort is expected to show at least an increase in the current year.

Each year, 75 percent of all tested grade 3-4 students (2014-2016) who are enrolled in at least their second year will perform at or above performance level 3 on the SED Mathematics Assessment.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2013-14 the progress they are making towards the absolute measure of 75 percent of students performing at or above an NCE of 50. Each grade level cohort consists of those students who took the state exam in 2012-13 and also have a state exam score in 2013-14. It includes students who repeated the grade. Students who repeated the grade will be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

A brief narrative will highlight the results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

Additional Evidence

A narrative will provide an analysis of year-to-year cohort performance including the previous year.

Proposal to Establish Family Life Academy Charter School II

Evaluation

A narrative will explicitly state whether or not the measure was met, i.e. whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Summary of the Mathematics Goal

A narrative will provide an overview of which measures were achieved, as well as an overall discussion of attainment of the Accountability Plan goal.

Summary of the Mathematics Goals K-2

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE of 50 on the TerraNova assessment.	
Comparative	Each year, if the data is available, the school will exceed its predicted level of performance on the Terra Nova exam by at least a small Effect Size.	
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the 2012-13 TerraNova and 75 percent at or above an NCE of 50 on the 2013-14 TerraNova. If a grade level cohort exceeds 75 percent at or above an NCE of 50 in 2012-13, that cohort is expected to show at least an increase in the percentage in 2013-14	

Grades 3-4

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above level 3 on SED ELA assessment.	
Comparative	Each year the percentage of FLACS-II students scoring at levels 3 and 4 on the SED ELA assessment will exceed the percentage of district 8 students scoring at levels 3 and 4 on the SED ELA assessment Each year, the school will exceed its predicted level of performance on the SED ELA assessment by at least a small Effect Size.	
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above an NCE of 50 on the current TerraNova assessment and 75 percent at or above an NCE of 50 on the prior year's TerraNova assessment. Each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the current year's	

Proposal to Establish Family Life Academy Charter School II

	SED ELA assessment and 75 percent at or above level 3 on the prior year's SED ELA assessment. If a grade level cohort exceeds 75 percent at or above level 3 in the prior year, that cohort is expected to show at least an increase in the percentage in the current year's assessment.	
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Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

SCIENCE

Goal 3: Science

FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry.

Background

There will be a brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE of 50 on the science component of the TerraNova.

75 percent of all tested grade 4 students (2015-2016) who are enrolled in at least their second year will perform at or above performance level 3 on the SED Science Assessment.

Method

The school will administer the science component of the TerraNova assessment to students in spring 2013. The assessment provides an evaluation based on NCE scores. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at an NCE of 50 or higher.

Fourth grade students (2015-2016) will take the SED Science assessment.

Results

A brief narrative will highlight the results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

Evaluation

A narrative will explicitly state whether the measure was met and discuss by how much the school fell short of or exceeded the measure, and notable performance in specific grades and

Proposal to Establish Family Life Academy Charter School II

populations. This section can also be used to explain the results in the context of the school program and attempt to attribute the results to effective practices or problem areas.

Additional Evidence

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance.

Evaluation

There will be a narrative explicitly stating whether or not the measure was met, i.e. whether FLACS fell short of, equaled or exceed the district performance in each grade level and by how much.

Summary

There will be a narrative providing an overview of which measures were achieved, as well as an overall discussion of attainment of the Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova assessment in science. Seventy-five percent of fourth grade students will score above level 3 on the SED science assessment.	

Action Plan

A narrative will explain the specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

SOCIAL STUDIES

Goal 4: Social Studies

FLACS students will demonstrate knowledge and understanding of four key social science components: history, geography, civics and economics

Background

There will be a brief narrative discussing social studies curriculum, instruction, assessment and professional development at the school and any important changes to the social studies program or staff.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE of 50 on the social studies component of the TerraNova.

Method

The school will administer the social studies component of the TerraNova assessment to students in spring 2013. The assessment provides an evaluation based on NCE scores. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at an NCE of 50 or higher.

Results

A brief narrative will highlight the results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

Evaluation

Narrative explicitly stating whether the measure was met and discuss by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. This section can also be used to explain the results in the context of the school program and attempt to attribute the results to effective practices or problem areas.

Additional Evidence

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. An optional table for this section on performance disaggregated by number of years in the school can be used.

Evaluation

Narrative explicitly stating whether or not the measure was met, i.e. whether FLACS fell short of, equaled or exceed the district performance in each grade level and by how much.

Summary

There will be a narrative providing an overview of which measures were achieved, as well as an overall discussion of attainment of the Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above an NCE score of 50 on the TerraNova assessment in social studies.	

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Proposal to Establish Family Life Academy Charter School II

NCLB

Goal 5: NCLB

The school's Accountability Status will be in "Good Standing" each year.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools.

Results

There will be a narrative stating the school's NCLB status for the year.

Evaluation

There will be a narrative explicitly stating whether or not the measure was met, and any changes over time.

Additional Evidence

There will be a Narrative reviewing the school's NCLB status during each year of the current Accountability Period.

Proposal to Establish Family Life Academy Charter School II

Attachment 17B – Graduation Requirements

As FLACS-II will not include the 12th grade, this attachment does not apply to the school.

Proposal to Establish Family Life Academy Charter School II

Attachment 18 – Progress Monitoring

The Family Life Academy Charter School-II believes that assessing progress is key to ensuring student success. Monitoring progress will be integral to the school's internal form of accountability. All stakeholders, parents, students, faculty and the Board will be informed of progress made towards Accountability Plan Goals. The school will be using the accountability measures that are inherent to the FLACS culture to measure progress. In addition, multiple sources to measure progress in student learning will be used. The following are the forms of monitoring progress that FLACS-II will adopt:

- Common assessments in all subject areas will be administered weekly in K-2 and bi-weekly in the upper grades to measure progress in concept and skill attainment.
- The DRA will be given three times a year to monitor progress in K-8. The DRA provides benchmarks on what a child is expected to know and be able to do at their respective grade levels. Guided by these benchmarks, teachers will be able to group students based on needs and abilities.
- Terra Nova will be administered twice a year to measure growth. This instrument provides detailed data in many key streams of student knowledge and skills. The scores provided by the TerraNova provide great insight into student performance and progress.
- Samples of student writing will be collected and analyzed three times a year
- Interim Assessments from Acuity will be administered every six weeks

The importance of the data derived aides teachers in mapping out an instructional plan that meets the needs of each student. As mentioned above, FLACS-II will adopt FLACS' model and will be setting up a data warehouse that enables teachers, administrators and instructional coaches to evaluate both class performance (what percentage of students have been successful in understanding the concept?) and individual progress (how did each student perform in comparison to the class/grade?) Teachers and teacher assistants enter the data on, at least, a weekly basis to ensure data currency. The warehouse is set-up to provide for disaggregation by gender, ethnicity, identification as an ELL or IEP student, and length of enrollement at the school. This data helps the school to ensure that all groups of students are achieving at parallel rates and no child is left behind.

Data specialist will report the results to the Principal upon receiving the results. These will be shared with the Instruction Team during their regularly scheduled meetings. Bi-weekly grade level meetings will be held to discuss results from above stated measures. Parents will receive copies of Common Assessments and Interim Assessment results. This keeps them informed on their child's progress. Meetings will be held in the beginning of the year to share with parents the methods used for measuring progress. In addition parents will meet with their child's teacher three times a year and all assessments will be shared with parents.

Proposal to Establish Family Life Academy Charter School II

Monthly aggregate results of common assessments will be reported to the Board for discussion about student progress towards meeting state level standards. In addition all end of year assessments and tests results will be shared with the Board to inform them of student achievement levels and plans towards meeting accountability plan goals.

b. Mission Accomplishment

The Family Life Academy Charter School-II, in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, socioeconomic status, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-II seeks to establish an orderly, nurturing, dynamic and safe environment in which learning is engaging, meaningful, and joyful in preparing students to attend and successfully complete high school and college.

FLACS-II's accountability measures and certain school structures and activities will ensure transparency and ongoing dialogue to the extent to which the school will be achieving its mission throughout the term of the charter. Through the weekly meetings the Instructional Team will clearly set goals to evaluate curricula, data measures, professional development and school environment. The collaborative teams will facilitate the conversations about quality student work, effective planning and other academic matters. Child Study meetings will convene monthly. At each of these meetings, the data collected for the warehouse becomes central to the discussion of class progress and individual student performance. These meetings will be attended by the teachers and teacher assistants, as well as the data specialist, the principal and the ESL coordinator and special education coordinator when those positions are filled.

Certain meetings will be dedicated to reviewing goals and evaluating progress made towards meeting the mission goal of students taking responsibility for their own learning and affirming human values. An assessment of the morning meetings/ advisories and the extended Friday session will be evaluated for effectiveness through a checklist and survey developed by the principal. Yearly goals will be set for classes to work on class projects that deal with world issues and community service project.

FLACS-II seeks to have an "orderly, nurturing, dynamic and has a safe environment in which learning is engaging, meaningful, and joyful" This part of the mission will be evaluated through surrogate measures. Measures such as attendance, the absence of fights or suspensions, student stability, participation in school events and community events and student academic performance provide for evaluations of the school's impact on its students and parents

For grades k-2, scores on the TerraNova are used as the basis for determining school progress. For the older grades the State's ELA, Math and, in the fourth grade, Science assessments are used to compare school progress as compared to other schools in district 8, the city and state. After the first year, the warehouse will be used to assess correlations in student performance on common assessments and the end of year standardized assessment. In addition, the regression

Proposal to Establish Family Life Academy Charter School II

analysis provided by CSI is extremely helpful in providing a wider picture of school performance as compared to similar schools throughout the state.

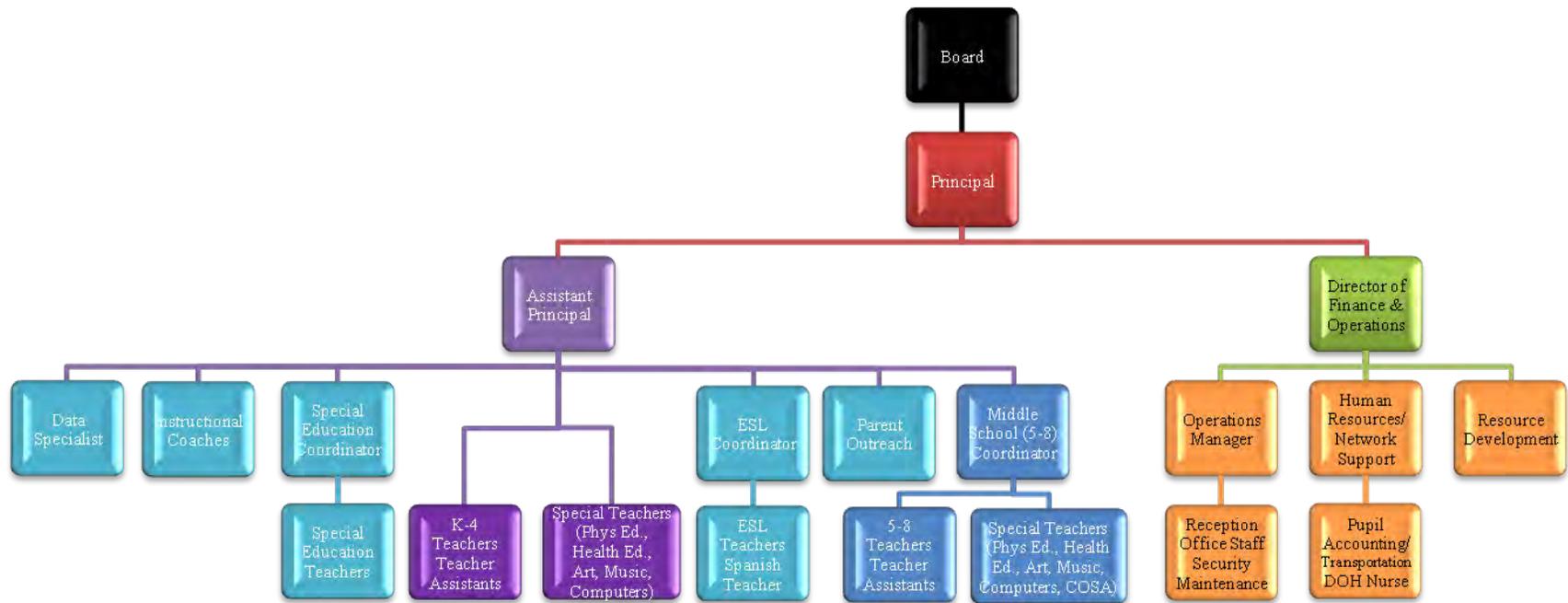
Scores on the standardized assessments are given to parents and summary reports are provided to the Board of Trustees. The summary data provided by common assessments is consolidated into a monthly report provided to the members of the school's Board of Trustees. During teacher-parent meetings, parents/guardians are offered a view of their child's progress by viewing student-isolated data from the warehouse.

Mission Accomplished

Although FLACS has attempted to engage in longitudinal studies to track students after they leave the school, a k-8 school is never in a position to know if the mission was accomplished. The primary goal is to prepare students for high school and college, however, when students leave at the school after grade 8, there is much the school can no longer control. However, as a k-8 school, the mission will be to ensure that students leave well-prepared for the high schools that they will be attending. As noted, the data warehouse provides for "real time" evaluation of student progress. State assessments are summative reports of how students did in mastering the skills and content of the core curriculum, but they are not "real time" and the delayed reporting of the scores makes them ineffective as diagnostics for the current year. However, they do provide a vehicle for evaluating if there are any gaps in the school's curriculum. The teacher of the next grade can use the scores to set up for initial groupings and instructional support. The teachers can also use the data for identifying students who are prepared to engage in independent and more challenging instructional opportunities.

Proposal to Establish Family Life Academy Charter School II

Attachment 19 – Organizational Chart



Proposal to Establish Family Life Academy Charter School II

The Board of Directors will have ultimate accountability for FLACS-II, and have the sole power to hire and fire the school's principal.

The Principal will report on a day-to-day basis to the Board, and will oversee the Director of Finance & Operations and the Assistant Principal.

The Director of Finance and Operations will report on a day-to-day basis to the Principal, and will oversee the Operations Manager, Human Resources/Network Support, and Resource Development.

The Assistant Principal will report on a day-to-day basis to the Principal, and will oversee the Special Education Coordinator, Instructional Coaches, ESL Coordinator, Middle School Coordinator, Data Specialist, The FLACS II Instructional Team is comprised from this core group.

The Assistant Principal will report on a day-to-day basis to the Principal, and will oversee Parent Outreach, K-4 Teachers and Assistant Teachers, and Special Teachers: Art, Music, Physical Education, Health Education, and Computers.

The Operations Manager will report on a day-to-day basis to the Director of Finance and Operations, and will oversee the Reception, Office Staff, Security, and Maintenance.

The Human Resources/Network Support will report on a day-to-day basis to the Director of Finance and Operations, and will oversee the Pupil Accounting/Transportation and the DOH Nurse.

The Special Education Coordinator will report on a day-to-day basis to the Assistant Principal, and will oversee the Special Education Teachers.

The ESL Coordinator will report on a day-to-day basis to the Assistant Principal, and will oversee the Special Education Teachers and Spanish Teacher.

The Middle School (5-8) Coordinator will report on a day-to-day basis to the Assistant Principal, and will oversee the Special Teachers: Art, Music, Physical Education, Health Education, Computers, and COSA.

Proposal to Establish Family Life Academy Charter School II

Attachment 20(a-c) - Governance

(a) School Board Roles and Responsibilities

The Board of Trustees shall initially consist of those individuals specifically named in the application as the Founding School Trustees and during the one year period from the time the Charter is declared effective, they shall function as the Board with such other additional members that are necessary for the effective and efficient functioning of the Board, as per the bylaws submitted with this application. The Board shall ratify the bylaws within fifteen days of the effective date of the charter approval. The Board shall have final authority for policy and operation decisions of the school and/or as delegated to officers and employees of the school.

The Board of Trustees (“Board”) shall be the policy-making body of FLACS II, and shall exercise the powers and authority granted under the law. The Board shall be subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the FLACS II charter and these bylaws, including but not limited to policies regarding the school’s finances, educational programs, enrollment, public relations, personnel, and general management.

The Board will be responsible for oversight of all aspects of the school, including the use of public and private funds. The Board will conduct programmatic and fiscal audits of the school and will adopt any additional measures it or the Authorizer deems necessary to ensure that the school’s fiscal and educational practices are sound.

The Board will:

- coordinate efforts to raise private funds for the school from foundation, corporate, and individual sources;
- oversee the long-term planning for the school;
- advocate on behalf of the school to individuals and organizations involved with the school reform and to individuals and organizations in the wider New York community;
- provide the school staff access to information and other non financial resources;
- oversee the legal strategy of the school and its response to legal issues;
- respond to and make decisions regarding grievances brought before the Board;
- oversee the school’s communications strategy with parents, press, and other members of the community, and adopt a media policy for the school;
- selecting school leader(s) (and partner or management organizations, if any);
- monitoring school performance; through dialogue with school leader, reviewing and discussing data reports, visiting, examining and inspecting the school and its records.

(b) School Board Design

The FLACS II Board of Trustees shall consist of 7 members, as follows: President, Vice-President, Secretary, Treasurer, plus three additional members, two of who will be the President and Vice-president of the Parent Teacher Association and one more member.

Proposal to Establish Family Life Academy Charter School II

Qualifications can include, but are not limited to: prior experience on a not-for-profit Board, interest in and/or involvement in education; finance; marketing; business development; legal experience; accounting; being a parent of a student of the school; and any other qualifications that would support the needs and interests of the school.

Trustee recruitment can be by word of mouth, recommendation, advertising. The selection process will be by review of credentials, references and by interview by an ad hoc Board Selection Committee of the Board. Potential Board members will be asked to attend one or two Board meetings before a decision for acceptance is made by the entire Board who will vote on the individual. A majority plus one vote will be required for acceptance of a new Board member.

New Board members will undergo a process of training to include orientation to the Board and to the school, the reading of the bylaws, code of ethics and governance statement of the Board. The Board member will be asked to spend a day at the school to see the school in operation. In addition to this, all Board members will participate in periodic Board training and development activities.

The Board may create committees for any purpose, and the Board Chair shall appoint members to and designate the committee chairs. The Board Chair may delegate to a committee any of the authority of the Board, except for election of Trustees, filling vacancies on the Board or committees, fixing Trustee compensation for serving on the Board, amendment or repeal of bylaws or the adoption of new bylaws, appointment of other Board committees, and the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repeal able. .

The Standing Committees of FLACS II shall be Finance and Compensation, and any other standing committees as the Board may from time to time establish.

The Board shall meet for a minimum of 4 times per year (fixed monthly date to be determined by the Board at its first meeting). In addition to agreement to pre-determined regular calendared meeting, a notice will go out to all Board members two weeks prior to the meeting along with prior meeting minutes and any other reports or documents germane to the upcoming meeting. Committees will meet as often as necessary to fulfill their tasks and responsibilities. Special meetings may be held at any time called by Chair or by any Trustee upon written demand of not less than three (3) Trustees. Special meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally by telephone, fax or email, or as reasonably practical providing for the circumstances. The regular meeting held in June shall be known as the annual meeting and shall be for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting. Notice of regular and annual meetings will be provided to the public in accordance with the Open Meetings Law. Public Service Announcements will be distributed and notice will be posted in appropriate locations

Proposal to Establish Family Life Academy Charter School II

The Secretary shall keep a record at the FLACS II principal office of all Board proceedings; shall keep on file all committee and officer's reports; shall keep the FLACS II official roll and shall call the roll when necessary; shall produce minutes of regular meetings, and make minutes and records available to Trustees upon request; shall furnish officers with whatever documents are required for the performance of their duties; shall maintain record book(s) on hand at every meeting; and in the absence of the Chair and Vice-Chair shall call the meeting to order and preside over them until the immediate election of a Chair pro tem. The Secretary shall have other such powers and perform such other duties as the Board may prescribe.

Grievance Committee

FLACS-II will establish a Grievance Committee to address complaints brought against the school by any individual or organization for alleged violations of the law or the school's charter regarding the management and operation of the school. The Grievance Committee shall be comprised of two Trustees elected by the Board of Trustees, two parents selected by the Parents Association and two teachers elected by the entire teaching staff.

All complaints for alleged violations of the law or the school's charter regarding the management and operation of the school shall be brought first to the Board of Trustees who shall be required to submit them in a timely manner to the Grievance Committee. The Grievance Committee shall consider the allegation and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken.

(c) Proposed Founding Board of Trustees

Name	Voting	Ex-Officio	Officer Position and/or Committee Founding Membership	Length of Initial Term
Francisco Lugoviña	X		Board Chairperson	
Greg Nannery	X		Member	Elections to
Florence Wolpoff	X		Member	be held
Evelyn Castro	X		Member	once school
Wanda Torres Mercado	X		Member	is incorporated
<i>Reserved for Parent Rep.</i>	X		Member	
<i>Reserved for Parent Rep.</i>	X		Member	

Proposal to Establish Family Life Academy Charter School II

The five people selected as the Founding Board members of FLACS II were chosen from a pool of applicants by the Founding Committee. The selected group has demonstrated their commitment to quality and equal education for all children with an emphasis on ensuring that the at-risk youth of the Bronx are not bypassed. The five have demonstrated a keen interest in education through their work and/or their socio-civic pursuits. They have stated their commitment to bring their experience, wisdom and fervor in support of developing FLACS II into a model institution of learning.

All five members are long-time residents of the Bronx having lived and worked in the borough in various capacities.

Ms. Evelyn Castro has worked in education since 1974 starting as an elementary school teacher and rising to the position of school superintendent in CSD 4. After retiring from the New York City Department of Education, she has worked as an Educational Consultant and currently serves on the Board of Brooklyn Diocese Board of Education. Ms. Castro is knowledgeable in all aspects of running a school. She has been an innovator with many successes in program implementation and development. She has worked with similar populations as those now targeted by FLACS II. Ms. Castro is bilingual in Spanish and English, is highly educated, and has held teacher certifications in various categories from the City and State. Ms. Castro's wish of bringing her experience and expertise to support an organization in creating and developing a high achieving learning environment for students – along with her background -- make her a prime candidate for FLACS II Board of Trustees membership.

Francisco Lugoviña has proven his metal several times over in the world of Charter Schools. He has been founding and Board member to Family Life Academy and to the John Lavelle Preparatory Charter School. In addition, he has worked as consultant to various charter schools assisting them in Board development, conflict resolution, strategic planning among many areas. Mr. Lugoviña has been instrumental in identifying and raising monies for the institutions he serves. He is also been the great motivator and influence behind the conversion of FLACS cafeteria menu to a Chef run kitchen providing fresh, nutritious meals for the students daily. He also started a vegetable and herb garden at FLACS and intends to introduce these concepts to FLACS II. Mr. Lugoviña has been in business in the Bronx for over 35 years. He has a degree in Finance from Iona College and is a seasoned Board member. He has all the qualities necessary to jumpstart the Board of Trustees at FLACS II.

Greg Nannery has a doctorate in law and has applied to the New York Admissions Bar. He comes with a fresh perspective on education having taught law to high school students and working in close contact with youngsters through the judicial system. Mr. Nannery firmly believe that a strong educational start from the beginning, in the hands of dedicated educational leaders and teachers, can make a tremendous difference in whether a young person develops an interest in higher education or falls by the wayside – or worse – into the penal system. He is committed to help make that difference and is eager to offer his resources to this end.

Wanda Torres-Mercado knows first-hand what it takes to stem the tide of youngsters dropping out of high school and limiting their chances for success in life. She raised the bar as Director of

Proposal to Establish Family Life Academy Charter School II

HEOP surpassing all performance goals and was recognized for her leadership by the State Education Department. Ms. Torres has a strong record in fiscal management and extensive experience in the management and administration of programs. She has worked all over the City at all levels of education but particularly on initiatives aimed at bringing highly needed resources to youngsters who may not otherwise afford higher education. Ms. Torres is highly committed to getting at the root of the problem which is the need to offer challenging early education programs to children that will serve as a solid foundation to better ensure their success in high school and beyond.

Florence G. Wolpoff understands fully the value and need of quality assessment instruments as tools to better understanding of pupil needs. She has been in education all her life and carries certification and licensing from the City and State. Ms. Wolpoff has been a Guidance Counselor, among her many roles within the education system and has personal insight as to the causal incidents affecting poor performance of students and how to reverse this trend. She is highly experienced in bilingual and special education programs.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. FLACS II
2. Full name: Francisco Lugovina
Home Address: [REDACTED] Bronx, NY 10464
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, Settled with IRS Services for taxes owed

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, work together as policy maker.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, We have worked together.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with

the school. I / we do not know any such persons. Yes, persons involved with the potential facility where we plan to locate one school.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, seeking compensation as chairperson if legally possible.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, Serve on two boards – Family Life Academy Charter School and John Lavelle Preparatory Charter School.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report to Chairman, if need be to the authorizer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

Certification

I, FRANCISCO LUGOVI, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ in every respect.

Date 2/16/2011

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. FLACS II
2. Full name: Evelyn Castro
Home Address: [REDACTED] Bronx, NY 10471
Business Name and Address: N/A
Home telephone No.: [REDACTED]
Work telephone No.: n/A
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes,.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, Ms. Calo, she will be a

consultant to the FLACS II charter school, I know her through working together at the DOE many years back.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would provide written and verbal notice to entire Board

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review

Certification

I, Evelyn Castro, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Family Life Charter-II Charter School is true and correct in every respect.

Signature



Date

2/17/2011

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. FLACS II
2. Full name: Florence G. Wolpoff
Home Address: [REDACTED] Bronx, NY 10471
Business Name and Address: DOE, PS 163, 2075 Webster Avenue, BX, NY 10457
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, My husband worked in District #4 when Evelyn Castro was Superintendent.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. After confronting I would go to the Chairman of the Board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Florence G Wolpoff certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the FLACS-11  respect.

February 16, 2011
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. FLACS II
2. Full name: Greg Nannery
Home Address: [REDACTED] Bronx, NY 10463
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, Ms. Calo, she will be a

consultant to the FLACS II charter school, I know her through her son-in-law, a friend of mine.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would provide written and verbal notice to the non-self-dealing members of the Board and the school's administration. If immediate action was not taken, I would call an emergency meeting to vote on removing the member. The action I would deem sufficient would have to be removal; a ceasing of the self-dealing would not suffice because said member could no longer be entrusted with their fiduciary duties to the school as a member of the Board of Trustees.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review

Certification

I, GREG NANNERY, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the FAMILY LIFE ACADEMY CHARTER SCHOOL - II very respect.



2/23/2011
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. FLACS II
2. Full name: Wanda Torres Mercado
Home Address: [REDACTED] Bronx, NY 10473
Business Name and Address: United Way, NYC
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, sister on Board of Trustees for potential school facility building

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, sister on Board of Trustees for potential school facility building
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. After addressing member, Report to Chairman, if need be to the authorizer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

Certification

I, Wanda Torres Mercado certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Family Life Academy II Charter School is true and correct in every respect.



Signature

2/23/11

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Attachment 20 – Board Member Resumes

BIOGRAPHICAL SUMMARY

Francisco Lugoviña

January 2011

Francisco Lugoviña has been committed to the Charter School movement for the past decade as founding member of the Board of Trustees of Family Life Academy Charter School and the John Lavelle Preparatory Academy Charter School. He has served as chairperson for both institutions and is credited with being a visionary and developer of these successful schools. Mr. Lugoviña has guided the development of other charter schools, assisting in Board development, fundraising, and initiating state of the art greening and nutrition programs.

An entrepreneur, Mr. Lugoviña has launched several successful businesses since 1968. As Chief Operating Officer of LRF Developers, Inc., Mr. Lugoviña combined entrepreneurship with solid managerial ability to successfully develop 161 housing units with a total construction cost of \$9 million and a \$39 million Battery Park City Residential tower.

Mr. Lugoviña also founded Principle Centered Associates, a full-service training and development company. He commands a wide-range of experience as a human resources trainer and facilitator, which has taken him from the sidewalks of the South Bronx to the boardrooms of the corporate investment community where he has conducted organizational development and training. He is a strong advocate for self-development and, as such, has actively lent his talents to help young people obtain a better life through career development. He is certified in various programs, including *Seven Habits of Highly Effective People* and *Quadrant II Time Management* programs, and in NewLine Consulting's *Leonardo Process*. In the last two years, he has run a Westchester "social venture enterprise" for a not-for-profit organization from the Bronx.

Mr. Lugoviña served as Chairman of the State New York Mortgage Agency under Governor Hugh Carey; was Bank Regulator on the New York State Banking Board for nine years; and was Chairman of the National Hispanic Housing Coalition. He has an admirable history as a community organizer and civil rights activist spanning his college and professional careers. Additionally, Mr. Lugoviña has been active in community and political affairs in New York City for most of his adult life.

He revitalized the Bronx Museum of the Arts and served on that board for 20 years. He served on the Executive Committee of the Phelps-Stokes Fund Board for 15 years; was on the Business Development Committee of the National Hispanic Business Group; and is a Board member of the Greyston Foundation, where he sits on the Housing Development Committee and is Chairman of the Spiritual Pathways Committee.

Mr. Lugoviña received New York City's highest Mayoral award for arts contribution and an award from the Jewish Community Relations Council.

Proposal to Establish Family Life Academy Charter School II

He is an ordained Buddhist priest in the Soto Zen lineage; is a member of the Zen Peacemaker Circles and Peacemaker International; and is the founder of the Hudson River Peacemaker Center-House of One People in Yonkers, New York.

Mr. Lugoviña holds a Bachelors Degree in Business Administration and Finance from Iona College. he is an avid gardener and is also certified by the Bronx Botanical Gardens as Master Composter. Mr. Lugoviña continues to play golf and racquetball. He is also one that has a lot of fun and laughs a lot.

Proposal to Establish Family Life Academy Charter School II

[Redacted]
[Redacted]

Bronx, NY 10471

Evelyn Castro

Objective

To identify a position which will utilize my experience and expertise to support an organization in creating and developing a high achieving learning environment for students.

Experience

[Redacted]

[Redacted]

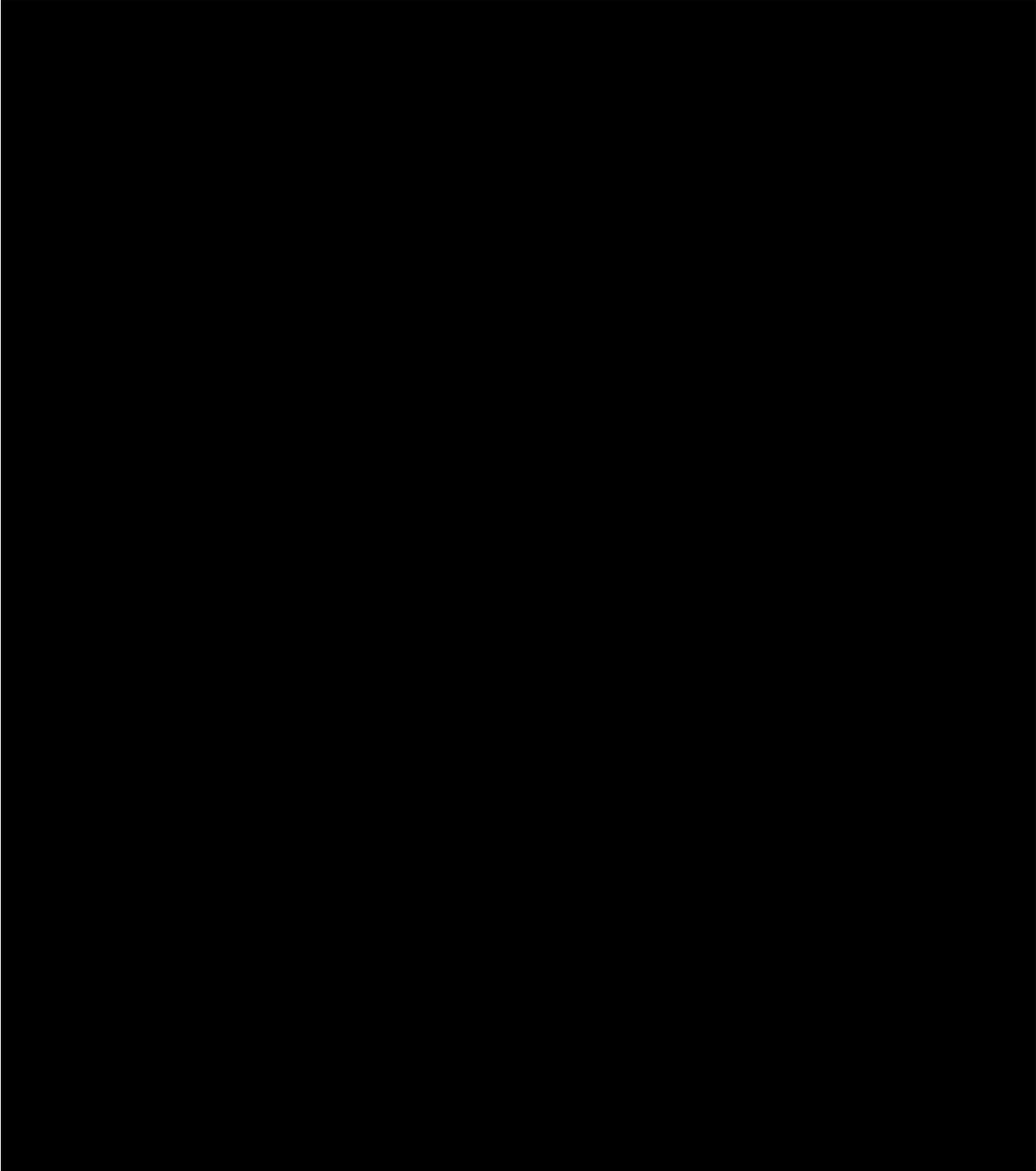
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[Redacted]

[Redacted]

[Redacted]

[Redacted]



[Redacted]

[Redacted]

[Redacted]

[Redacted]

Proposal to Establish Family Life Academy Charter School II

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Proposal to Establish Family Life Academy Charter School II

1 [REDACTED]

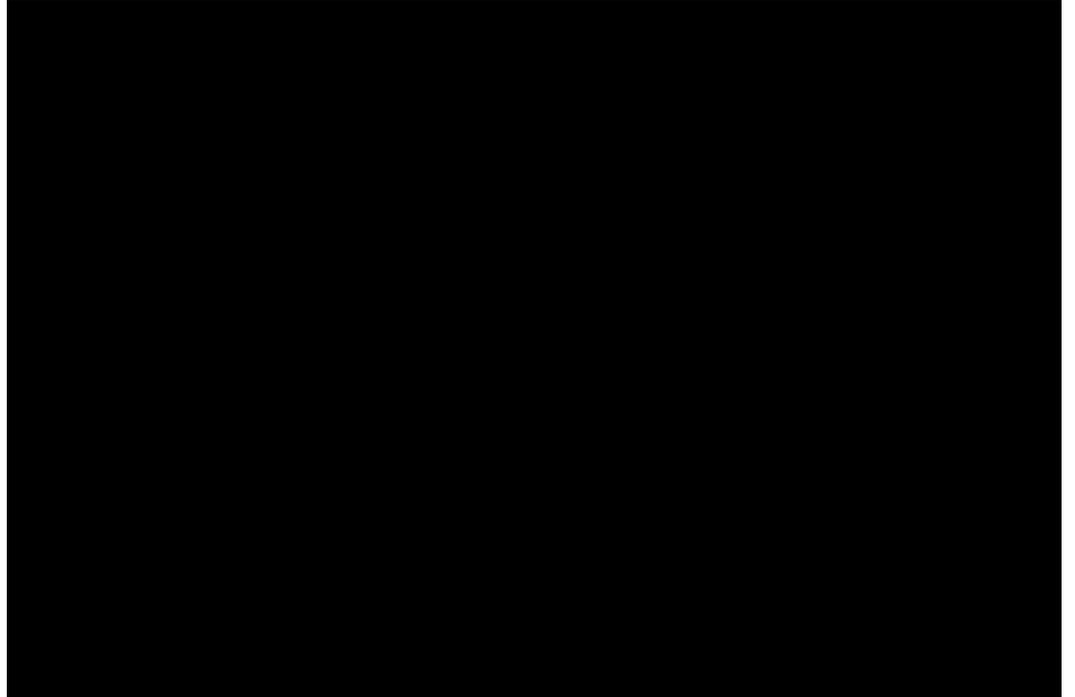
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





Education

- ABD, Education Administration, Teachers College, Columbia University
- Ed.M., Administration and Supervision, Teachers College, Columbia University – 1981
- M.A. Reading, Manhattan College – 1979
- B.S. City University of New York - 1974

**Certification/
Licensure**

- Senior Funded Program Management Instructional Specialist (NYC Board of Education), 1987
- Principal License Day Elementary School (NYC Board of Education), 1985
- School District Administrator (NY State Certification), 1983
- Teacher Day Elementary School (NY State Certification), 1974

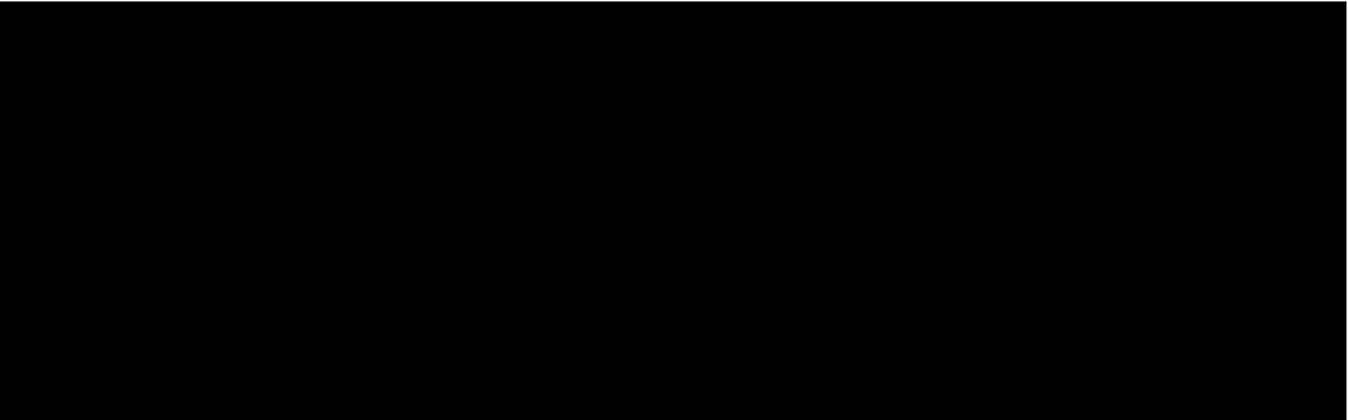
FLORENCE G. WOLPOFF
[REDACTED]
BRONX, NEW YORK 10471

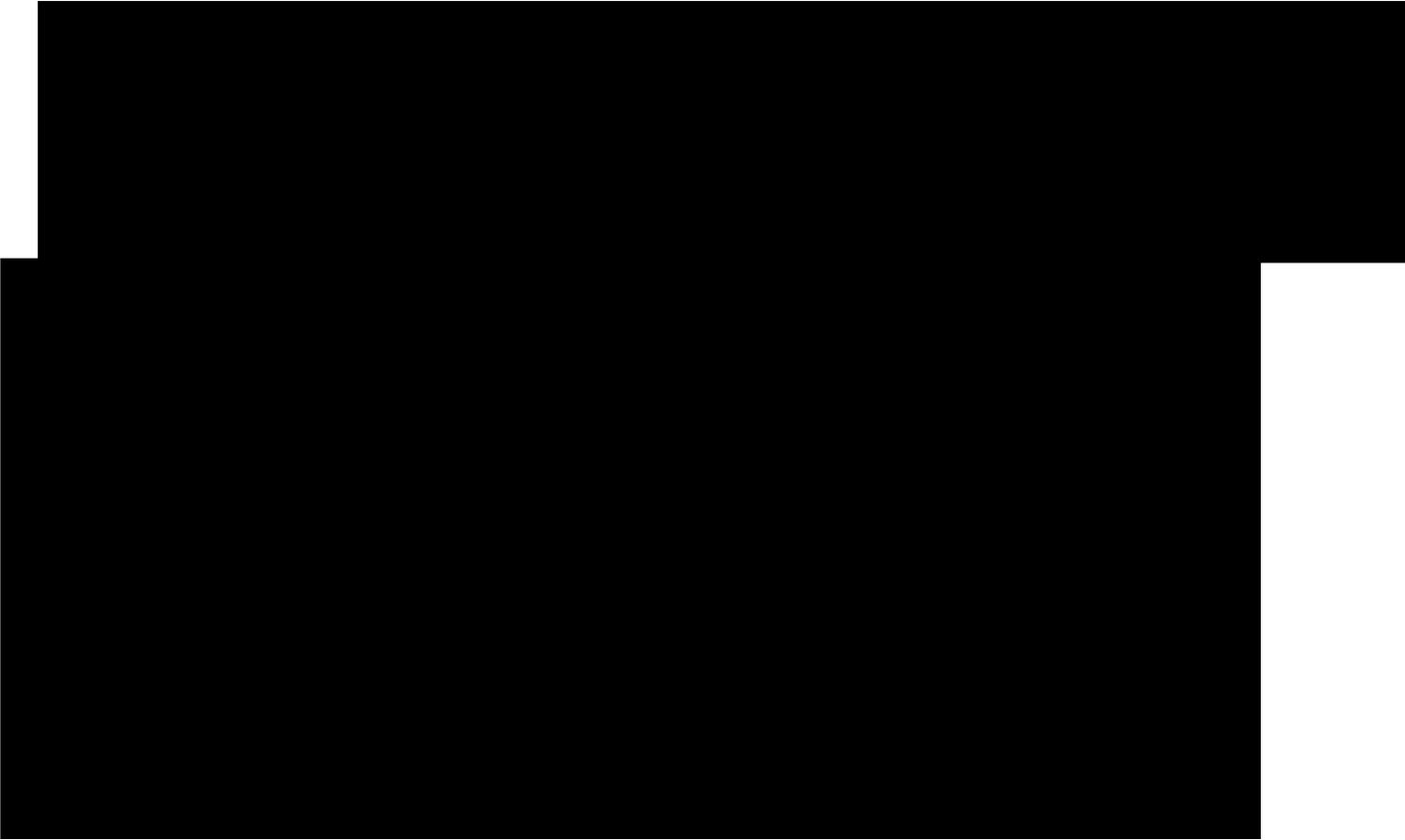
[REDACTED]

[REDACTED]

[REDACTED]

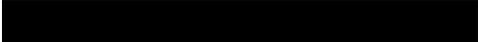
Proposal to Establish Family Life Academy Charter School II





References on Request

Proposal to Establish Family Life Academy Charter School II

Address:  ***Greg Nannery***
Bronx, NY 10463 

BAR ADMISSIONS • New York

EDUCATION

Boston College Law School, Newton, MA

August 2005 – May 2008

Juris Doctor, May 2008

Honors: Puerto Rican Bar Association Scholarship, *Recipient*; Client Counseling Competition, *Quarterfinalist*

Activities: American Constitution Society, *Vice President*; Law Students Association Diversity Committee, *Chair*

Binghamton University, Binghamton, NY

January 2001 – May 2003

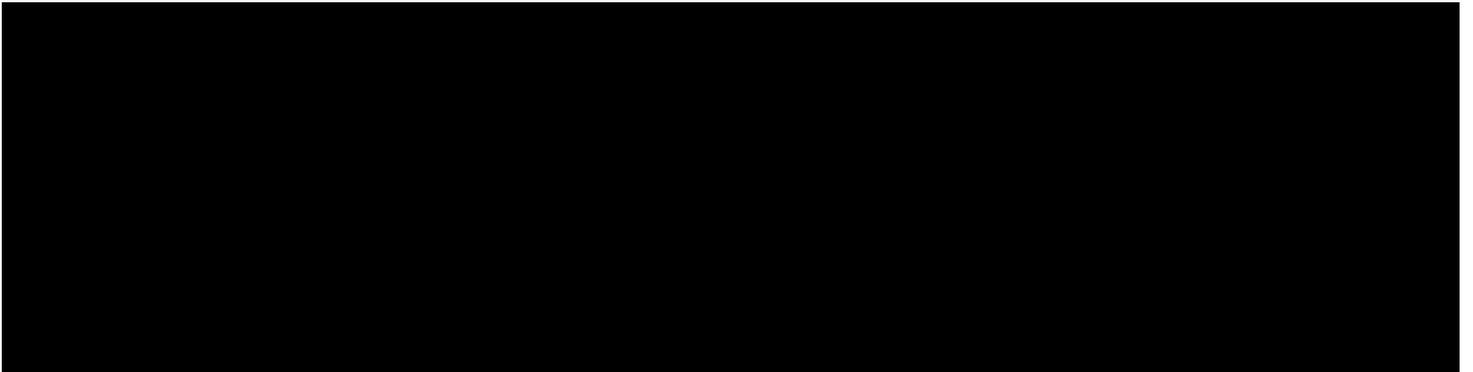
B.A., summa cum laude, in Philosophy, Politics, and Law, *May 2003*

Honors: Dean's List Fall 2001 – Spring 2003; Golden Key International Honor Society

Bronx High School of Science, *1996*



Proposal to Establish Family Life Academy Charter School II



INTERESTS • Current events/Public policy; Sports; Traveling; Dining; The Arts & Sciences; Legal philosophy

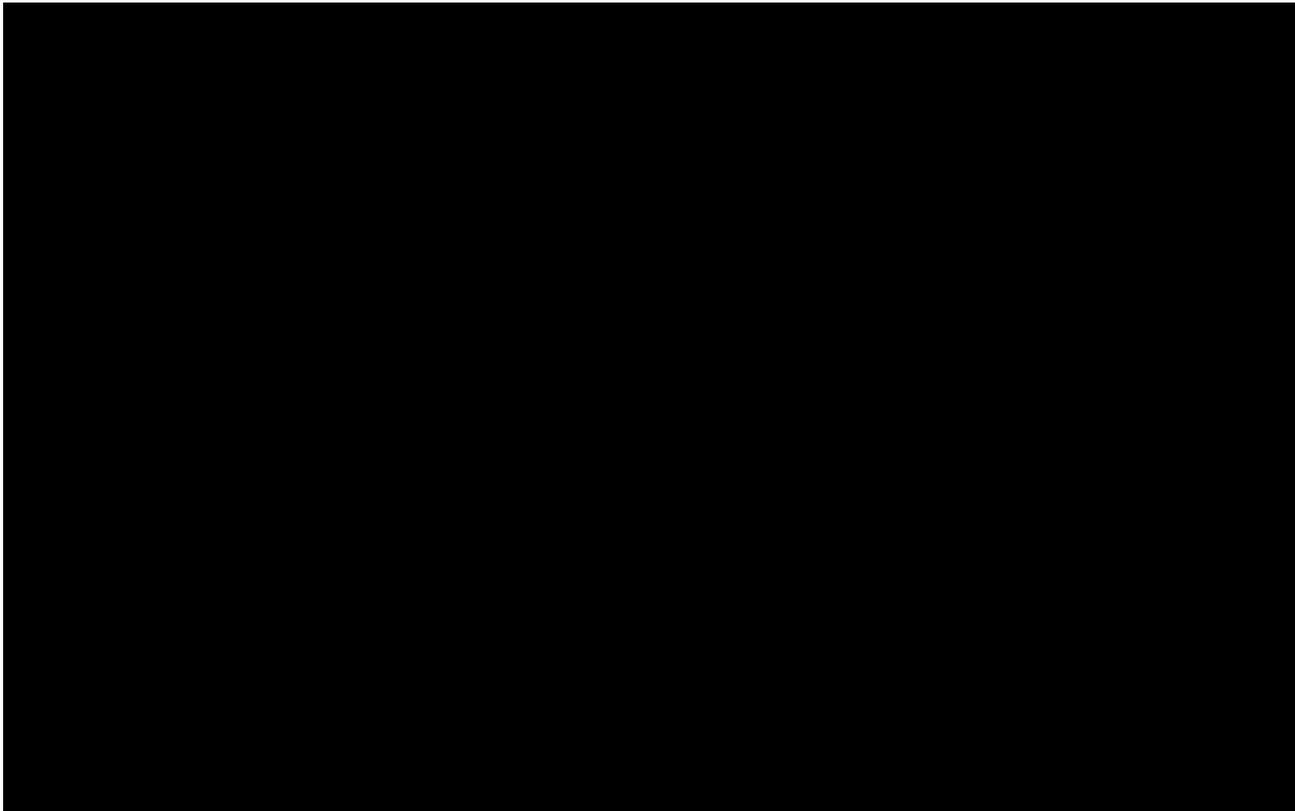
[REDACTED] rres-Mercado

[REDACTED] Bronx, New York 10473

[REDACTED] g [REDACTED]

SUMMARY OF QUALIFICATIONS

- Twenty- seven years experience in management and supervision of educational programs for youth
- Developed and implemented high quality youth and family programs that met DOE standards
- Spearheaded innovated college recruitment program that generated 85% growth
- Expanded pilot to a reputable CAPS program with eight school base sites
- Established systems to monitor and assess effectiveness of existing programs
- Generated an increase of 130% in grant monies from foundations and private corporations.
- Recognized by State Education Department for Leadership and management of HEOP program with highest retention rates in the state during tenure as HEOP Director at Union College



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

RENEE LYNETTE WILLEMSSEN-GOODE

• Brooklyn, NY 11217 •

EDUCATION AND CERTIFICATION

HUNTER COLLEGE, New York, NY

Certificate anticipated June 2011. Major in Administration and Supervision. *Cumulative GPA: 3.9.*

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Master of Arts awarded May 2007. Major in Curriculum and Teaching. *Cumulative GPA: 3.9.*

SWARTHMORE COLLEGE, Swarthmore, PA

Bachelor of Arts awarded June 2003. Major in Art History, minor in Educational Studies. *Cumulative GPA: 3.6.*

CERTIFICATION

New York State School District Leader Certification, anticipated June 2011.

New York State School Building Leader Certification, anticipated June 2011.

New York State Permanent Certification in Pre-K through 6 Education.

Proposal to Establish Family Life Academy Charter School II

Attachment 21(a) – Personnel

(a) Staffing Chart and Rationale¹

	Number of Positions				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	100	150	200	250	300
Position					
School Leader	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Instructional Coaches		1	1	1.5	1.5
ESL Teachers	1	2	2	2	2.5
Special Education Teacher/Coordinator	1	1	1	1	1
Special Education Teacher			1	1	1
Director of Finance/Operations	.5	.5	1	1	1
Administrative Assistant	1	1	1	1	1
Custodian	1	1	1	1	1
Safety Agent	1	1	1	1	1
General Education Teachers	4	6	8	10	12
Specials Teachers	2	2	3	3	4
Teaching Assistants	4	6	8	10	12
Data Specialist		.5	1	1	1
Pupil Accounting School Aide	1	1	1	1	1
Administrative Consultant	.5	.5	.5	.5	.5
DOH Nurse	1	1	1	1	1
Resource Developer Consultant			.5	.5	1
School Aides		2	2	2	2.5
Total					

FLACS-II has high expectations for all students who are selected through the lottery, to attend our school. We expect all students to achieve at very high levels; therefore, we are determined to ensure that our school has a safe and orderly environment, and is conducive to learning. Strong leadership that monitors all activities and has the pulse of the entire organization is needed to guarantee that the mission is accomplished. FLACS-II will employ a principal that is a strong instructional leader and operates like a chief operating officer. An Assistant Principal will assist the school leader in monitoring all programs, supporting teachers and maintaining an environment that support learning at high levels. Giving each child special attention is of the utmost importance in order to achieve our goals; therefore, FLACS-II will have classes of 25 students with a teacher as the leader of the class and an assistant teacher who supports learning.

¹ Based on need,/growth, the School Leader will determine growth or decline in personnel services

Proposal to Establish Family Life Academy Charter School II

FLACS-II will hire Specials Teachers to fulfill state mandates, enrich the learning experiences of children, and support teachers in having the needed time to plan and meet with colleagues to discuss instruction.

FLACS-II will recruit a large majority of ELL and immigrant students. It is our commitment to this community and city; therefore, we will employ an ESL teacher/ Coordinator in year 1. Once the school adds the next grade level, we will hire a second ESL teacher.

Due to the fact that we do not know how many students with special needs will be enrolled in FLACS-II, we will employ only one Special Education Teacher who will also coordinate services for students, lead the child study meetings, and support at-risk students (without IEPs). We will hire a second teacher in the following years, based on the number of special education students enrolled (number of Special Education students will determine part-time or full-time status, however based on the demographics of CSD #8, we believe it will be a full-time position).

FLACS-II will hire an Instructional Coach in the second year to support and monitor teachers' instructional practice and challenge all faculty to delve deeper into content knowledge and accelerating student learning. Toward the fourth year, we will hire a second Instructional Coach, who will be part-time.

FLACS-II will be a school that embraces data and uses it daily, weekly, monthly etc., to inform its decisions. In the first year, the Principal will serve as the Data Specialist. She is quite knowledgeable about data because she was the Data Specialist at FLACS for several years. In the second year she will search for a part time Data Specialist.

FLACS-II and FLACS will share certain services in order to support FLACS-II with expertise and secure services at a lower cost. Financial Services will be shared. Thus, the Director of Finance at FLACS also will work for both schools for the first two years. He will train the selected person when he or she is hired.

FLACS-II will hire an Administrative Assistant will support the management of the main office, and communicate with organizations, the board, and our authorizer. The AA will also be in charge of all special events.

All members of the faculty and staff will impact the mission of high achievement regardless of race, ethnicity, country of origin, socioeconomic status, and/or English language proficiency, to demonstrate mastery of the NYS standards, help the students take responsibility for their own learning, and encourage them to explore and affirm human values. Additionally, all FLACS-II staff will support and intentionally encourage the maintenance of an environment that makes learning joyful, meaningful and prepares students for higher education. With this said, below is a list of other personnel that will be hired especially to be guarantors of the vision and mission.

The Pupil Accounting School Aide will maintain all student records, monitor attendance, and work with parents.

Proposal to Establish Family Life Academy Charter School II

School Aides will be hired in the second year to support the operations of school; breakfast, lunch, hallway, ingress and egress duty, inventory, reception.

The Safety Agent will ensure that all policies are followed by all entering the premises. He/she will follow all safety guidelines.

FLACS-II will hire a full time custodian to ensure that the school is kept clean and adheres to all health codes.

An Administrative Consultant will work with the principal, faculty and staff in embracing the vision/mission and history of FLACS/FLACS-II and understand that they are a powerful force for reform and everything they do impacts the lives of children. The consultant will support the Principal in all aspects of her role.

Resource Development is also important to ensure that fundraising efforts take place to support the many programs needed to secure the future of every child in FLACS-II. We will seek an intern, and FLACS' Resource Developer will support and train the intern/interns until someone is hired full time.

FLACS-II will have on-site a Department of Health Nurse. He/she will be employed by DOH, but assigned to the school full time. Communication with the Department of Health began in the winter of 2010 in reference to FLACS-II.

(b) School Leader

The following are the qualifications FLACS-II requires of our school leader:

- Demonstrated successful leadership in a senior administrative position in a public, charter or private school, preferably but not necessarily as Principal;
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Demonstrated success in encouraging parental involvement.

FLACS-II believes that Ms. Renee Willemsen-Goode, who we identified as our school leader, possesses these qualifications. Since September 2005, Renee Willemsen-Goode has been part of the FLACS staff, where we watched her assume several academic and administrative roles. Prior to that, she was a teacher in a public elementary school and another charter school.

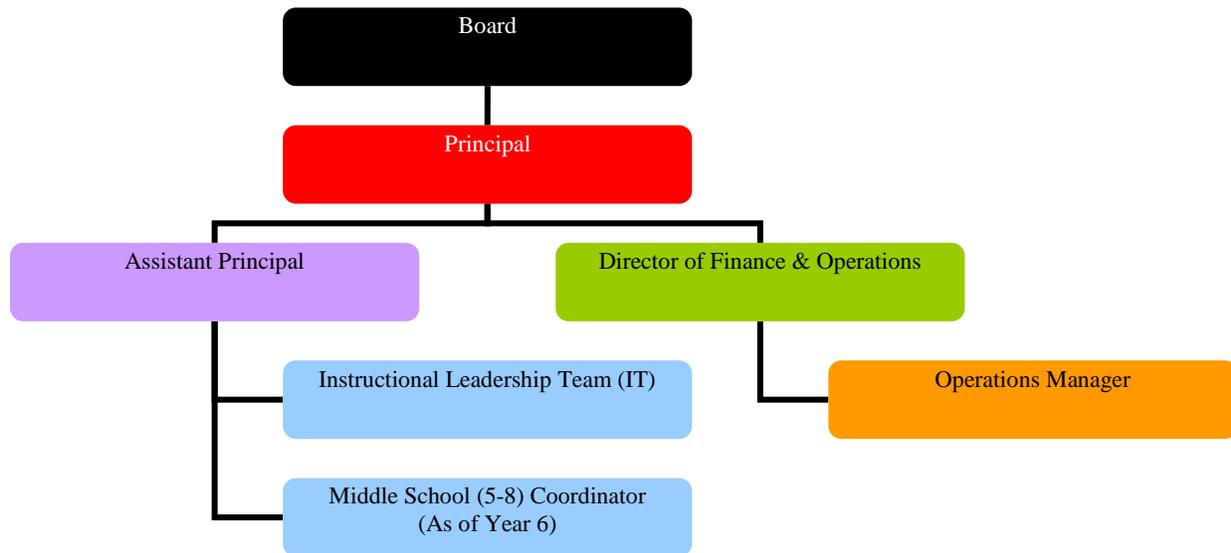
At FLACS, Ms. Willemsen-Goode was a fifth grade teacher. Then, she was promoted to the position of Data Specialist. In that role, she created spreadsheets for a database of student performance on standardized and common assessments, as well as performance on interim tests. She also met with grade-level staff members on a monthly basis to evaluate student/class performance and help teachers develop instructional alternative strategies. In addition, she produced disaggregated monthly reports to the school board on class/grade/school performance.

Proposal to Establish Family Life Academy Charter School II

In 2009, FLACS promoted Ms. Willemsen-Goode to the role of Middle School Specialist. In this capacity, she has supervised the design and implementation of the middle school program and has worked with teachers to develop curricula and supervises middle school instruction.

(c) Management

The following is the management structure of FLACS-II:



BOARD

The Board of Trustees (“Board”) will be the policy-making body of FLACS-II, and will exercise the powers and authority granted under the law. The Board will be responsible for oversight of all aspects of the school, including the use of public and private funds. The Board will conduct programmatic and fiscal audits of the school and will adopt any additional measures it or the Authorizer deems necessary to ensure that the school’s fiscal and educational practices are sound.

PRINCIPAL

The following will be the responsibilities of the Principal:

- Provide leadership, professional development and direction to staff
- Hire, evaluate, and terminate staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal reports to chartering entity
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning

Proposal to Establish Family Life Academy Charter School II

DIRECTOR OF FINANCE AND OPERATIONS

The following will be the responsibilities of the Director of Finance and Operations:

- Coordinates all financial and administrative transactions, including but not limited to, the collection of various data and finalization of all reporting requirements;
- Manages for all administrative (non-instructional) matters, including, but not limited to procurement, payroll, building operations, and all reporting requirements
- Coordinates all grant opportunities including the federal consolidated application
- Creates and manages the school budget with the Principal
- Ensures proper budgeting, accounting, auditing, and financial planning
- Ensures appropriate internal controls, processes and procedures for all non-academic aspects of the School's operation, including, but not limited to, check writing, financial transactions, procurement and inventory, negotiating and administering third party contracts, budget, financial auditing, food services, transportation services and banking.
- Maintains contact between the School and the consulting individuals and organizations with regards to financial, operational, administrative and compliance matters.

ASSISTANT PRINCIPAL

The following will be the responsibilities of the Assistant Principal:

- Provide leadership, professional development and direction to staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal reports to chartering entity
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Administer all academic areas for compliance with Federal and State guidelines
- Administer instructional, student records, and data management requirements
- Coordinate all professional development activities for faculty
- Establish links between home and school for all students

INSTRUCTIONAL LEADERSHIP TEAM (IT)

In its first year, FLACS-II will develop an Instructional Leadership Team (IT), which will consist of the following six (6) staff members:

- **Principal**
- **Assistant Principal**
- **Data Specialist**
- **ESL Coordinator**
- **Special Education Coordinator**
- **Instructional Coaches**

The IT will carry out the ideals and beliefs of the Instructional Leader to support high achievement. Each IT member will be accountable for monitoring the effectiveness of the instructional program in their respective areas of specialty/expertise. IT will meet weekly to discuss observations, curriculum development, implementation and professional development needs. The first three years, the Principal will be the chair for all meetings. After these initial years, the chair will rotate; still, the Principal will make all final decisions with the input of the IT members.

Proposal to Establish Family Life Academy Charter School II

Principal

As the Instructional Leader, the Principal will:

- Encourage and facilitate the study of teaching and learning, promote collaborative efforts among instructional team members and teachers, establish coaching relationships among teachers and use instructional research to make decisions.
- Ensure that the intended curriculum is taught by monitoring and evaluating classroom practice and student learning, and providing feedback through varied strategies—student work analysis, observations, lesson reviews and team planning.
- Ensure that professional development is focused on agreed upon instructional and assessment practices within the intended curriculum.
- Monitor and evaluate teacher performance.

Assistant Principal

The Assistant Principal will:

- Participate in supervising teaching and learning by doing Walk-Throughs, informal and formal observations with the principal.
- Coordinate all after-school programs and intervention programs, and matters dealing with scheduling and assessments.
- Provide appropriate professional development, support the implementation of policies and practices that are performance-based and work with and engage parents in meaningful activities that are relevant to student achievement.

Data Specialist

The Data Specialist will:

- Lead monthly or semi-monthly data meetings, depending on the needs of the school.
- Maintain warehouses of student data, include demographic and achievement data.
- Disaggregate the achievement data by gender, ethnicity, time enrolled at FLACS-II, English language proficiency, and special education status.
- Prepare reports for the Board of Trustees, potential funders, SUNY and CSI, and New York State as necessary.

ESL Coordinator

The ESL Coordinator will:

- Administer the Home Language Survey during registration, the LAB, and the NYSESLAT.
- Have teaching responsibilities with the ESL department.
- Have articulation with classroom teachers bi-weekly
- Provide and/or coordinate professional development on working with ELLs
- Ensure that parents are informed of the children's progress, the school's support services for their children and the resources available to all families to support their children in succeeding.

Proposal to Establish Family Life Academy Charter School II

Special Education Coordinator

The Special Education Coordinator will:

- Monitor that all Special Education guidelines are followed when decisions are being made.
- Be a part of all data meetings
- Chair the child-study meeting
- Attend meeting at the Committee on Special Education at CSD #8
- Work with the CSD #8 Special Education liaison to coordinate annual reviews and attend final evaluation review meetings.

Instructional Coaches

Instructional Coaches will:

- Provide deliberate support to all instructional staff.
- Make certain that the FLACS-II curriculum is being taught by planning with grade level teams, observing and providing feedback on classroom practice and student work assigned.
- Assess the knowledge teachers need to execute a lesson or unit of study well by doing observations, reviewing student work, doing surveys and needs assessments and having dialogue of their findings with the teachers.
- Actively work with teachers on curriculum mapping and developing effective lessons that clearly communicate learning goals and address essential questions.
- Model effective practices, provide staff development opportunities that are in alignment with the school's focus and best practices and they will share their craft wisdom and own experiences and expertise.
- Provide staff development by way of grade level and/or whole faculty presentations, study groups or facilitating collaborative teams.
- Support Collaborative Teams by ensuring that facilitators are trained and protocols are used.
- Establish Peer Reviews in year three, and lay the foundation in the first two year.
- Meet weekly with the Principal and the Assistant Principal to communicate issues and concerns raised by staff and support the staff through respectful dialogue that will lead to resolution.
- Attend Instructional Team meetings and other meetings that support instructional practice.
- Support families by giving workshops to expose parents to activities that can be done at home to support their children in succeeding in school.

OPERATIONS MANAGER

The following will be the responsibilities of the Operations Manager:

- Be present of Board of Trustee meetings, take, prepare and distribute minutes of those meetings;
- Assist the Director of Operations with requisitions, pay roll, and management of in-coming supplies and materials;
- Maintain payroll records;
- Assist in purchasing of supplies and materials
- Assisting with special activities, such as awards and Student of the Month;
- Collect data required for the preparation of business reports to the chartering entity and other appropriate bodies;

Proposal to Establish Family Life Academy Charter School II

- Answer phones;
- Welcome parents, children, and guests to the school;
- Other duties, as assigned.

Concerning the management practices and procedures, FLACS-II Principal will be the main priority-setter and decision-maker, with the support of the Assistant Principal, Director of Finance and Operations, and the Instructional Leadership Team (IT). Certain mechanisms and structures will exist to set priorities and make key organizational decisions. These include weekly administrative meetings, Instructional Team meetings, goal setting meetings at the beginning of the year, and mid-year monitoring progress meetings.

In terms of evaluation of management staff, FLACS-II will employ the evaluation procedures for all of its staff members. This includes informal and formal reviews.

1. Informal Reviews

FLACS-II will hold weekly/biweekly meetings for management staff, the purpose of which is to provide each other with support and feedback. FLACS-II may engage in a variety of techniques during and outside of these meetings to ensure that employees learn to listen, share points of view and learn from each other. Additional informal reviews and developmental support and feedback will occur from time to time in the form of conversations between or among smaller groups of teachers and/or administrators.

2. Formal Reviews

Thorough and formal performance evaluations of management staff will be performed in the spring of each year, or on or about the management staff's anniversary date, subject to a determination by the Principal. Such formal evaluations will be conducted by the Principal or his/her designee, with input from an management staff's immediate supervisor(s), if any. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the Principal. Such evaluation may include the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance throughout the year. The management staff will be notified of any bonus that may be warranted based on the evaluation.

FLACS-II management staff who are cited for misconduct, or whose job performance is below expectations will be informed of this by the Principal both orally and by letter. In some cases, such management staff will be subject to disciplinary action. The Principal shall, at his or her discretion, determine whether to take disciplinary action in any given case and what the disciplinary action will be. Disciplinary actions that may be taken include but are not limited to, probation, suspension and termination. Situations that may call for termination include: possessing, using, selling, purchasing or distributing FLACS-II property, drugs or alcohol; stealing or willfully damaging FLACS-II's property; assaulting or threatening to assault a FLACS-II employee or student; fighting or provoking a fight on school premises; carrying a weapon onto school property; behaving towards a student in an inappropriate manner; failing to perform professional duties; poor job performance; or undermining the FLACS-II mission.

Proposal to Establish Family Life Academy Charter School II

After the Principal or supervisor discusses the evaluation with you, the management staff will be given a copy for his or her records. Management staff members are encouraged to comment on any statement they do not understand or with which they disagree. In addition to any discussion they wish to have, management staff can put such comments in writing and submit them to the Principal or supervisor.

The evaluation, together with any written comments, become part of the management staff's personnel file and may have a bearing on any future personnel decisions.

FLACS-II works closely with management staff to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on the specific position. The Principal or the immediate supervisor will be able to discuss the means by which the management staff's job performance will be evaluated.

The administration and Board of Trustees of FLACS-II is committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews and evaluations, will, in the first instance be made with the objective of enhancing the experience and ability of the teacher. Observations, at the minimum, will be provided by the administration at least once each grading period. More frequent observations will occur with less experienced or new pedagogical staff.

As part of the observation process, each management staff member may be asked to participate in a self-study analysis. This may be done through video taping, observations, peer observations, etc. This document will assist the management staff in his/her development. These observations will be both formal and informal. Formal observations will normally be scheduled in advance and are in writing. Ideally, duration of the formal observation spans the entire length of the lesson or as reasonable. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration.

(d) Staff Recruitment and Retention

FLACS-II is committed to hiring and retaining the highest quality teaching and administrative staff. The following are the qualifications we will require of teachers and other staff:

Principal

- Demonstrated successful leadership in a senior administrative position in a public, charter or private school, preferably but not necessarily as Principal;
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Demonstrated success in encouraging parental involvement.

Director of Finance and Operations

- Demonstrated successful leadership in a senior administrative position in a charter, public or private school or a financial institution
- Demonstrated successful financial management experience;
- Exhibited leadership in working with professional staff, students, and the community;

Proposal to Establish Family Life Academy Charter School II

- Agreement with the academic goals and philosophy of the charter school
- Demonstrated success in encouraging parental involvement.
- Willing to work as part of a education team
- Familiar with Excel, Word, QuickBook , MIP software.

Assistant Principal

- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as Assistant Principal;
- Demonstrated successful instructional, student records, and data management experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school
- Demonstrated success in encouraging parental involvement.
- Willing to work as part of a education team

Teachers (Including Subject-Based Teachers)

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York’s charter-school law, possess any required state teaching certification;
- For subject area teachers (i.e. art, music, physical education, middle school subject teachers), appropriate educational credentials in the subject in which they will teach.
- Demonstrated communication skills;
- Demonstrated ability to engage the interest of children;
- Flexibility and sense of humor;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience or student teaching in a public or private school, preferably in an urban setting
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement; and
- Willingness to be held accountable for student results.

Special Education Teacher/Special Education Coordinator

- Appropriate state certification as a special education teacher;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individual specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students’ unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member.

Instructional Coach

- If not covered by any of the exemptions provided under New York’s charter-school law, possess any required state teaching certification;
- Demonstrated ability to communicate and work effectively with teachers and administrative staff;
- Demonstrated ability to adapt to individual specific needs;

Proposal to Establish Family Life Academy Charter School II

- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate st
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member.

Teaching Assistant

- Must be a high-school graduate (college credits preferred);
- A minimum of 2 years of successful experience as an aide in a classroom setting, child-care setting, or equivalent;
- Demonstrated ability to communicate and work effectively with staff and parents;
- Ability to adapt constantly changing needs; and
- Demonstrated ability to work with a diverse student population.

Guidance Counselor

- Demonstrated expertise in elementary and middle school guidance practices, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in guidance, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state certification;
- Demonstrated communication skills;
- Demonstrated ability to engage the interest of children;
- Flexibility and sense of humor;
- Demonstrated ability to work with diverse children, including those with special needs;
- Guidance experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement; and
- Willingness to be held accountable for student results.

Operations Manager

- High-school graduate (college degree preferred)
- Demonstrated organizational skills;
- Prior experience in an receptionist/administrative assistant position;
- Demonstrated ability to relate well to adults and children.

Administrative Assistant

- High-school graduate (college degree preferred)
- Demonstrated organizational skills;
- Prior experience in an receptionist/administrative assistant position;
- Demonstrated ability to relate well to adults and children.

School Aides

- High-school graduate (college degree preferred)
- A minimum of 2 years of successful experience as an aide in a classroom setting, child-care setting, or equivalent
- Demonstrated ability to communicate and work effectively with staff and parents
- Ability to adapt constantly changing needs
- Demonstrated ability to work with a diverse student population

Proposal to Establish Family Life Academy Charter School II

Custodian

- Demonstrated organizational skills;
- Prior experience in custodial operations;
- Demonstrated ability to relate well to adults and children.

Security Guard

- Demonstrated organizational skills;
- Prior experience in physical safety operations;
- Demonstrated ability to relate well to adults and children.

To recruit and hire teachers, FLACS-II will employ the following process:

- (For teachers) Conduct outreach at Teacher's College, Nyack College, New York University, Hunter College, and the NYS Education Department; and place an ad in the New York Times.
- The Principal, Assistant Principal, and other members of the Instructional Leadership Team (IT) will conduct Level 1 interviews with qualified candidates.
- If the candidate appears to meet the qualifications, the person will be called in for a Level 2 interview. In this session, the candidate will perform a demonstration lesson, which IT members and current FLACS-II teachers will observe.
- After the demonstration lesson, the IT members and current FLACS-II teachers will debrief the performance.
- If the IT members and current FLACS-II teachers determine that the candidate is best qualified, the Principal will extend an offer.
- The Principal, with the support of the Assistant Principal, will meet with candidate and agree on the terms of the offer.

To retain high quality teachers, FLACS-II will provide an environment that challenges teachers to be reflective. Specifically, FLACS-II will employ these and other strategies:

- Pay salaries and per session rates that are at least 2-3% higher than those of the NYC Dept. of Education
- Pay bonuses tied to student performance
- Pay into a 401(K)
- Provide health benefits
- Provide extensive and ongoing professional development through the IT and external experts and practitioners
- Hold recognition ceremonies throughout the year

(e) Staff Input

FLACS-II believes that staff input is a critical to the success of the school and its student body. To ensure effective staff input, we will involve staff in these and other mechanisms and structures:

Meetings

On a weekly basis, FLACS-II will hold a staff meeting to review and analyze data on student performance. We will hold quarterly all-staff meetings. These meetings will serve as an

Proposal to Establish Family Life Academy Charter School II

opportunity for both administrative and substantive debriefs, and provide real-time feedback to inform professional development. We include meeting time to discuss teacher needs and recommendations on instruction, professional development, administration, etc.

Three times a year, the evaluator and the teacher will meet to assess student achievement.

- Start of the Year: Set goals, based on previous student data and projections
- Mid-Year: Review data of student progress
- End of the Year: Review student outcomes

Throughout the year, the teacher will implement several activities to ensure accountability for student achievement.

- Weekly: Administer a common assessment of student performance.
- Bi-Weekly: Attend data meetings
- Monthly: Input the student data in the internal student data system
Meet with Data Specialist and IT to review aggregate student data, based on the weekly assessments
- Every Six Weeks: Administer an Interim Exam (Acuity) to gauge student performance
Meet with IT to discuss Interim Exam (Acuity)
- Periodically: Conduct Simulation Exams using past state tests
Meet with IT to discuss Simulation Exam results

Staff Input on Curriculum and Assessment

FLACS-II will draw on the curricula used by its predecessor FLACS. At the same time, the teachers will design project-based units that are academically rigorous, aligned to state standards, and tailored to students' academic levels and interests. Teachers also will provide input to refine these units.

After the students complete the Interim Exams (Acuity) every six weeks, staff will gather to review the results. They will analyze student achievement trends, examine student progress towards goals, and identify skills that need increased attention. They also will look for trends across individual students, groups of students, and specific classrooms.

After examining student performance data, teachers will collaboratively develop re-teaching strategies. They will develop action plans and effectively execute proposed changes. They will also engage school leaders to examine the overall school strategies, classroom conditions, curriculum, etc.

On a quarterly basis, teachers will use staff check-ins, common planning time, and other ongoing mechanisms to collaboratively address student performance and assessment.

Leadership Roles

FLACS-II will assign leadership responsibilities and roles to high-performing staff members as their supervisors deem it appropriate. For example, some staff members will participate in staff hiring committees.

Proposal to Establish Family Life Academy Charter School II

Attachment 22 – Parent Involvement

Parents will be encouraged to be actively involved in their children's education. All families will receive a Parent/Student Handbook that amply covers rules, responsibilities, rights, safety, security, communication with the school, expectations of the school from the parents and students, code of behavior, grievances, transportation and any other information that would help parents and students have a satisfactory school experience.

Parents will receive information on a regular basis on the progress of their children and will be encouraged to send written inquiries about any concerns they have regarding their children, as necessary. An interpreter will be provided when needed.

A communications "tree" will be set up to facilitate contacting parents for urgent messages, to request participation in activities and events and, in general, quickly disseminate important information. Parents will also be notified via e-mail.

Ample notice and invitation will be given to all parents to attend "Parent-Teacher Conferences" to discuss report cards, children's needs and progress and, in general, to establish a partnership between the teachers and the parents to better promote good study practices and overall school performance of the student body.

In addition, FLACS-II will have an active Parent* Teacher Association. The group will hold annual elections for officers and will govern itself via standards and bylaws appropriate to a PTA. All parents will be urged to join and be active in the school. There will be monthly meetings of the PTA. A program of activity will be created in conjunction with a FLACS-II staff person in charge of coordinating parent activities. Parents will be asked to voluntarily participate in book drives, library hours, fundraisers to raise money for school projects, attend field trips, and other such activities and events.

*By "Parent," it is understood that these can be biological or foster parents, and guardians officially identified as such.

Attachment 23 – Community Support and Demand

a) District Support

Because FLACS-II will be located in New York City's Community School District #8, which is not a five percent district, we do not need to obtain school district approval. Nevertheless, we at FLACS-II foresee opportunities to establish and maintain ongoing relationship with the district schools and superintendent's office. Toward this end, FLACS-II will reach out to the superintendent and the neighboring schools, particularly those within one (1) mile of the proposed school site, such as:

- PS 130 Abram Steven Hewitt (K-5)
- PS 75 (K-5)
- Bronx Lighthouse Charter School (K-6)
- Bronx Charter School for the Arts (K-6)
- PS 29 Melrose School (K-8)
- PS/Middle School 31 William L. Garrison (K-8)
- PS 25 Bilingual School (K-9)
- Middle School 302 Luisa Dessus Cruz (6-8)
- Banana Kelly High School (9-12)
- Foreign Language Academy of Global Studies (9-12)

Like FLACS, FLACS-II will seek collaborations with like-minded area schools. Thus, FLACS-II will impact the surrounding schools by meeting its high standard goals. In particular, we will encourage the use of different and innovative teaching methods, which would advance the statutory purpose of the Charter School Act. As FLACS-II develops best practices, we will share these with the surrounding public and charter elementary middle, and high schools. We will offer opportunities for collaborative professional development. We also will share tested educational strategies targeting ELL's and special needs students. As students form FLACS-II graduate at the completion of the 8th grade, we will connect with the 13 area high schools that are within one (1) mile of the proposed site.

Of course, we also anticipate challenges, which include the current tensions between public schools and charter schools. However, by taking the lead on partnerships and collaborative efforts, FLACS-II may reverse this friction and even engender good will among the two public school types. FLACS-II will seek to draw on the successful practices of its predecessor, FLACS, which established the ELL Consortium of over 10 charter schools with ELL students. As the head of the consortium, FLACS provided professional development for working with ELL students, bringing in top researchers and practitioners, including the renowned Nancy Cloud. In addition, FLACS-II will seek to draw on the successful practices of its community sponsor, LPAC, which helped to establish a consortium of community residents and organizations that were working to improve the quality of education in CSD #9.

b) Community Support

In preparing for this application, FLACS-II made sincere community outreach efforts to the residents of CSD's #7 and #8. For example, issued media releases to Univision- Channel 41 News, New York Daily News, Riverdale Press, Bronx Net, Bronx Channel 12 News, Bronx Public Access Channel, Puerto Rican Sun, New York City Channel 1, WCBS 880 AM, El Diario La Prensa, 1010 WINS AM, WLIB Public Radio, and Radio Wado. We have gained support from the local elected officials representing the area where FLACS-II will be located, including

Proposal to Establish Family Life Academy Charter School II

NYS Senator Ruben Diaz, and Bronx Borough President Ruben Diaz Jr. (see attached support letters). United Bronx Parents, a non-profit community-based organization incorporated in 1966 to advocate for educational reform in the Bronx, also support the creation of FLACS-II.

Through the proposed site of FLACS-II, the Bronx Spanish Evangelical Church, FLACS-II has gained additional community support. The organization's board of directors completely supports the opening of FLACS-II (see support letter). The church board of directors hosted a community forum opened to the public, and advertised the opening of FLACS-II to its soup kitchen and pantry clients, which is frequented by hundreds of community families. As a sign of community support, we collected scores of signatures (see attached petition).

c) Student Demand

According to the 2000 US Census, 17,146 (20.9%) of Bronx Community District #1 are 5 to 14 years old. At the same time, CSD #8 encompasses many neighborhoods other than Melrose: Throggs Neck, Country Club, Westchester Square, Unionport, Soundview, Castle Hill, Hunts Point, and portions of Crotona Park, Morrisania, Clason Point, and West Farms. Still, CSD #8 has nearly 16,000 enrolled students (see Attachment 4). While this total does not include the private school and charter school enrollment, it does suggest that FLACS-II would be well-received in the community.

In addition, 70.8% of Bronx Community District #1 residents are Hispanics. The dominant ethnic groups in the district are Puerto Rican, Dominican and African American. Recent immigrants to the district include persons from Mexico, the Caribbean, West Africa, and Central America. The total percentage of foreign born persons living in the district is 27%. In addition, 52% of the Bronx population reported a language other than English spoken at home. This bodes well for FLACS-II, which will target English Language Learners. In fact, only one K-9 school out of 39 schools within a one (1) mile radius of the proposed FLACS-II site—PS 25 Bilingual School (K-9th), targets this population.

Moreover, FLACS-II draws on the fact that FLACS, which is west of the FLACS-II site in CSD #9, received nearly 100 applications from residents of CSD's #7 and #8 between 2009 and 2011. In fact, FLACS currently has 18 enrolled students from CSD's #7 and #8. The parents of children on FLACS's waiting list from the FLACS-II neighborhood regularly affirm their willingness to travel any distance. Thus, with the opening of FLACS-II in their immediate vicinity, we anticipate they will flock to FLACS-II. This will even help with recruitment, as we expect word of mouth to spread beyond our extensive outreach strategy.

d) Proposal Opposition

FLACS-II is unaware of any opposition to this proposal, either among individuals or organizations. When we hosted a community forum at the church and at a local soup kitchen, in preparation for this application, we received overwhelming support from the community (see attached petition). Both the church and community members were happy to learn that we would provide a school in the area, which targeted children who spoke a language other than English in their homes, or whose first language was not English.

SENATOR RUBEN DIAZ, SR.
32ND DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 307
ALBANY, NEW YORK 12247
(518) 455-2511
FAX (518) 426-6945

DISTRICT OFFICE:
900 ROGERS PLACE
BRONX, NEW YORK 10459
(718) 991-3161
FAX (718) 991-0309



THE SENATE
STATE OF NEW YORK

CHAIR
AGING COMMITTEE

COMMITTEES:
BANKS
FINANCE
HOUSING CONSTRUCTION
& COMMUNITY DEVELOPMENT
INSURANCE
INVESTIGATIONS &
GOVERNMENTAL OPERATIONS
JUDICIARY
TRANSPORTATION

January 28, 2011

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Board of Trustees:

It is with great pleasure and without reservation that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of the FLACS II Charter School in my borough.

LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. I support their well-researched premise that our Borough-as well as the entire City of New York- has great need for schools that respond effectively to the academic requirements of all children especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty level or any other perceived encumbrance.

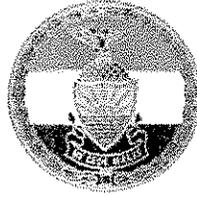
It is commendable that the founding team's goal is to have classes with no more than 25 students since this will better serve the needs of the target population. The school will then grow to include a middle school. I have been informed that the school will open in September 2012 with two kindergarten and two first grades on a proposed site at 800 East 156th Street between Prospect Avenue and Westchester in the Bronx. I believe that certainly the needs of the children in this community will be well served with FLACS II.

I welcome this beacon of light in my Borough on behalf of all of our families who want and are entitled to quality education for their children.

Sincerely,


Senator Rev. Ruben Diaz
32nd District





Bronx Borough President Ruben Diaz Jr.

January 2010

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Board of Trustees:

It is with great pleasure that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of the FLACS II Charter School in my borough.

LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. I support their well-researched premise that our borough – as well as the entire City of New York – has great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty status or any other perceived encumbrance.

It is commendable that the founding team's goal is to have classes with no more than 25 students, since this will better serve the needs of the target population. The school will then grow to include a middle school. I have been informed that the school will open in September 2012, with two kindergarten and two first grades, on a proposed site at 800 East 156th Street between Prospect Avenue and Westchester Avenue. I believe that certainly the needs of the children in this community will be well served with FLACS II.

I welcome this beacon of light in my borough on behalf of all of our families who want and are entitled to quality education for their children.

Sincerely,

Ruben Diaz Jr



UNITED BRONX PARENTS, INC.

Realizing Human Dignity

LA ESCUELITA

Dra. Evelina Lopez Antonetty

FOUNDER

████████████████████
Bronx, New York 10455
████████████████████

Lorraine Montenegro
CO-FOUNDER
PRESIDENT

Joseph Mpa
EXECUTIVE DIRECTOR

"LA FAMILIA EN MARCHA"

January 24, 2011

Board of Trustees of the Charter Schools Institute
State University of New York
41 State Street, Suite # 700
Albany, NY 12207

Dear Board of Trustees:

Greetings, from the South Bronx. It is with great pleasure and without reservation that we hereby offer our support to the Latino Pastoral Action Center (LPAC) in the establishment of the Family Life Academy Charter School II in our community.

LPAC has proven itself to be a successful partner in the creation of a public Charter School having attained a permanent charter for their first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. We support their well-researched premise that our community – as well as the entire City of New York – has great need for schools that respond effectively to the academic requirements of English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, economic status or any other perceived encumbrance.

It is important that our youth receive the best education available that will ensure high school graduation and that they are motivated to go on to higher education so that they can return to their community and contribute to its economic growth. We have been informed that the school will open in September 2012 with three Kindergarten and three first grades on a proposed site on 156th Street between Prospect Avenue and Westchester in the Bronx.

We welcome this new Charter School in our community.

Respectfully,

UNITED BRONX PARENTS, INC.
La Escuelita

Lorraine Montenegro, M.H.S
Executive Director

SL19/SUPPORT LETTER TO LATINO PASTORAL ACTION CENTER, INC. TO CHARTER SCHOOLS INSTI UNIVERSITY OF NY RE: REQUEST FOR A CHARTER IN THE SOUTH BRONX.DOC

DAY CARE CENTER N° 1
888 Westchester Ave.
Bronx, New York 10459
Tel. (718) 378-5000
Fax (718) 378-2395

MRS. A'S PLACE
966 Prospect Ave.
Bronx, New York 10459
Tel. (718) 617-6060
Fax (718) 589-2986

LA CASITA
834 East 156 Street
Bronx, New York 10455
Tel. (718) 292-9808
Fax (718) 665-5778

LA CASITA II HDFC
603 Prospect Ave.
Bronx, New York 10455
Tel. (718) 402-4094
Fax (718) 402-4095

LA CASITA III
607 Prospect Ave./1006 E. 151 St.
Bronx, New York 10455
Tel. (718) 742-0082
Fax (718) 742-9367

CASITA ESPERANZA
974 Prospect Ave.
Bronx, New York 10459
Tel. (718) 893-6555
Fax (718) 893-2850

Iglesia Evagelica Espanola Del Bronx
800 E. 156th Street
Bronx, New York 10455

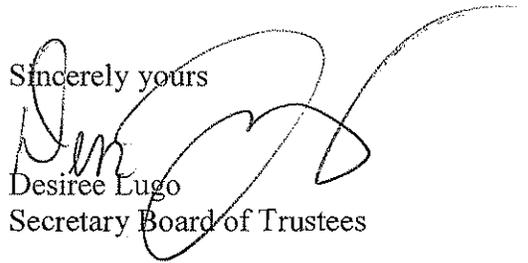
January 30, 2011

Dear Sir or Madam:

This letter is to inform you of our intent to work with the Latino Pastoral Action Center in their opening of a charter school in our Melrose community. The Board of Trustees has been approached by the Rev. Raymond Rivera and the LPAC organization to provide the site for this school.

We are looking forward to continue this process and eagerly await your decision to authorize the opening of this school.

Sincerely yours



Desiree Lugo
Secretary Board of Trustees

Proposal to Establish Family Life Academy Charter School II

Attachment 23 – Evidence of Student Demand

See attached evidence of student demand

Attachment 24 – Student Recruitment and Retention

(a) Enrollment

In seeking to establish a school that replicates the FLACS model, the planning group sought a site that had similar demographics. In selecting the facilities at the Bronx Spanish Evangelical Church, there was serious consideration given to community, the membership of the church and the populations of the surrounding schools. Interestingly, the site is in a peninsula-like extension of community school district 8, surrounded by schools in community school districts 7 and 9. Given the community work done in anticipation of submitting the Letter of Intent, and the reputation earned by FLACS, there is the sense that there will be a sufficient number of applicants to both open the school and establish a waiting list.

By virtue of the neighborhood and community, it is expected that the call for applicants for the lottery will attract a student population similar to the population of students at FLACS. However, it is the intention of FLACS-II to place and distribute flyers in local churches, local stores, the offices of local elected officials, distribute PSAs, and conduct “Open Houses.”

FLACS-II plans to implement several specific strategies to ensure that the school attracts English language learners. FLACS-II will make sure that recruitment materials, including pamphlets and a website, are translated into as many of the language groups represented in School District 8 as possible. Likewise, FLACS-II will distribute these materials in forums in which English is not the dominant language, such forums include non-English newspaper, radio, and Internet forums, one example of which is El Diario. Likewise, FLACS-II will work with community organizations that cater to groups for whom English is not a first language, such as churches who conduct services in languages other than English. As indicated in Attachment 23, these efforts have already begun and will continue.

FLACS-II is planning to implement an admissions preference for English language learners as described in Attachment 31.

Similar efforts will be made to ensure that the school attracts students who are eligible for the federal free and reduced-price lunch program. By specifically contacting community - based organizations that work with families living in poverty, FLACS-II plans to recruit students who fit this demographic.

District 8 Enrollment targets

Percent ELL/LEP 11.9%

Percent Free/Reduced Price Lunch 85.2%

Percent Special Education 18.4%

Proposal to Establish Family Life Academy Charter School II

FLACS has had little problem recruiting and retaining students who fit these three categories. The chart below indicates the current SUNY targets for District 9, where FLACS is located.

Category	Target for District 9	FLACS
<i>Percent ELL/LEP</i>	<i>24.4%</i>	<i>31%</i>
<i>Percent Free/Reduced Price Lunch</i>	<i>90.4%</i>	<i>91%</i>
<i>Percent Special Education</i>	<i>15.4%</i>	<i>11%</i>

The percent of students in special education does not quite reach the levels of district at FLACS as is stated now, however this number is district-wide and not specific to the age range the school serves, nor does this figure include former special education students or pending cases at the CSE.

(b) Retention

In the 2010 NYS School Report Card for FLACS, the school's student stability rate was 95%, 95% and 100% for the years ending in 2008, 2009 and 2020 respectively. As a school based on the FLACS model, FLACS-II believes it will similarly retain those students that it attracts from each of the three subgroups. However, with attempts to reach out to, and involve parents, as it creates an academically challenging, welcoming and safe environment for children and one that is responsive to student needs, FLACS-II believes that student retention will be addressed. With respect to English language learners, FLACS plans to implement a school-wide sheltered English immersion program based on that being used at FLACS.

In addition to using data to drive instruction, FLACS-II intends to monitor attendance with specific focus on the students from the various language and ethnic groups. If FLACS-II also maintains the 94% annual attendance rate of FLACS, anomalies in attendance will be easily identified and, hopefully, just as easily addressed. However, as a general rule, FLACS-II intends to monitor student activities as part of the monthly data and child study meetings. Evaluations of student progress, difficulties, patterns of attendance and/or lateness problems will be looked into and addressed. All of this will be part of student/parent orientations and topics to be addressed at Parent Association meetings, school-home contacts and individual teacher-parent sessions.

Proposal to Establish Family Life Academy Charter School II

Attachment 25 - Facility

(a) Facility Needs

The desired location of the school facility

In selecting the Melrose section of the Bronx as the site for FLACS-II, we looked at several factors. First, at FLACS, which is west of the FLACS-II site in CSD #9, we received nearly 100 applications from residents of CSD's #7 and #8 between 2009 and 2011; in fact, FLACS currently has 18 enrolled students from CSD's #7 and #8. The parents of children on FLACS's waiting list from the FLACS-II neighborhood regularly approach FLACS staff with hopes of learning of an opening for enrollment. They also affirm their willingness to travel any distance, emphasizing the following characteristics of FLACS that they want simulated in other schools: safety, opportunity for parent participation, available services for children with special needs, English as a Second Language instruction, intervention programs that begin in early childhood, and guidance counseling for high school exams, applications, and selection.

Second, we originally sought to replicate in CSD #9, as the number of applications submitted by parents to FLACS continuously outnumbers the space available to enroll students (400 requests for 29 available seats). However, there was a lack of appropriate and affordable real estate for immediate start up and expansion purposes. Real estate is scarce and at a premium even in the Bronx, particularly in the southwest Bronx, which is so close to Yankee Stadium and its surrounding redevelopment. This was no small consideration when making our choice to look elsewhere in the Bronx. As a result, LPAC, the community sponsor has a long-standing relationship with Bronx Spanish Evangelical Church.

Third, considering the local and national criticism directed at charter schools, namely that charter schools do not serve English Language Learners, we believe that FLACS-II is in line with the priority in New York State to work with this population. Given the similarity of the surrounding community of FLACS-II, and a similar student pool, we saw the potential to bring our successful methodology to the Melrose section of the Bronx. This would enable us to continue our partnership between the Charter Schools Institute and FLACS, which has proven to be a successful collaboration for the Highbridge and CSD #9 community.

The number of general education classrooms required each year

We will begin with 4 general education classrooms two classrooms each of Kindergarten and first grade. Adding two classes of the same grade every year until we reach eight grade in 2010 making it a total of 18 general education classrooms

Space requirements.

FLACS II will need small classroom settings for ESL, SE and other intervention or enrichment programs while at the same time need additional larger rooms for a library, computer & science labs, art & music rooms and a gym for physical education which ties in with part of our mission to serve the holistic child. To support the staff, students and parents we will need some administrative offices to provide medical care, operations support, pupil records and family assistance.

Proposal to Establish Family Life Academy Charter School II

(b) Facility Selection

Describe effort to secure facility

In the search for a location, we saw many properties but only found 4 real possibilities two in School District 9 and two in School District 8. Two properties were really out of our financial reach while the two remaining properties were churches that had some additional space that could be renovated to begin our first year.

We selected Bronx Spanish Evangelical Church because it is committed to public education, and shares our concern for the access to quality education for ELL's and children with special educational needs. It also has the appropriate and affordable space to launch a K-8 school on its premises. In preparation for this application, we met with church leaders and members, and hosted a community forum at the church and a local soup kitchen, to give community members the opportunity to ask us questions and share their vision for a school in the community. Consistently, the church and community members echoed the sentiments of the area parents who have or seek to have their children at FLACS. In particular, they were happy to learn that we would provide a space for children who spoke a language other than English in their homes, or whose first language was not English.

Describe facility, how it meets needs, including location,

The school will be located at 800 East 156th Street, Bronx, New York in the upstairs floor of the Bronx Spanish Evangelical Church, The second floor consists of classrooms, offices and meeting space with two bathrooms plus additional building space over a first floor auditorium/gymnasium and a kitchen. Once the second floor space is renovated, it will adequately serve for our first year with 4 classrooms and offices and small rooms for the additional classes and support groups. Future plans for expansion from K-1 to K-8 would include new construction on currently empty lots owned by the church across the street from the existing complex and a parking space next to the church building (see Attachment 25 – Facility Documents). Additionally, there is a small public park adjacent to the church building that would be requisitioned for the exclusive use of FLACS II during normal school hours. The location is also easily accessible by two train lines and two bus lines.

(c) Conflicts of Interest

The relationship between FLACS II, LPAC its Partner Organization and the Bronx Evangelical Spanish Church would be that of landlord-tenant. At this moment there is an agreement for the intention of opening FLACS II in the facility and to that effect, Bronx Evangelical has provided a letter of intent and has begun to consider the process of contractors, architects (see Attachment 25 – Facility Documents). As we all are eagerly awaiting the decision of CSI SUNY in granting the charter to FLACS II all parties understand that there are still a lot of planning that have to be arranged and many will be finalized with legal assistance to protect all parties.

Proposal to Establish Family Life Academy Charter School II

Attachment 25 – Facility Documents

Attached you will find the following documents

Picture 1 – right side of Bronx Spanish Evangelical – you are able to see side entrance, second floor windows to classrooms, which we could use for the first year of FLACS II and NYCHA garden which church has permission to tend to.

Picture 2 – left side of Bronx Spanish Evangelical – you are able to see parking lot, side entrance and second floor windows to classrooms, which we could use for the first year of FLACS II. This parking lot could also be used to build the full school from K-8th grade.

Picture 3 – empty lot that belongs to Bronx Spanish Evangelical – this lot is also another possibility can be used to build a full school from K – 8th Grade

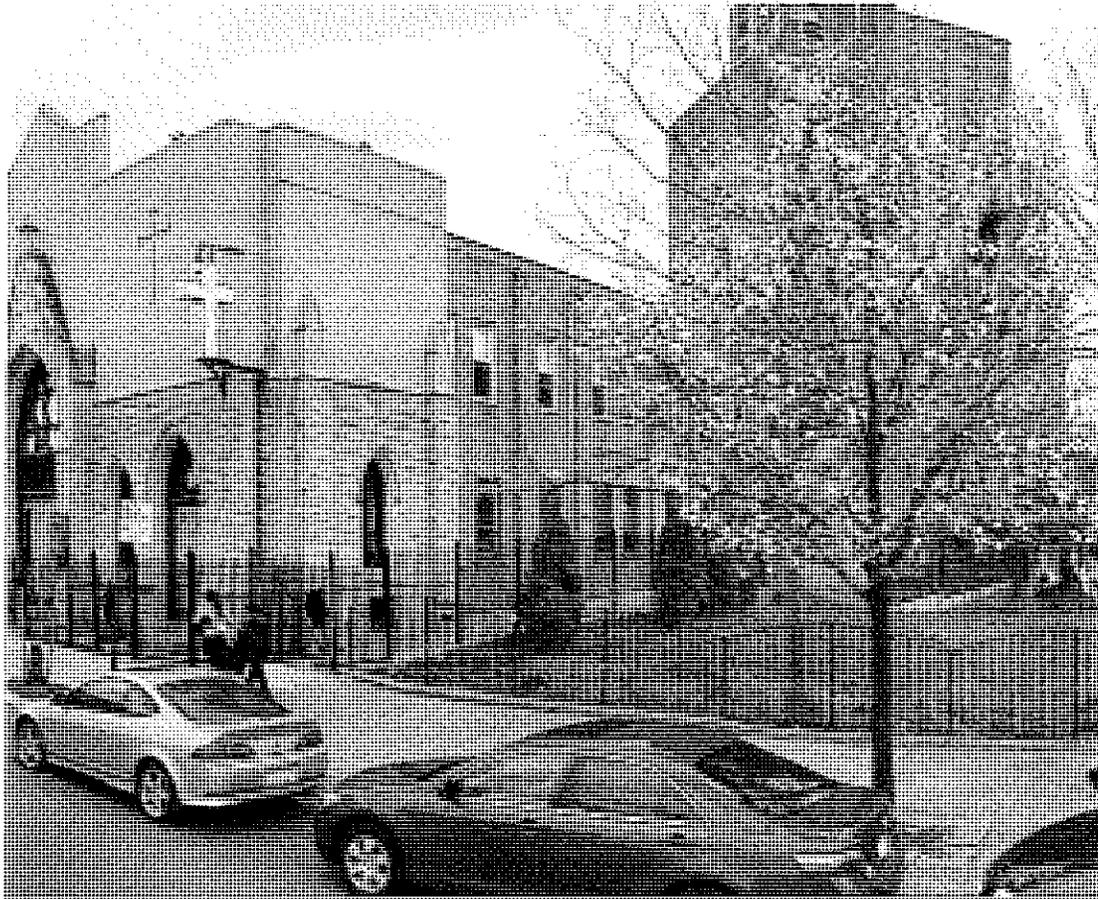
Bronx Spanish Evangelical Intent Letter

Bronx Spanish Evangelical 1st construction research towards the build for FLACS II location

Google maps

Address **790 E 156th St**
Bronx, NY 10455

Save trees. Go green!
Download Google Maps on your
phone at google.com/gmm



1

Google maps

Address **782 East 156th Street**

Address is approximate

Save trees. Go green!
Download Google Maps on your
phone at google.com/gmm



2

Google maps

Address 782 East 156th Street

Address is approximate

Save trees. Go green!
 Download Google Maps on your phone at google.com/gmm




3

Iglesia Evagelica Espanola Del Bronx
800 E. 156th Street
Bronx, New York 10455

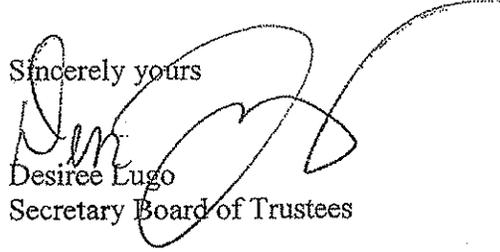
January 30, 2011

Dear Sir or Madam:

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We are looking forward to continue this process and eagerly await your decision to authorize the opening of this school.

Sincerely yours



Desiree Lugo
Secretary Board of Trustees



January 21st, 2011

The Bronx Spanish Evangelical Church
800 East 156th Street
Bronx, NY 10455
Attn: Ms. Catherine Rodriguez

Re: Charter School Budgeted Costs and Construction Program
La Iglesia Española Evangélica Del Bronx

Dear Ms. Rodriguez:

We are pleased to provide you with our budgeted proposal costs for the future charter school project development for the above referenced work as per your request, inspections, walk through and discussions.

Based on Properties:

- 796-800 East 156 Street – existing building's use of 2nd floor classrooms
- 804 East 156 Street – 2 continuous vacant lots, adjacent to 796-800
- 797 & 799 East 156 Street – 2 continuous vacant lots across the street from 796-800

This assessment is to:

1. To determine if the space requirements for the first year of operation of 6 classrooms and auxiliary spaces – offices, library, bathrooms, etc. can be met within the existing 2nd floor space of property A.
2. If the construction of a new facility on the vacant lots B & C will support a charter school K to 8th grade.

To this end when an architect has been retained for this work a zoning analysis should be requested based on the proposed preliminary space utilization needs noted above. After the zoning analysis is completed we will meet to discuss the possibilities, limitations, conceptual costs and/or construction challenges. At this time we shall serve the building's owner and working together toward this development. The development team will consist of representatives from both the tenant and landlord, owner's rep., architect, structural engineer, MEP engineers and other consultants as necessary.





Project space utilization required spaces-rest rooms, public halls, stairways, classrooms, supporting spaces, elevators (means of egress) by Code.

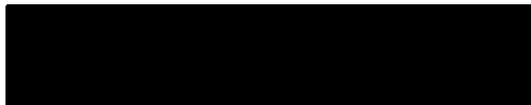
NO.	DESCRIPTION	SQ. FT.	EST. COST	UNIT PRICE	TOTAL COST
7	CLASSROOMS (GRADE K)	875	1,750.00	\$	225,000.00
2	CLASSROOMS (GRADE 1)	625	1,250	\$	160,000.00
14	CLASSROOMS (2-8)	625	8,750.00	\$	2,515,000.00
1	LIBRARY	750	750	\$	215,000.00
2	SCIENCE LAB	700	1,800	\$	400,000.00
1	COMPUTER LAB	700	700	\$	200,000.00
1	ART STUDIO	500	500	\$	140,000.00
1	MUSIC	400	400	\$	115,000.00
1	GENERAL OFFICE	2,200	2,200.00	\$	632,000.00
1	TUTORING/COUNSELING	400	400	\$	115,000.00
	PUBLIC HALLS	625			
1	REST ROOMS CHILDREN & ADULT	750			
7	STAIRWAYS - CONTINUE EXISTING	700	6,921.50	\$	633,000.00
1	ELEVATOR	700			
1	SHAFT FOR MECHANICAL CONDUITS	500			
	TOTAL SQUARE FOOTAGE		25,022.50	\$	5,355,000.00

Costs above include architectural, engineering, all permits and fillings required. Please feel free to contact me should you have any questions or need additional information.

Regards,

Vic Martinez

Vic Martinez
Seagull Construction Services – A Certified MBE Company



Proposal to Establish Family Life Academy Charter School II

Attachment 26 – Food Services

FLACS has had a long standing commitment in providing, fresh and healthy food to our students and we are pleased that the proposed school facility has a kitchen where food can be prepared. Once the kitchen is brought up to code we will begin our FLACS II Café meal service.

For now we will begin our meal program with the New York City Department of Education, School Food. Such an arrangement is currently doing well in many other charter schools and was a great beginning at FLACS I. With the program, the DOE School Food provides food and administers the federal lunch program reimbursement, reducing the administrative burden on the charter school and provides a food services employee to help with the distribution of the meals. The school's role is to collect relevant income information from its students and to report free and reduced price eligibility based on the given data and ensure we make timely payments to the NYCDOE School Food program as per arrangements made. FLACS II will also provide a part time school aide to assist with the distribution of meals during breakfast and lunch.

As of the 2010-2011 school year the NYCDOE School Food charges charter schools the following amount for student meals:

- Breakfast is free to all students.
- Lunch for a full price student costs \$1.50. Lunch for a reduced price student costs \$0.25.
- After school snacks are \$0.75 for full price students and \$0.15 for reduced price students.
- Suppers are \$2.25 for full price students and \$0.75 for reduced price students.

Schools can charge parents for lunch prices but not for after school snacks, but FLACS II just like FLACS proper will not be asking for reimbursement from parents.

As the proposed school will be located in one of the lower-income congressional districts in the state, all but a very small number of the students will be eligible for federal and state food subsidies. We will seek reimbursement from the federal government for these meals. The federal government has a higher-rate subsidy for “severe need” schools, in which more than 60 percent of students are eligible for free or reduced price meals. Since the majority of the students will be from the Melrose community and seeing as the schools in the community have over 85% of students eligible for free lunch, FLACS II will clearly meet these qualifications.

Since most of the students will qualify for free lunch, FLACS II will provide nutritional meals for all students at no charge. This equal treatment will prevent attention being drawn to those students who do not otherwise qualify for free lunch, and also reduces the administrative costs of the lunch program overall.

Proposal to Establish Family Life Academy Charter School II

Attachment 27 – Health Services

Family Life Academy Charter School II plans to work closely with Ms. Maria Cuevas from the Office of School Health (OSH), to provide a medical room in the FLACS II facility that will be adequate for a school nurse (Registered Nurse (RN) or Licensed Practical Nurse (LPN) serving under the supervision of a RN) that will be able to attend to the students at FLACS II.

The Office staff will work together with the nurse to ensure all medical forms are distributed to the students and families and are properly collected and entered in the ATS student database and provide the originals to the medical office.

All medication will be administered only by the school nurse. In case of absence by the school nurse the OSH office will try to provide a substitute nurse as is the practice for traditional public schools. FLACS II will ensure to follow all the rules and regulations established by the OSH for public schools in New York City.

Proposal to Establish Family Life Academy Charter School II

Attachment 28 - Transportation

Family Life Academy Charter School II will be located in Bronx, New York, a city with an extensive public transportation network. Two blocks from the facility in either direction on Westchester Avenue are the #2 & 5 IRT subway lines which stop at the Jackson Avenue and Prospect Avenue stops also the # 4 bus line runs on Westchester Avenue and the #17 bus runs on Prospect Avenue. We expect, however, that all or most of the students will be residents of the FLACS II Bronx neighborhood and will walk to the school.

For students who do not live within walking distance, generally measured by more than a half-mile from the school, FLACS will coordinate transportation services with the New York City Department of Education Office of Pupil Transportation(OPT). We expect that, like the non-public school children, our students will be placed on OPT's existing bus routes.

Understanding that our calendar may be different than the traditional public schools, we will inform parents in advance of days when transportation will not be on hand. Also FLACS II will be incorporating field trips into its curriculum when appropriate and will make arrangements with OPT when available.

Attachment 29 – Programmatic Audits

To make sure that it is living up to the terms of its charter, FLACS-II will conduct a programmatic audit to measure accountability around student achievement, attendance, suspension rates, staffing practices and other program indicators. The year-end audit will be used for program review, evaluation, and modification. FLACS-II will ensure that all contracts for equipment and services, including consulting services, special education services, leases, improvements, real property purchases and insurance requirements related to the management of FLACS-II will be in compliance with all federal and state mandates.

The Instructional Leadership Team (IT) will develop a checklist of programs and goals described in this charter, and every year will determine the success of FLACS-II at implementing its programs and meeting its goals. IT, in coordination with the teachers and parents, will make recommendations as to how FLACS-II could further refine its academic program in order to meet the terms of the charter and fulfill our school vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to CSI and the state. We also will release this report to parents and the public at an annual public meeting.

The programmatic audit will include the following:

- 1) Summary data showing student progress towards the goals and outcomes
- 2) Analysis of whether student performance is meeting the student achievement goals. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising students' confidentiality.
- 3) A summary of major academic program-related decisions and policies established by the IT during the year.
- 4) Data on the level of parent involvement in the school's governance and parent committees.
- 5) Data regarding the number of staff working at the school and their qualifications.
- 6) A copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year.
- 7) Information demonstrating whether the school implemented the means listed in this charter to achieve a racially and ethnically balanced student population.
- 8) An overview of the school's admission practices during the year and data regarding the numbers of students enrolled the number on waiting lists, and the number of students expelled and/or suspended.
- 9) Analysis of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- 10) Other information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter.

FLACS-II expects to complete its annual programmatic audit within 45 days upon completion of the school year, and no later than August 15.

Attachment 30: School Partnerships

FLACS-II located in Community School District 8 in the Melrose section will seek to collaborate with PS 130 and Banana Kelly High School. PS 130 received a C and Banana Kelly a D in the 2009-2010 progress report. PS 130 is an elementary school that has 18.8% of the students on levels 3 and 4 in English Language Arts and 30% of the students on levels 3 and 4 in mathematics. Banana Kelly is a local High School that has a 46% graduation rate and .99% passed the English Regents and 1.09% passed the mathematics regents.

FLACS-II will reach out to both schools to set up monthly meetings to discuss Leadership challenges and possible support strategies. The schools can set up school visits between grade level teachers and Specials teachers to observe best practices. Collaborating can support setting up opportunities to have Reading Buddies between schools to support literacy experiences for the younger students. Banana Kelley and FLACS-II can look at Community Service opportunities for the High School students in addition to having them tutor the younger students. The High School students will be trained in tutoring techniques which will support them in learning skills that will help them in various ways. Forming pen pals that will enhance children's literacy experiences will benefit the students from both schools. The three schools can collaborate on possible professional development activities such as study group sessions or general sessions presented at one of the schools.

FLACS-II believes that this partnering opportunity can foster a relationship among the schools that will bring collegiality and impact school improvement.

Proposal to Establish Family Life Academy Charter School II

Attachment 31(a) Budget Template

See Attached Original

General Instructions and Notes for New Application Budgets and Cash

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G

- Funding by School District information for all NYS school districts is located

* Please note that these budget templates are the same as the ones used to submit

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Charter Funding By NYS School

* It is forecasted that 2010-11 will be the same rate as

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition
1	10100	ALBANY	11,149	11,712
2	10201	BERNE KNOX	10,653	10,814
3	10306	BETHLEHEM	10,050	12,653
4	10402	RAVENA COEYMAN	11,446	11,936
5	10500	COHOES	10,516	11,070
6	10601	SOUTH COLONIE	10,750	11,422
7	10605	NORTH COLONIE	9,640	10,541
8	10615	MENANDS	16,576	16,582
9	10622	MAPLEWOOD	11,232	11,710
10	10623	NORTH COLONIE	N/A	N/A
11	10701	GREEN ISLAND	10,390	10,997
12	10802	GUILDERLAND	10,011	10,712
13	11003	VOORHEESVILLE	11,206	12,377
14	11200	WATERVLIET	8,850	9,070
15	20101	ALFRED ALMOND	9,184	10,226
16	20601	ANDOVER	10,738	11,107
17	20702	GENESEE VALLEY	9,380	9,686
18	20801	BELFAST	8,535	10,153
19	21102	CANASERAGA	10,752	11,354
20	21601	FRIENDSHIP	11,066	11,948
21	22001	FILLMORE	7,539	8,668
22	22101	WHITESVILLE	9,180	10,241
23	22302	CUBA-RUSHFORD	10,829	10,889
24	22401	SCIO	10,157	12,133
25	22601	WELLSVILLE	9,976	11,455
26	22902	BOLIVAR-RICHBG	10,620	11,418
27	30101	CHENANGO FORKS	9,392	10,119
28	30200	BINGHAMTON	8,896	9,820
29	30501	HARPURSVILLE	7,793	9,718
30	30601	SUSQUEHANNA VA	10,413	11,919
31	30701	CHENANGO VALLE	10,699	10,906
32	31101	MAINE ENDWELL	9,864	11,002
33	31301	DEPOSIT	11,710	14,020
34	31401	WHITNEY POINT	8,922	9,883
35	31501	UNION-ENDICOTT	10,331	10,955
36	31502	JOHNSON CITY	10,865	11,182
37	31601	VESTAL	10,513	11,413
38	31701	WINDSOR	9,118	9,813
39	40204	WEST VALLEY	12,044	13,408
40	40302	ALLEGANY-LIMES	8,754	9,652
41	40901	ELLCOTTVILLE	10,443	10,206
42	41101	FRANKLINVILLE	9,899	10,696
43	41401	HINSDALE	10,311	10,640
44	42302	CATTARAUGUS-LI	11,295	11,536
45	42400	OLEAN	9,145	9,933
46	42801	GOWANDA	9,677	10,020
47	42901	PORTVILLE	9,153	9,726
48	43001	RANDOLPH	8,957	9,806
49	43200	SALAMANCA	9,448	11,211

50	43501	YORKSHRE-PIONE	10,533	10,566
51	50100	AUBURN	8,945	9,959
52	50301	WEEDSPORT	9,113	10,421
53	50401	CATO MERIDIAN	9,129	9,412
54	50701	SOUTHERN CAYUG	11,571	12,338
55	51101	PORT BYRON	9,418	10,138
56	51301	MORAVIA	9,540	9,940
57	51901	UNION SPRINGS	9,910	11,969
58	60201	SOUTHWESTERN	9,357	9,691
59	60301	FREWSBURG	8,436	8,965
60	60401	CASSADAGA VALL	9,694	10,976
61	60503	CHAUTAUQUA	12,818	14,330
62	60601	PINE VALLEY	10,085	11,072
63	60701	CLYMER	10,139	13,768
64	60800	DUNKIRK	11,682	12,054
65	61001	BEMUS POINT	9,766	10,726
66	61101	FALCONER	8,141	8,694
67	61501	SILVER CREEK	9,574	10,079
68	61503	FORESTVILLE	9,323	10,133
69	61601	PANAMA	10,287	10,861
70	61700	JAMESTOWN	8,983	10,157
71	62201	FREDONIA	10,159	11,242
72	62301	BROCTON	11,771	12,774
73	62401	RIPLEY	12,402	13,456
74	62601	SHERMAN	9,446	10,611
75	62901	WESTFIELD	9,929	10,983
76	70600	ELMIRA	8,624	9,965
77	70901	HORSEHEADS	8,862	9,466
78	70902	ELMIRA HEIGHTS	9,827	9,761
79	80101	AFTON	10,510	11,717
80	80201	BAINBRIDGE GUI	9,350	10,541
81	80601	GREENE	8,394	9,598
82	81003	UNADILLA	9,879	10,725
83	81200	NORWICH	8,503	9,089
84	81401	GRGETWN-SO OTS	11,634	11,700
85	81501	OXFORD	10,495	11,678
86	82001	SHERBURNE EARL	8,687	9,264
87	90201	AUSABLE VALLEY	11,112	12,302
88	90301	BEEKMANTOWN	10,124	11,410
89	90501	NORTHEASTERN	9,382	9,825
90	90601	CHAZY	9,891	10,616
91	90901	NORTHRN ADIRON	9,747	10,706
92	91101	PERU	9,860	11,126
93	91200	PLATTSBURGH	11,637	12,526
94	91402	SARANAC	8,832	9,535
95	100501	COPAKE-TACONIC	11,676	13,043
96	100902	GERMANTOWN	12,486	12,770
97	101001	CHATHAM	11,215	12,277
98	101300	HUDSON	10,975	11,982
99	101401	KINDERHOOK	9,256	10,114
100	101601	NEW LEBANON	13,101	13,441
101	110101	CINCINNATUS	11,091	12,195
102	110200	CORTLAND	9,347	9,778
103	110304	MCGRAW	10,128	11,222
104	110701	HOMER	9,289	10,182
105	110901	MARATHON	8,493	7,853

106	120102	ANDES	14,329	15,445
107	120301	DOWNSVILLE	13,533	16,110
108	120401	CHARLOTTE VALL	8,172	9,939
109	120501	DELHI	11,428	12,859
110	120701	FRANKLIN	11,937	12,786
111	120906	HANCOCK	12,248	13,854
112	121401	MARGARETVILLE	10,942	12,416
113	121502	ROXBURY	14,123	15,068
114	121601	SIDNEY	9,571	11,217
115	121701	STAMFORD	9,430	11,560
116	121702	S. KORTRIGHT	12,416	13,857
117	121901	WALTON	9,575	9,739
118	130200	BEACON	9,227	9,650
119	130502	DOVER	10,011	10,589
120	130801	HYDE PARK	10,162	10,965
121	131101	NORTHEAST	12,969	15,151
122	131201	PAWLING	13,989	14,556
123	131301	PINE PLAINS	11,399	12,380
124	131500	POUGHKEEPSIE	11,044	11,195
125	131601	ARLINGTON	9,976	10,651
126	131602	SPACKENKILL	13,604	14,417
127	131701	RED HOOK	10,871	12,091
128	131801	RHINEBECK	13,604	14,204
129	132101	WAPPINGERS	9,186	10,055
130	132201	MILLBROOK	10,071	11,769
131	140101	ALDEN	9,267	9,737
132	140201	AMHERST	10,520	10,138
133	140203	WILLIAMSVILLE	10,131	10,494
134	140207	SWEET HOME	10,161	10,961
135	140301	EAST AURORA	12,436	9,978
136	140600	BUFFALO	9,567	10,429
137	140701	CHEEKTOWAGA	8,832	9,733
138	140702	MARYVALE	9,452	10,025
139	140703	CLEVELAND HILL	8,396	9,946
140	140707	DEPEW	9,719	10,741
141	140709	SLOAN	10,003	10,860
142	140801	CLARENCE	8,107	8,747
143	141101	SPRINGVILLE-GR	9,615	10,053
144	141201	EDEN	8,277	8,752
145	141301	IROQUOIS	8,376	9,111
146	141401	EVANS-BRANT	10,452	11,083
147	141501	GRAND ISLAND	9,379	9,823
148	141601	HAMBURG	9,216	9,519
149	141604	FRONTIER	7,657	8,271
150	141701	HOLLAND	9,150	9,966
151	141800	LACKAWANNA	10,172	10,833
152	141901	LANCASTER	7,284	7,973
153	142101	AKRON	9,157	9,760
154	142201	NORTH COLLINS	11,962	10,361
155	142301	ORCHARD PARK	9,849	10,198
156	142500	TONAWANDA	9,165	9,779
157	142601	KENMORE	10,087	10,412
158	142801	WEST SENECA	8,555	8,948
159	150203	CROWN POINT	12,283	14,203
160	150301	ELIZABETHTOWN	11,453	13,228
161	150601	KEENE	18,960	18,529

162	150801	MINERVA	25,811	27,490
163	150901	MORIAH	10,413	10,922
164	151001	NEWCOMB	39,125	51,675
165	151102	LAKE PLACID	11,911	13,620
166	151401	SCHROON LAKE	14,073	16,058
167	151501	TICONDEROGA	11,278	13,258
168	151601	WESTPORT	12,345	11,244
169	151701	WILLSBORO	12,153	13,461
170	160101	TUPPER LAKE	8,797	10,281
171	160801	CHATEAUGAY	8,508	9,502
172	161201	SALMON RIVER	12,370	11,610
173	161401	SARANAC LAKE	11,656	13,140
174	161501	MALONE	9,922	10,134
175	161601	BRUSHTON MOIRA	8,985	10,152
176	161801	ST REGIS FALLS	9,824	11,664
177	170301	WHEELERVILLE	13,709	15,077
178	170500	GLOVERSVILLE	9,392	9,121
179	170600	JOHNSTOWN	8,923	9,818
180	170801	MAYFIELD	8,067	8,827
181	170901	NORTHVILLE	10,754	12,396
182	171001	OPPENHEIM EPHR	12,178	13,504
183	171102	BROADALBIN-PER	7,722	8,605
184	180202	ALEXANDER	9,501	10,005
185	180300	BATAVIA	11,169	12,503
186	180701	BYRON BERGEN	8,763	10,098
187	180901	ELBA	10,056	10,830
188	181001	LE ROY	8,741	9,837
189	181101	OAKFIELD ALABA	9,346	10,716
190	181201	PAVILION	9,698	10,273
191	181302	PEMBROKE	9,205	9,919
192	190301	CAIRO-DURHAM	8,126	9,731
193	190401	CATSKILL	10,226	11,424
194	190501	COXSACKIE ATHE	10,459	10,905
195	190701	GREENVILLE	10,371	11,269
196	190901	HUNTER TANNERS	12,946	14,001
197	191401	WINDHAM ASHLAN	15,266	14,868
198	200101	PISECO	22,241	26,736
199	200401	INDIAN LAKE	18,205	22,268
200	200501	INLET	22,241	26,736
201	200601	LAKE PLEASANT	28,387	28,900
202	200701	LONG LAKE	36,121	37,270
203	200901	WELLS	19,282	18,500
204	210302	WEST CANADA VA	9,181	10,384
205	210402	FRANKFORT-SCHU	9,127	9,084
206	210501	ILION	7,829	8,025
207	210502	MOHAWK	8,656	9,642
208	210601	HERKIMER	8,531	9,185
209	210800	LITTLE FALLS	10,230	10,818
210	211003	DOLGEVILLE	8,707	9,576
211	211103	POLAND	10,141	10,558
212	211701	VAN HORNSVILLE	12,184	12,211
213	211901	TOWN OF WEBB	16,513	18,823
214	212001	MT MARKHAM CSD	9,964	10,836
215	220101	S. JEFFERSON	7,368	8,069
216	220202	ALEXANDRIA	9,983	10,338
217	220301	INDIAN RIVER	7,953	8,380

218	220401	GENERAL BROWN	8,068	8,410
219	220701	THOUSAND ISLAND	10,108	11,183
220	220909	BELLEVILLE-HEN	8,798	9,652
221	221001	SACKETS HARBOR	10,255	10,726
222	221301	LYME	9,864	10,382
223	221401	LA FARGEVILLE	9,943	10,039
224	222000	WATERTOWN	7,344	7,934
225	222201	CARTHAGE	8,303	8,911
226	230201	COPENHAGEN	8,600	9,038
227	230301	HARRISVILLE	11,192	11,794
228	230901	LOWVILLE	7,979	8,403
229	231101	SOUTH LEWIS	10,725	11,777
230	231301	BEAVER RIVER	9,035	10,065
231	240101	AVON	9,000	10,726
232	240201	CALEDONIA MUMF	8,374	9,239
233	240401	GENESE0	10,353	10,819
234	240801	LIVONIA	9,786	10,725
235	240901	MOUNT MORRIS	9,744	11,101
236	241001	DANSVILLE	9,132	9,525
237	241101	DALTON-NUNDA	10,866	11,704
238	241701	YORK	8,824	9,863
239	250109	BROOKFIELD	9,758	11,515
240	250201	CAZENOVIA	9,208	9,996
241	250301	DE RUYTER	9,206	12,001
242	250401	MORRISVILLE EA	10,009	11,015
243	250701	HAMILTON	9,678	12,465
244	250901	CANASTOTA	8,830	9,135
245	251101	MADISON	10,163	10,976
246	251400	ONEIDA CITY	8,464	10,485
247	251501	STOCKBRIDGE VA	8,517	9,838
248	251601	CHITTENANGO	9,074	10,080
249	260101	BRIGHTON	11,048	12,025
250	260401	GATES CHILI	10,332	11,150
251	260501	GREECE	9,658	10,422
252	260801	E. IRONDEQUOIT	9,349	10,006
253	260803	W. IRONDEQUOIT	9,590	10,711
254	260901	HONEOYE FALLS	9,540	10,103
255	261001	SPENCERPORT	9,781	10,259
256	261101	HILTON	9,263	10,019
257	261201	PENFIELD	11,459	12,155
258	261301	FAIRPORT	9,679	10,220
259	261313	EAST ROCHESTER	10,970	12,418
260	261401	PITTSFORD	11,870	12,644
261	261501	CHURCHVILLE CH	8,985	9,496
262	261600	ROCHESTER	10,070	10,868
263	261701	RUSH HENRIETTA	11,226	11,738
264	261801	BROCKPORT	9,705	10,222
265	261901	WEBSTER	10,136	10,427
266	262001	WHEATLAND CHIL	12,694	14,442
267	270100	AMSTERDAM	8,584	8,887
268	270301	CANAJOHARIE	11,364	10,533
269	270601	FONDA FULTONVI	9,141	10,509
270	270701	FORT PLAIN	10,060	10,723
271	271102	ST JOHNSVILLE	9,869	10,561
272	280100	GLEN COVE	17,094	17,909
273	280201	HEMPSTEAD	16,165	17,356

274	280202	UNIONDALE	16,518	18,310
275	280203	EAST MEADOW	13,319	15,631
276	280204	NORTH BELLMORE	14,346	15,419
277	280205	LEVITTOWN	14,880	15,793
278	280206	SEAFORD	13,451	14,547
279	280207	BELLMORE	15,949	17,562
280	280208	ROOSEVELT	16,475	16,845
281	280209	FREEPORT	14,026	14,902
282	280210	BALDWIN	14,024	15,336
283	280211	OCEANSIDE	13,675	15,026
284	280212	MALVERNE	16,465	16,487
285	280213	V STR THIRTEEN	14,899	15,193
286	280214	HEWLETT WOODME	18,686	20,329
287	280215	LAWRENCE	18,845	20,562
288	280216	ELMONT	12,189	13,210
289	280217	FRANKLIN SQUAR	12,273	13,288
290	280218	GARDEN CITY	15,014	16,464
291	280219	EAST ROCKAWAY	14,837	16,680
292	280220	LYNBROOK	15,340	16,514
293	280221	ROCKVILLE CENT	16,663	17,397
294	280222	FLORAL PARK	12,106	12,852
295	280223	WANTAGH	12,237	13,441
296	280224	V STR TWENTY-F	18,799	18,886
297	280225	MERRICK	14,803	16,693
298	280226	ISLAND TREES	12,982	14,337
299	280227	WEST HEMPSTEAD	14,351	14,732
300	280229	NORTH MERRICK	15,668	16,678
301	280230	VALLEY STR UF	16,391	17,598
302	280231	ISLAND PARK	22,245	27,655
303	280251	VALLEY STR CHS	12,487	13,762
304	280252	SEWANHAKA	10,781	12,243
305	280253	BELLMORE-MERRI	12,191	13,037
306	280300	LONG BEACH	17,016	19,842
307	280401	WESTBURY	15,640	17,435
308	280402	EAST WILLISTON	18,840	19,814
309	280403	ROSLYN	18,741	20,081
310	280404	PORT WASHINGTO	18,011	19,475
311	280405	NEW HYDE PARK	12,037	13,585
312	280406	MANHASSET	18,864	20,254
313	280407	GREAT NECK	20,853	21,183
314	280409	HERRICKS	14,999	16,522
315	280410	MINEOLA	21,204	22,566
316	280411	CARLE PLACE	18,940	19,902
317	280501	NORTH SHORE	18,005	20,288
318	280502	SYOSSET	17,670	19,526
319	280503	LOCUST VALLEY	19,500	22,104
320	280504	PLAINVIEW	15,891	16,964
321	280506	OYSTER BAY	19,270	22,633
322	280515	JERICHO	19,561	22,601
323	280517	HICKSVILLE	12,923	14,580
324	280518	PLAINEDGE	12,076	13,977
325	280521	BETHPAGE	15,652	17,066
326	280522	FARMINGDALE	14,725	15,641
327	280523	MASSAPEQUA	14,211	15,232
328	300000	NEW YORK CITY	11,023	12,443
329	400301	LEWISTON PORTE	10,323	12,236

330	400400	LOCKPORT	9,198	10,220
331	400601	NEWFANE	8,779	9,476
332	400701	NIAGARA WHEATF	9,868	9,672
333	400800	NIAGARA FALLS	9,305	10,015
334	400900	N. TONAWANDA	9,575	9,630
335	401001	STARPOINT	8,219	9,058
336	401201	ROYALTON HARTL	8,755	9,683
337	401301	BARKER	12,412	13,293
338	401501	WILSON	9,136	10,584
339	410401	ADIRONDACK	9,936	10,915
340	410601	CAMDEN	8,250	9,386
341	411101	CLINTON	11,125	11,072
342	411501	NEW HARTFORD	11,065	11,712
343	411504	NEW YORK MILLS	11,073	12,248
344	411603	SAUQUOIT VALLE	9,000	10,057
345	411701	REMSSEN	11,110	13,154
346	411800	ROME	9,456	10,778
347	411902	WATERVILLE	9,725	10,734
348	412000	SHERRILL	9,105	9,667
349	412201	HOLLAND PATENT	9,058	10,071
350	412300	UTICA	7,860	8,441
351	412801	WESTMORELAND	10,095	11,188
352	412901	ORISKANY	9,696	10,625
353	412902	WHITESBORO	9,275	9,505
354	420101	WEST GENESEE	9,079	9,820
355	420303	NORTH SYRACUSE	9,155	9,332
356	420401	E SYRACUSE-MIN	12,617	12,805
357	420411	JAMESVILLE-DEW	10,494	10,805
358	420501	JORDAN ELBRIDG	9,588	10,342
359	420601	FABIUS-POMPEY	10,197	11,565
360	420701	WESTHILL	9,708	10,372
361	420702	SOLVAY	9,801	10,721
362	420807	LA FAYETTE	14,681	15,526
363	420901	BALDWINSVILLE	9,529	10,185
364	421001	FAYETTEVILLE	10,101	10,267
365	421101	MARCELLUS	8,562	8,871
366	421201	ONONDAGA	10,106	10,459
367	421501	LIVERPOOL	10,715	11,946
368	421504	LYNCOURT	11,989	13,521
369	421601	SKANEATELES	11,552	12,010
370	421800	SYRACUSE	8,884	10,362
371	421902	TULLY	8,785	9,585
372	430300	CANANDAIGUA	9,461	10,181
373	430501	EAST BLOOMFIEL	9,687	10,213
374	430700	GENEVA	9,208	10,458
375	430901	GORHAM-MIDDLES	10,734	11,367
376	431101	MANCHSTR-SHRTS	10,121	10,485
377	431201	NAPLES	11,957	13,488
378	431301	PHELPS-CLIFTON	9,388	10,623
379	431401	HONEOYE	9,786	10,487
380	431701	VICTOR	8,790	9,618
381	440102	WASHINGTONVILL	10,842	11,687
382	440201	CHESTER	12,179	12,532
383	440301	CORNWALL	10,775	11,413
384	440401	PINE BUSH	9,606	10,576
385	440601	GOSHEN	11,566	12,560

386	440901	HIGHLAND FALLS	12,924	13,618
387	441000	MIDDLETOWN	10,382	11,355
388	441101	MINISINK VALLE	9,146	10,099
389	441201	MONROE WOODBUR	11,671	12,538
390	441202	KIRYAS JOEL	18,317	25,769
391	441301	VALLEY-MONTGMR	9,209	9,864
392	441600	NEWBURGH	11,407	12,738
393	441800	PORT JERVIS	10,910	11,776
394	441903	TUXEDO	16,710	18,323
395	442101	WARWICK VALLEY	10,863	11,493
396	442111	GREENWOOD LAKE	14,899	15,132
397	442115	FLORIDA	11,858	13,088
398	450101	ALBION	8,014	8,887
399	450607	KENDALL	9,526	9,917
400	450704	HOLLEY	6,999	9,844
401	450801	MEDINA	9,550	10,525
402	451001	LYNDONVILLE	8,962	9,930
403	460102	ALTMAR PARISH	10,870	11,395
404	460500	FULTON	9,852	10,413
405	460701	HANNIBAL	8,070	9,278
406	460801	CENTRAL SQUARE	8,119	9,066
407	460901	MEXICO	9,693	10,521
408	461300	OSWEGO	10,684	12,105
409	461801	PULASKI	8,770	10,270
410	461901	SANDY CREEK	10,230	10,747
411	462001	PHOENIX	10,791	11,107
412	470202	GLBTSVLLLE-MT U	8,855	9,683
413	470501	EDMESTON	8,457	9,031
414	470801	LAURENS	9,163	10,185
415	470901	SCHENEVUS	10,974	11,100
416	471101	MILFORD	10,874	11,422
417	471201	MORRIS	9,165	9,185
418	471400	ONEONTA	10,060	10,915
419	471601	OTEGO-UNADILLA	9,462	10,367
420	471701	COOPERSTOWN	10,574	11,595
421	472001	RICHFIELD SPRI	9,317	10,271
422	472202	CHERRY VLY-SPR	11,895	12,632
423	472506	WORCESTER	10,398	10,422
424	480101	MAHOPAC	12,057	13,264
425	480102	CARMEL	14,319	14,865
426	480401	HALDANE	14,121	14,783
427	480404	GARRISON	18,482	20,327
428	480503	PUTNAM VALLEY	15,825	16,294
429	480601	BREWSTER	14,336	15,649
430	490101	BERLIN	10,974	12,019
431	490202	BRUNSWICK CENT	8,818	10,274
432	490301	EAST GREENBUSH	10,890	11,464
433	490501	HOOSICK FALLS	9,553	10,071
434	490601	LANSINGBURGH	8,394	8,509
435	490801	NORTH GREENBUSH	10,026	10,735
436	490804	WYNANTSKILL	9,237	10,613
437	491200	RENSSELAER	10,247	10,996
438	491302	AVERILL PARK	8,683	9,363
439	491401	HOOSIC VALLEY	9,015	9,733
440	491501	SCHODACK	10,509	11,674
441	491700	TROY	11,481	13,360

442	500101	CLARKSTOWN	11,608	12,759
443	500108	NANUET	16,675	17,763
444	500201	HAYERSTRAW-ST	14,279	15,854
445	500301	S. ORANGETOWN	14,278	14,729
446	500304	NYACK	16,020	17,016
447	500308	PEARL RIVER	13,277	14,413
448	500401	RAMAPO	15,993	17,571
449	500402	EAST RAMAPO	14,736	16,326
450	510101	BRASHER FALLS	8,633	9,507
451	510201	CANTON	10,471	11,114
452	510401	CLIFTON FINE	16,641	18,407
453	510501	COLTON PIERREP	14,920	16,949
454	511101	GOVERNEUR	9,083	8,945
455	511201	HAMMOND	9,281	11,478
456	511301	HERMON DEKALB	12,838	13,114
457	511602	LISBON	11,326	11,867
458	511901	MADRID WADDING	10,391	10,883
459	512001	MASSENA	8,332	9,131
460	512101	MORRISTOWN	11,107	13,150
461	512201	NORWOOD NORFOL	10,021	10,085
462	512300	OGDENSBURG	11,998	13,053
463	512404	HEUVELTON	9,954	11,007
464	512501	PARISHVILLE	9,498	9,890
465	512902	POTSDAM	9,979	10,840
466	513102	EDWARDS-KNOX	9,158	10,001
467	520101	BURNT HILLS	9,994	10,562
468	520302	SHENENDEHOWA	9,905	10,502
469	520401	CORINTH	9,791	10,020
470	520601	EDINBURG	21,157	28,077
471	520701	GALWAY	8,609	9,042
472	521200	MECHANICVILLE	9,092	9,597
473	521301	BALLSTON SPA	10,154	11,233
474	521401	S. GLENS FALLS	9,117	9,844
475	521701	SCHUYLERVILLE	10,735	11,600
476	521800	SARATOGA SPRIN	10,177	10,496
477	522001	STILLWATER	8,313	8,971
478	522101	WATERFORD	10,199	12,183
479	530101	DUANESBURG	8,433	9,259
480	530202	SCOTIA GLENVIL	9,606	10,245
481	530301	NISKAYUNA	10,411	11,408
482	530501	SCHALMONT	11,630	12,830
483	530515	MOHONASEN	7,865	8,047
484	530600	SCHENECTADY	9,590	10,272
485	540801	GILBOA CONESVI	12,137	13,436
486	540901	JEFFERSON	11,383	11,905
487	541001	MIDDLEBURGH	11,983	13,341
488	541102	COBLESKL-RICHM	9,443	10,568
489	541201	SCHOHARIE	9,913	10,626
490	541401	SHARON SPRINGS	14,169	12,510
491	550101	ODESSA MONTOUR	9,953	9,698
492	550301	WATKINS GLEN	9,323	9,562
493	560501	SOUTH SENECA	11,031	12,642
494	560603	ROMULUS	11,185	11,830
495	560701	SENECA FALLS	9,687	10,676
496	561006	WATERLOO CENT	8,549	9,295
497	570101	ADDISON	10,537	10,215

498	570201	AVOCA	9,594	11,471
499	570302	BATH	8,726	9,370
500	570401	BRADFORD	11,995	12,185
501	570603	CAMPBELL-SAVON	9,978	9,702
502	571000	CORNING	9,407	10,255
503	571502	CANISTEO-GREEN	11,811	11,986
504	571800	HORNELL	9,927	10,088
505	571901	ARKPORT	8,402	8,587
506	572301	PRATTSBURG	9,697	9,983
507	572702	JASPER-TRPSBRG	9,088	9,625
508	572901	HAMMONDSPORT	13,020	14,515
509	573002	WAYLAND-COHOCT	9,018	9,611
510	580101	BABYLON	15,378	17,161
511	580102	WEST BABYLON	12,571	13,840
512	580103	NORTH BABYLON	11,963	13,353
513	580104	LINDENHURST	12,446	13,409
514	580105	COPIAGUE	11,518	13,079
515	580106	AMITYVILLE	14,006	16,765
516	580107	DEER PARK	14,629	15,380
517	580109	WYANDANCH	14,812	15,791
518	580201	THREE VILLAGE	13,098	14,277
519	580203	COMSEWOGUE	12,332	12,594
520	580205	SACHEM	12,482	13,313
521	580206	PORT JEFFERSON	19,872	21,369
522	580207	MOUNT SINAI	13,761	14,326
523	580208	MILLER PLACE	13,114	14,009
524	580209	ROCKY POINT	11,446	12,271
525	580211	MIDDLE COUNTRY	11,103	12,109
526	580212	LONGWOOD	12,113	13,845
527	580224	PATCHOGUE-MEDF	11,402	12,251
528	580232	WILLIAM FLOYD	12,659	13,077
529	580233	CENTER MORICHE	13,957	14,851
530	580234	EAST MORICHES	15,728	15,102
531	580235	SOUTH COUNTRY	14,265	15,404
532	580301	EAST HAMPTON	18,628	21,330
533	580302	WAINSCOTT	13,289	19,419
534	580303	AMAGANSETT	59,305	45,754
535	580304	SPRINGS	16,860	19,627
536	580305	SAG HARBOR	20,395	23,814
537	580306	MONTAUK	21,131	23,842
538	580401	ELWOOD	13,740	14,427
539	580402	COLD SPRING HA	18,574	20,529
540	580403	HUNTINGTON	16,331	16,922
541	580404	NORTHPORT	15,387	16,459
542	580405	HALF HOLLOW HI	13,149	14,381
543	580406	HARBORFIELDS	11,957	13,134
544	580410	COMMACK	13,120	14,858
545	580413	S. HUNTINGTON	14,159	15,252
546	580501	BAY SHORE	13,930	15,048
547	580502	ISLIP	11,813	12,916
548	580503	EAST ISLIP	12,245	13,735
549	580504	SAYVILLE	12,579	15,751
550	580505	BAYPORT BLUE P	15,691	17,035
551	580506	HAUPPAUGE	14,975	15,992
552	580507	CONNETQUOT	13,359	14,373
553	580509	WEST ISLIP	11,756	12,679

554	580512	BRENTWOOD	11,583	12,950
555	580513	CENTRAL ISLIP	16,773	18,571
556	580514	FIRE ISLAND	75,321	105,135
557	580601	SHOREHAM-WADIN	13,116	14,471
558	580602	RIVERHEAD	13,909	15,743
559	580701	SHELTER ISLAND	25,991	25,456
560	580801	SMITHTOWN	12,667	13,272
561	580805	KINGS PARK	12,556	13,065
562	580901	REMSENBURG	28,044	29,102
563	580902	WESTHAMPTON BE	16,314	18,052
564	580903	QUOGUE	34,967	38,866
565	580905	HAMPTON BAYS	12,481	14,438
566	580906	SOUTHAMPTON	21,695	24,096
567	580909	BRIDGEHAMPTON	54,109	51,579
568	580910	SAGAPONACK	13,289	19,419
569	580912	EASTPORT-SOUTH	11,176	12,376
570	580913	TUCKAHOE COMMO	24,583	24,715
571	580917	EAST QUOGUE	16,623	21,071
572	581002	OYSTERPONDS	28,674	30,893
573	581004	FISHERS ISLAND	41,189	37,296
574	581005	SOUTHOLD	14,515	15,431
575	581010	GREENPORT	14,041	14,945
576	581012	MATTITUCK-CUTC	14,814	15,260
577	581015	NEW SUFFOLK	13,289	19,419
578	590501	FALLSBURGH	15,248	16,265
579	590801	ELDRED	11,596	13,588
580	590901	LIBERTY	13,524	15,551
581	591201	TRI VALLEY	15,653	16,260
582	591301	ROSCOE	15,149	17,289
583	591302	LIVINGSTON MAN	13,770	14,627
584	591401	MONTICELLO	11,687	12,084
585	591502	SULLIVAN WEST	12,938	14,012
586	600101	WAVERLY	8,126	8,476
587	600301	CANDOR	9,861	10,252
588	600402	NEWARK VALLEY	9,255	10,412
589	600601	OWEGO-APALACHI	10,051	10,347
590	600801	SPENCER VAN ET	7,417	8,771
591	600903	TIOGA	7,712	8,451
592	610301	DRYDEN	9,582	10,200
593	610501	GROTON	8,899	9,486
594	610600	ITHACA	11,162	12,113
595	610801	LANSING	11,773	12,850
596	610901	NEWFIELD	8,554	8,923
597	611001	TRUMANSBURG	9,597	10,114
598	620600	KINGSTON	12,176	12,731
599	620803	HIGHLAND	10,690	11,914
600	620901	RONDOUT VALLEY	14,241	15,569
601	621001	MARLBORO	13,729	14,591
602	621101	NEW PALTZ	11,835	12,290
603	621201	ONTEORA	14,239	15,687
604	621601	SAUGERTIES	10,068	11,303
605	621801	WALLKILL	9,807	10,532
606	622002	ELLENVILLE	14,662	15,427
607	630101	BOLTON	16,201	18,295
608	630202	NORTH WARREN	13,343	15,288
609	630300	GLENS FALLS	10,178	10,923

610	630601	JOHNSBURG	14,807	16,769
611	630701	LAKE GEORGE	11,546	12,636
612	630801	HADLEY LUZERNE	11,330	11,969
613	630902	QUEENSBURY	8,374	8,801
614	630918	GLENS FALLS CO	13,275	14,736
615	631201	WARRENSBURG	12,837	14,290
616	640101	ARGYLE	8,772	10,694
617	640502	FORT ANN	11,691	13,187
618	640601	FORT EDWARD	10,554	11,926
619	640701	GRANVILLE	8,841	10,678
620	640801	GREENWICH	10,146	11,995
621	641001	HARTFORD	9,645	11,389
622	641301	HUDSON FALLS	8,780	9,322
623	641401	PUTNAM	20,620	23,086
624	641501	SALEM	9,675	11,650
625	641610	CAMBRIDGE	9,689	10,634
626	641701	WHITEHALL	10,230	10,832
627	650101	NEWARK	9,666	9,934
628	650301	CLYDE-SAVANNAH	10,893	11,351
629	650501	LYONS	9,098	9,951
630	650701	MARION	9,951	10,933
631	650801	WAYNE	9,957	10,781
632	650901	PALMYRA-MACEDO	10,011	10,787
633	650902	GANANDA	8,713	9,476
634	651201	SODUS	11,350	12,258
635	651402	WILLIAMSON	9,984	11,381
636	651501	N. ROSE-WOLCOT	9,498	11,430
637	651503	RED CREEK	8,978	9,664
638	660101	KATONAH LEWISB	17,843	18,574
639	660102	BEDFORD	18,038	19,852
640	660202	CROTON HARMON	15,181	15,550
641	660203	HENDRICK HUDSO	17,048	16,618
642	660301	EASTCHESTER	16,813	17,035
643	660302	TUCKAHOE	17,306	18,600
644	660303	BRONXVILLE	18,961	21,219
645	660401	TARRYTOWN	14,846	16,455
646	660402	IRVINGTON	16,493	18,320
647	660403	DOBBS FERRY	16,909	18,231
648	660404	HASTINGS ON HU	17,018	17,463
649	660405	ARDSLEY	15,063	17,638
650	660406	EDGEMONT	15,844	16,226
651	660407	GREENBURGH	20,815	20,451
652	660409	ELMSFORD	19,616	21,033
653	660501	HARRISON	19,289	20,737
654	660701	MAMARONECK	17,674	16,404
655	660801	MT PLEAS CENT	17,692	18,168
656	660802	POCANTICO HILL	32,101	36,989
657	660805	VALHALLA	18,472	19,877
658	660809	PLEASANTVILLE	14,471	15,490
659	660900	MOUNT VERNON	14,051	15,367
660	661004	CHAPPAQUA	17,176	18,326
661	661100	NEW ROCHELLE	13,098	15,491
662	661201	BYRAM HILLS	19,270	19,805
663	661301	NORTH SALEM	19,212	20,267
664	661401	OSSINING	15,525	16,981
665	661402	BRIARCLIFF MAN	19,367	20,102

666	661500	PEEKSKILL	15,279	16,068
667	661601	PELHAM	14,768	15,317
668	661800	RYE	19,091	18,846
669	661901	RYE NECK	16,189	18,168
670	661904	PORT CHESTER	11,600	12,674
671	661905	BLIND BROOK-RY	17,321	18,589
672	662001	SCARSDALE	19,135	20,819
673	662101	SOMERS	14,552	15,818
674	662200	WHITE PLAINS	17,123	18,811
675	662300	YONKERS	12,015	12,006
676	662401	LAKELAND	13,540	14,318
677	662402	YORKTOWN	13,595	14,859
678	670201	ATTICA	9,266	9,393
679	670401	LETCHWORTH	10,838	10,945
680	671002	WYOMING	11,116	14,555
681	671201	PERRY	9,832	10,672
682	671501	WARSAW	10,242	12,111
683	680601	PENN YAN	9,317	10,287
684	680801	DUNDEE	8,023	9,390

District
2008-09 and 2009-10

Final 2009-10 Basic Tuition	Preliminary 2010- 11 Basic Tuition	District Code
11,712	14,072	1 10100
10,814	13,371	2 570101
12,653	12,513	3 410401
11,936	13,365	4 80101
11,070	11,791	5 142101
11,422	12,137	6 450101
10,541	N/A	7 140101
16,582	15,870	8 180202
N/A	N/A	9 220202
10,541	10,708	10 20101
10,997	12,662	11 40302
10,712	11,356	12 460102
12,377	12,742	13 580303
9,070	9,404	14 140201
10,226	10,628	15 580106
11,107	12,353	16 270100
9,686	11,013	17 120102
10,153	11,619	18 20601
11,354	12,329	19 660405
11,948	12,385	20 640101
8,668	9,156	21 571901
10,241	10,904	22 131601
10,889	12,488	23 670201
12,133	11,968	24 50100
11,455	11,681	25 90201
11,418	10,885	26 491302
10,119	10,503	27 570201
9,820	10,244	28 240101
9,718	9,877	29 580101
11,919	12,156	30 80201
10,906	10,665	31 280210
11,002	10,197	32 420901
14,020	14,304	33 521301
9,883	11,324	34 401301
10,955	11,048	35 180300
11,182	12,050	36 570302
11,413	12,166	37 580501
9,813	10,115	38 580505
13,408	13,623	39 130200
9,652	10,362	40 231301
10,206	11,491	41 660102
10,696	11,351	42 90301
10,640	9,952	43 20801
11,536	11,368	44 220909
9,933	10,976	45 280207
10,020	11,326	46 280253
9,726	10,058	47 61001
9,806	10,720	48 490101
11,211	11,582	49 10201

10,566	11,406
9,959	10,495
10,421	11,820
9,412	10,653
12,338	13,419
10,138	10,865
9,940	10,202
11,969	12,059
9,691	10,202
8,965	10,206
10,976	11,359
14,330	14,457
11,072	11,589
13,768	14,425
12,054	12,985
10,726	11,810
8,694	9,522
10,079	11,223
10,133	10,484
10,861	11,826
10,157	10,164
11,242	12,037
12,774	12,437
13,456	15,941
10,611	10,196
10,983	11,891
9,965	11,012
9,466	10,196
9,761	10,136
11,717	13,800
10,541	11,434
9,598	10,565
10,725	11,393
9,089	9,956
11,700	12,871
11,678	11,858
9,264	10,707
12,302	13,185
11,410	11,708
9,825	11,543
10,616	11,716
10,706	12,585
11,126	11,849
12,526	13,607
9,535	11,333
13,043	13,622
12,770	14,614
12,277	12,977
11,982	13,401
10,114	11,239
13,441	15,792
12,195	12,691
9,778	10,142
11,222	11,248
10,182	11,092
7,853	11,911

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56	570401
57	510101
58	580512
59	480601
60	661402
61	580909
62	260101
63	171102
64	261801
65	62301
66	660303
67	250109
68	490202
69	161601
70	140600
71	520101
72	661201
73	180701
74	190301
75	240201
76	641610
77	410601
78	570603
79	270301
80	430300
81	21102
82	250901
83	600301
84	571502
85	510201
86	280411
87	480102
88	222201
89	60401
90	50401
91	190401
92	42302
93	250201
94	580233
95	580513
96	460801
97	661004
98	120401
99	160801
100	101001
101	60503
102	90601
103	140701
104	30101
105	30701

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16,110	17,143
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12,859	13,930
12,786	13,106
13,854	14,267
12,416	13,376
15,068	16,963
11,217	11,628
11,560	13,915
13,857	13,381
9,739	10,718
9,650	11,093
10,589	11,245
10,965	12,052
15,151	15,342
14,556	15,571
12,380	14,565
11,195	12,524
10,651	11,469
14,417	16,018
12,091	13,202
14,204	16,681
10,055	10,887
11,769	12,902
9,737	9,862
10,138	10,721
10,494	10,904
10,961	11,954
9,978	10,210
10,429	12,005
9,733	10,235
10,025	10,433
9,946	10,428
10,741	10,409
10,860	11,946
8,747	9,001
10,053	11,347
8,752	9,674
9,111	9,751
11,083	11,618
9,823	9,915
9,519	9,716
8,271	8,759
9,966	11,032
10,833	11,964
7,973	8,449
9,760	10,134
10,361	13,023
10,198	10,523
9,779	10,051
10,412	9,477
8,948	10,179
14,203	15,649
13,228	13,358
18,529	19,701

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107	440201
108	251601
109	261501
110	110101
111	140801
112	500101
113	140703
114	510401
115	411101
116	650301
117	60701
118	541102
119	10500
120	580402
121	510501
122	580410
123	580203
124	580507
125	471701
126	100501
127	230201
128	580105
129	520401
130	571000
131	440301
132	110200
133	190501
134	660202
135	150203
136	22302
137	241101
138	241001
139	250301
140	580107
141	120501
142	140707
143	31301
144	660403
145	211003
146	130502
147	120301
148	610301
149	530101
150	680801
151	60800
152	420401
153	260801
154	140301
155	430501
156	490301
157	580301
158	580503
159	280203
160	580234
161	580917

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51,675	43,580
13,620	14,929
16,058	15,368
13,258	13,455
11,244	13,649
13,461	15,355
10,281	11,474
9,502	10,879
11,610	13,576
13,140	13,999
10,134	10,520
10,152	11,399
11,664	13,886
15,077	18,435
9,121	9,865
9,818	10,408
8,827	10,112
12,396	13,440
13,504	13,204
8,605	8,636
10,005	11,325
12,503	12,293
10,098	11,339
10,830	11,423
9,837	10,757
10,716	9,994
10,273	10,682
9,919	11,828
9,731	10,345
11,424	14,130
10,905	11,888
11,269	13,454
14,001	16,482
14,868	18,838
26,736	N/A
22,268	24,054
26,736	N/A
28,900	25,331
37,270	42,198
18,500	21,823
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9,084	9,210
8,025	8,450
9,642	10,758
9,185	9,525
10,818	11,471
9,576	10,527
10,558	11,690
12,211	11,991
18,823	20,143
10,836	11,231
8,069	9,183
10,338	12,100
8,380	6,996

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165	280402
166	660301
167	580912
168	141201
169	660406
170	520601
171	470501
172	513102
173	180901
174	590801
175	150301
176	622002
177	40901
178	70600
179	70902
180	280216
181	660409
182	580401
183	141401
184	420601
185	261301
186	61101
187	590501
188	280522
189	421001
190	22001
191	580514
192	581004
193	280222
194	442115
195	270601
196	61503
197	640502
198	640601
199	270701
200	210402
201	120701
202	280217
203	41101
204	62201
205	280209
206	60301
207	21601
208	141604
209	460500
210	520701
211	650902
212	280218
213	480404
214	260401
215	220401
216	20702
217	240401

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11,183	12,027
9,652	10,030
10,726	10,104
10,382	13,021
10,039	9,458
7,934	8,985
8,911	8,557
9,038	9,935
11,794	12,372
8,403	9,602
11,777	13,513
10,065	9,873
10,726	10,465
9,239	10,218
10,819	12,257
10,725	11,356
11,101	12,120
9,525	10,313
11,704	13,107
9,863	10,694
11,515	11,171
9,996	10,613
12,001	13,049
11,015	12,114
12,465	12,897
9,135	9,837
10,976	10,079
10,485	11,079
9,838	10,638
10,080	10,983
12,025	12,448
11,150	12,359
10,422	11,252
10,006	11,557
10,711	10,413
10,103	10,435
10,259	10,533
10,019	10,202
12,155	12,346
10,220	10,647
12,418	12,585
12,644	12,722
9,496	10,122
10,868	12,426
11,738	12,330
10,222	10,745
10,427	10,872
14,442	15,259
8,887	9,443
10,533	10,768
10,509	11,108
10,723	12,840
10,561	11,910
17,909	18,368
17,356	18,202

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219	100902
220	540801
221	470202
222	280100
223	630300
224	630918
225	170500
226	430901
227	440601
228	511101
229	42801
230	141501
231	640701
232	280407
233	260501
234	10701
235	660407
236	80601
237	581010
238	190701
239	640801
240	442111
241	81401
242	610501
243	10802
244	630801
245	480401
246	580405
247	141601
248	250701
249	511201
250	572901
251	580905
252	120906
253	460701
254	580406
255	30501
256	660501
257	230301
258	641001
259	660404
260	580506
261	500201
262	280201
263	660203
264	210601
265	511301
266	280409
267	512404
268	280214
269	280517
270	620803
271	440901
272	261101
273	41401

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15,793	17,280
14,547	15,660
17,562	19,638
16,845	16,939
14,902	15,703
15,336	15,658
15,026	16,067
16,487	19,705
15,193	15,487
20,329	22,408
20,562	23,002
13,210	14,397
13,288	13,412
16,464	17,620
16,680	18,375
16,514	17,680
17,397	18,767
12,852	14,937
13,441	13,593
18,886	19,237
16,693	17,936
14,337	15,505
14,732	16,755
16,678	17,825
17,598	19,277
27,655	27,985
13,762	14,838
12,243	12,522
13,037	13,768
19,842	22,042
17,435	18,224
19,814	20,780
20,081	20,898
19,475	20,028
13,585	14,771
20,254	21,235
21,183	22,466
16,522	17,029
22,566	23,709
19,902	20,187
20,288	23,323
19,526	20,242
22,104	22,507
16,964	17,945
22,633	22,533
22,601	23,911
14,580	14,942
13,977	15,701
17,066	17,350
15,641	16,831
15,232	16,052
12,443	13,527
12,236	12,229

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275	412201
276	450704
277	110701
278	431401
279	260901
280	491401
281	490501
282	571800
283	70901
284	101300
285	641301
286	190901
287	580403
288	130801
289	210501
290	200401
291	220301
292	200501
293	141301
294	660402
295	280231
296	280226
297	580502
298	610600
299	61700
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302	540901
303	280515
304	630601
305	31502
306	170600
307	420501
308	660101
309	150601
310	450607
311	142601
312	101401
313	580805
314	620600
315	441202
316	221401
317	420807
318	141800
319	630701
320	151102
321	200601
322	662401
323	141901
324	610801
325	490601
326	470801
327	280215
328	181001
329	670401

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9,476	10,086
9,672	10,443
10,015	10,911
9,630	10,593
9,058	9,789
9,683	10,207
13,293	12,895
10,584	10,386
10,915	11,668
9,386	10,655
11,072	11,529
11,712	11,431
12,248	11,834
10,057	10,956
13,154	14,790
10,778	11,413
10,734	10,900
9,667	9,651
10,071	10,388
8,441	9,280
11,188	11,938
10,625	10,992
9,505	9,886
9,820	10,199
9,332	10,709
12,805	13,674
10,805	10,944
10,342	11,623
11,565	12,479
10,372	10,634
10,721	11,760
15,526	15,766
10,185	10,724
10,267	10,653
8,871	9,775
10,459	12,132
11,946	12,529
13,521	15,497
12,010	12,337
10,362	11,933
9,585	10,036
10,181	10,828
10,213	11,116
10,458	12,688
11,367	11,875
10,485	10,420
13,488	13,183
10,623	11,376
10,487	12,141
9,618	9,518
11,687	11,931
12,532	13,170
11,413	11,262
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12,560	12,773

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336	421501
337	591302
338	240801
339	400400
340	280503
341	280300
342	200701
343	580212
344	230901
345	221301
346	280220
347	421504
348	451001
349	650501
350	251101
351	511901
352	480101
353	31101
354	161501
355	280212
356	660701
357	431101
358	280406
359	10622
360	110901
361	421101
362	121401
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364	621001
365	140702
366	280523
367	512001
368	581012
369	170801
370	110304
371	521200
372	450801
373	10615
374	280225
375	460901
376	580211
377	541001
378	441000
379	471101
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381	580208
382	280410
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384	441101
385	210502

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12,538	13,089
25,769	33,354
9,864	11,222
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18,323	17,470
11,493	12,198
15,132	18,307
13,088	14,001
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9,917	12,590
9,844	10,275
10,525	10,826
9,930	10,519
11,395	11,295
10,413	11,616
9,278	10,178
9,066	9,571
10,521	11,702
12,105	12,263
10,270	11,580
10,747	12,911
11,107	12,226
9,683	11,319
9,031	11,243
10,185	10,634
11,100	12,566
11,422	12,217
9,185	10,436
10,915	11,790
10,367	11,481
11,595	11,917
10,271	10,916
12,632	12,674
10,422	12,352
13,264	13,924
14,865	15,409
14,783	16,483
20,327	21,676
16,294	16,888
15,649	16,808
12,019	12,890
10,274	10,501
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10,071	11,782
8,509	9,352
10,735	N/A
10,613	11,243
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9,733	10,338
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13,360	15,986

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387	441201
388	580306
389	591401
390	51301
391	150901
392	471201
393	512101
394	250401
395	240901
396	580207
397	660900
398	212001
399	660801
400	651501
401	400900
402	500108
403	431201
404	411501
405	280405
406	101601
407	621101
408	661100
409	581015
410	300000
411	411504
412	650101
413	600402
414	441600
415	151001
416	400601
417	610901
418	400800
419	400701
420	530301
421	580103
422	280204
423	142201
424	10605
425	10623
426	490801
427	280229
428	661301
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431	630202
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434	580404
435	90901
436	170901
437	81200
438	512201
439	500304
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14,729	15,503
17,016	18,240
14,413	14,854
17,571	16,919
16,326	16,555
9,507	10,172
11,114	11,252
18,407	17,107
16,949	18,381
8,945	10,255
11,478	12,727
13,114	12,646
11,867	12,322
10,883	10,491
9,131	10,197
13,150	13,655
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13,053	13,953
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9,890	10,609
10,840	11,390
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10,562	10,168
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28,077	20,896
9,042	10,157
9,597	10,377
11,233	11,797
9,844	10,667
11,600	11,472
10,496	10,532
8,971	9,269
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9,259	9,234
10,245	11,013
11,408	11,790
12,830	13,862
8,047	8,989
10,272	12,014
13,436	15,707
11,905	12,445
13,341	12,453
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10,626	12,138
12,510	14,154
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9,562	10,489
12,642	13,574
11,830	14,567
10,676	11,016
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10,215	11,263

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445	251400
446	471400
447	421201
448	621201
449	171001
450	142301
451	412901
452	661401
453	461300
454	471601
455	600601
456	81501
457	280506
458	581002
459	650901
460	61601
461	512501
462	580224
463	181201
464	131201
465	500308
466	661500
467	661601
468	181302
469	261201
470	680601
471	671201
472	91101
473	431301
474	462001
475	440401
476	131301
477	60601
478	200101
479	261401
480	280518
481	280504
482	91200
483	660809
484	660802
485	211103
486	51101
487	661904
488	580206
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490	280404
491	42901
492	512902
493	131500
494	572301
495	461801
496	641401
497	480503

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12,185	13,266
9,702	10,531
10,255	10,637
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8,587	9,666
9,983	10,626
9,625	10,590
14,515	14,766
9,611	10,796
17,161	16,928
13,840	14,848
13,353	14,290
13,409	14,253
13,079	15,369
16,765	17,777
15,380	15,685
15,791	16,666
14,277	15,887
12,594	13,498
13,313	13,251
21,369	21,199
14,326	14,841
14,009	12,922
12,271	12,823
12,109	13,107
13,845	14,380
12,251	12,814
13,077	14,168
14,851	14,847
15,102	17,372
15,404	15,951
21,330	23,725
19,419	N/A
45,754	57,648
19,627	21,775
23,814	24,716
23,842	31,259
14,427	14,485
20,529	20,586
16,922	17,512
16,459	18,014
14,381	14,873
13,134	13,773
14,858	15,572
15,252	15,758
15,048	15,355
12,916	14,285
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15,751	16,460
17,035	17,566
15,992	16,435
14,373	15,947
12,679	13,799

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503	651503
504	131701
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506	580901
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508	131801
509	472001
510	62401
511	580602
512	261600
513	280221
514	580209
515	411800
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517	620901
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522	401201
523	261701
524	661800
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526	521401
527	580413
528	220101
529	121702
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545	662001
546	530501
547	530600
548	470901
549	491501
550	541201
551	151401
552	521701
553	22401

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18,571	19,614
105,135	107,803
14,471	15,726
15,743	16,076
25,456	27,980
13,272	13,969
13,065	13,928
29,102	36,414
18,052	18,354
38,866	46,916
14,438	16,093
24,096	23,414
51,579	53,186
19,419	N/A
12,376	13,276
24,715	28,200
21,071	22,116
30,893	32,931
37,296	42,471
15,431	17,390
14,945	16,696
15,260	15,967
19,419	N/A
16,265	19,402
13,588	13,570
15,551	17,552
16,260	18,324
17,289	17,826
14,627	16,085
12,084	14,106
14,012	15,001
8,476	9,059
10,252	11,287
10,412	10,287
10,347	11,452
8,771	10,808
8,451	9,445
10,200	11,011
9,486	10,405
12,113	12,670
12,850	10,855
8,923	9,830
10,114	10,222
12,731	14,461
11,914	12,457
15,569	17,586
14,591	15,483
12,290	13,284
15,687	18,571
11,303	11,825
10,532	10,997
15,427	15,150
18,295	20,535
15,288	15,458
10,923	11,469

554	530202
555	280206
556	560701
557	280252
558	541401
559	580701
560	520302
561	82001
562	62601
563	412000
564	580601
565	121601
566	61501
567	421601
568	140709
569	580801
570	651201
571	420702
572	662101
573	10601
574	580235
575	231101
576	560501
577	580906
578	50701
579	581005
580	60201
581	131602
582	600801
583	261001
584	580304
585	141101
586	271102
587	161801
588	121701
589	401001
590	522001
591	251501
592	591502
593	30601
594	140207
595	280502
596	421800
597	660401
598	220701
599	580201
600	151501
601	600903
602	142500
603	211901
604	591201
605	491700
606	611001
607	660302
608	580913
609	421902

16,769	18,339
12,636	12,521
11,969	13,748
8,801	9,538
14,736	12,000
14,290	14,836
10,694	11,402
13,187	13,847
11,926	11,493
10,678	10,360
11,995	12,131
11,389	12,205
9,322	10,021
23,086	23,966
11,650	13,082
10,634	12,350
10,832	12,236
9,934	11,100
11,351	13,326
9,951	10,690
10,933	11,418
10,781	11,034
10,787	10,506
9,476	9,757
12,258	12,623
11,381	12,113
11,430	12,030
9,664	10,909
18,574	20,507
19,852	20,556
15,550	15,733
16,618	18,174
17,035	17,827
18,600	20,009
21,219	22,099
16,455	16,449
18,320	20,150
18,231	18,927
17,463	19,404
17,638	20,471
16,226	17,819
20,451	22,343
21,033	22,211
20,737	23,457
16,404	18,416
18,168	18,590
36,989	46,333
19,877	20,983
15,490	16,558
15,367	16,794
18,326	19,041
15,491	16,138
19,805	20,054
20,267	20,273
16,981	18,293
20,102	22,861

610	160101
611	441903
612	81003
613	51901
614	280202
615	31501
616	412300
617	280213
618	280224
619	660805
620	280251
621	280230
622	441301
623	211701
624	31601
625	431701
626	11003
627	260803
628	580302
629	621801
630	121901
631	280223
632	132101
633	631201
634	671501
635	442101
636	440102
637	522101
638	561006
639	222000
640	411902
641	11200
642	550301
643	600101
644	573002
645	650801
646	261901
647	50301
648	200901
649	22601
650	580102
651	210302
652	420101
653	280227
654	580509
655	142801
656	40204
657	280401
658	62901
659	580902
660	420701
661	412801
662	151601
663	262001
664	170301
665	662200

16,068	16,431
15,317	16,187
18,846	18,927
18,168	18,340
12,674	13,413
18,589	20,318
20,819	22,148
15,818	16,825
18,811	19,443
12,006	14,520
14,318	14,999
14,859	16,743
9,393	9,552
10,945	11,337
14,555	15,376
10,672	11,041
12,111	11,643
10,287	11,554
9,390	9,998

666	641701
667	412902
668	22101
669	31401
670	580232
671	651402
672	140203
673	151701
674	401501
675	191401
676	31701
677	472506
678	580109
679	490804
680	671002
681	662300
682	241701
683	43501
684	662402

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-1

School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition
ALBANY	11,149	11,712	11,712
ADDISON	10,537	10,215	10,215
ADIRONDACK	9,936	10,915	10,915
AFTON	10,510	11,717	11,717
AKRON	9,157	9,760	9,760
ALBION	8,014	8,887	8,887
ALDEN	9,267	9,737	9,737
ALEXANDER	9,501	10,005	10,005
ALEXANDRIA	9,983	10,338	10,338
ALFRED ALMOND	9,184	10,226	10,226
ALLEGANY-LIMES	8,754	9,652	9,652
ALTMAR PARISH	10,870	11,395	11,395
AMAGANSETT	59,305	45,754	45,754
AMHERST	10,520	10,138	10,138
AMITYVILLE	14,006	16,765	16,765
AMSTERDAM	8,584	8,887	8,887
ANDES	14,329	15,445	15,445
ANDOVER	10,738	11,107	11,107
ARDSLEY	15,063	17,638	17,638
ARGYLE	8,772	10,694	10,694
ARKPORT	8,402	8,587	8,587
ARLINGTON	9,976	10,651	10,651
ATTICA	9,266	9,393	9,393
AUBURN	8,945	9,959	9,959
AUSABLE VALLEY	11,112	12,302	12,302
AVERILL PARK	8,683	9,363	9,363
AVOCA	9,594	11,471	11,471
AVON	9,000	10,726	10,726
BABYLON	15,378	17,161	17,161
BAINBRIDGE GUI	9,350	10,541	10,541
BALDWIN	14,024	15,336	15,336
BALDWINSVILLE	9,529	10,185	10,185
BALLSTON SPA	10,154	11,233	11,233
BARKER	12,412	13,293	13,293
BATAVIA	11,169	12,503	12,503
BATH	8,726	9,370	9,370
BAY SHORE	13,930	15,048	15,048
BAYPORT BLUE P	15,691	17,035	17,035
BEACON	9,227	9,650	9,650
BEAVER RIVER	9,035	10,065	10,065
BEDFORD	18,038	19,852	19,852
BEEKMANTOWN	10,124	11,410	11,410
BELFAST	8,535	10,153	10,153
BELLEVILLE-HEN	8,798	9,652	9,652
BELLMORE	15,949	17,562	17,562
BELLMORE-MERRI	12,191	13,037	13,037
BEMUS POINT	9,766	10,726	10,726
BERLIN	10,974	12,019	12,019
BERNE KNOX	10,653	10,814	10,814

BETHLEHEM	10,050	12,653	12,653
BETHPAGE	15,652	17,066	17,066
BINGHAMTON	8,896	9,820	9,820
BLIND BROOK-RY	17,321	18,589	18,589
BOLIVAR-RICHBG	10,620	11,418	11,418
BOLTON	16,201	18,295	18,295
BRADFORD	11,995	12,185	12,185
BRASHER FALLS	8,633	9,507	9,507
BRENTWOOD	11,583	12,950	12,950
BREWSTER	14,336	15,649	15,649
BRIARCLIFF MAN	19,367	20,102	20,102
BRIDGEHAMPTON	54,109	51,579	51,579
BRIGHTON	11,048	12,025	12,025
BROADALBIN-PER	7,722	8,605	8,605
BROCKPORT	9,705	10,222	10,222
BROCTON	11,771	12,774	12,774
BRONXVILLE	18,961	21,219	21,219
BROOKFIELD	9,758	11,515	11,515
BRUNSWICK CENT	8,818	10,274	10,274
BRUSHTON MOIRA	8,985	10,152	10,152
BUFFALO	9,567	10,429	10,429
BURNT HILLS	9,994	10,562	10,562
BYRAM HILLS	19,270	19,805	19,805
BYRON BERGEN	8,763	10,098	10,098
CAIRO-DURHAM	8,126	9,731	9,731
CALEDONIA MUMF	8,374	9,239	9,239
CAMBRIDGE	9,689	10,634	10,634
CAMDEN	8,250	9,386	9,386
CAMPBELL-SAVON	9,978	9,702	9,702
CANAJOHARIE	11,364	10,533	10,533
CANANDAIGUA	9,461	10,181	10,181
CANASERAGA	10,752	11,354	11,354
CANASTOTA	8,830	9,135	9,135
CANDOR	9,861	10,252	10,252
CANISTEO-GREEN	11,811	11,986	11,986
CANTON	10,471	11,114	11,114
CARLE PLACE	18,940	19,902	19,902
CARMEL	14,319	14,865	14,865
CARTHAGE	8,303	8,911	8,911
CASSADAGA VALL	9,694	10,976	10,976
CATO MERIDIAN	9,129	9,412	9,412
CATSKILL	10,226	11,424	11,424
CATTARAUGUS-LI	11,295	11,536	11,536
CAZENOVIA	9,208	9,996	9,996
CENTER MORICHE	13,957	14,851	14,851
CENTRAL ISLIP	16,773	18,571	18,571
CENTRAL SQUARE	8,119	9,066	9,066
CHAPPAQUA	17,176	18,326	18,326
CHARLOTTE VALL	8,172	9,939	9,939
CHATEAUGAY	8,508	9,502	9,502
CHATHAM	11,215	12,277	12,277
CHAUTAUQUA	12,818	14,330	14,330
CHAZY	9,891	10,616	10,616
CHEEKTOWAGA	8,832	9,733	9,733
CHENANGO FORKS	9,392	10,119	10,119
CHENANGO VALLE	10,699	10,906	10,906

CHERRY VLY-SPR	11,895	12,632	12,632
CHESTER	12,179	12,532	12,532
CHITTENANGO	9,074	10,080	10,080
CHURCHVILLE CH	8,985	9,496	9,496
CINCINNATUS	11,091	12,195	12,195
CLARENCE	8,107	8,747	8,747
CLARKSTOWN	11,608	12,759	12,759
CLEVELAND HILL	8,396	9,946	9,946
CLIFTON FINE	16,641	18,407	18,407
CLINTON	11,125	11,072	11,072
CLYDE-SAVANNAH	10,893	11,351	11,351
CLYMER	10,139	13,768	13,768
COBLESKL-RICHM	9,443	10,568	10,568
COHOES	10,516	11,070	11,070
COLD SPRING HA	18,574	20,529	20,529
COLTON PIERREP	14,920	16,949	16,949
COMMACK	13,120	14,858	14,858
COMSEWOGUE	12,332	12,594	12,594
CONNETQUOT	13,359	14,373	14,373
COOPERSTOWN	10,574	11,595	11,595
COPAKE-TACONIC	11,676	13,043	13,043
COPENHAGEN	8,600	9,038	9,038
COPIAGUE	11,518	13,079	13,079
CORINTH	9,791	10,020	10,020
CORNING	9,407	10,255	10,255
CORNWALL	10,775	11,413	11,413
CORTLAND	9,347	9,778	9,778
COXSACKIE ATHE	10,459	10,905	10,905
CROTON HARMON	15,181	15,550	15,550
CROWN POINT	12,283	14,203	14,203
CUBA-RUSHFORD	10,829	10,889	10,889
DALTON-NUNDA	10,866	11,704	11,704
DANSVILLE	9,132	9,525	9,525
DE RUYTER	9,206	12,001	12,001
DEER PARK	14,629	15,380	15,380
DELHI	11,428	12,859	12,859
DEPEW	9,719	10,741	10,741
DEPOSIT	11,710	14,020	14,020
DOBBS FERRY	16,909	18,231	18,231
DOLGEVILLE	8,707	9,576	9,576
DOVER	10,011	10,589	10,589
DOWNSVILLE	13,533	16,110	16,110
DRYDEN	9,582	10,200	10,200
DUANESBURG	8,433	9,259	9,259
DUNDEE	8,023	9,390	9,390
DUNKIRK	11,682	12,054	12,054
E SYRACUSE-MIN	12,617	12,805	12,805
E. IRONDEQUOIT	9,349	10,006	10,006
EAST AURORA	12,436	9,978	9,978
EAST BLOOMFIEL	9,687	10,213	10,213
EAST GREENBUSH	10,890	11,464	11,464
EAST HAMPTON	18,628	21,330	21,330
EAST ISLIP	12,245	13,735	13,735
EAST MEADOW	13,319	15,631	15,631
EAST MORICHES	15,728	15,102	15,102
EAST QUOGUE	16,623	21,071	21,071

EAST RAMAPO	14,736	16,326	16,326
EAST ROCHESTER	10,970	12,418	12,418
EAST ROCKAWAY	14,837	16,680	16,680
EAST WILLISTON	18,840	19,814	19,814
EASTCHESTER	16,813	17,035	17,035
EASTPORT-SOUTH	11,176	12,376	12,376
EDEN	8,277	8,752	8,752
EDGEMONT	15,844	16,226	16,226
EDINBURG	21,157	28,077	28,077
EDMESTON	8,457	9,031	9,031
EDWARDS-KNOX	9,158	10,001	10,001
ELBA	10,056	10,830	10,830
ELDRED	11,596	13,588	13,588
ELIZABETHTOWN	11,453	13,228	13,228
ELLENVILLE	14,662	15,427	15,427
ELLCOTTVILLE	10,443	10,206	10,206
ELMIRA	8,624	9,965	9,965
ELMIRA HEIGHTS	9,827	9,761	9,761
ELMONT	12,189	13,210	13,210
ELMSFORD	19,616	21,033	21,033
ELWOOD	13,740	14,427	14,427
EVANS-BRANT	10,452	11,083	11,083
FABIUS-POMPEY	10,197	11,565	11,565
FAIRPORT	9,679	10,220	10,220
FALCONER	8,141	8,694	8,694
FALLSBURGH	15,248	16,265	16,265
FARMINGDALE	14,725	15,641	15,641
FAYETTEVILLE	10,101	10,267	10,267
FILLMORE	7,539	8,668	8,668
FIRE ISLAND	75,321	105,135	105,135
FISHERS ISLAND	41,189	37,296	37,296
FLORAL PARK	12,106	12,852	12,852
FLORIDA	11,858	13,088	13,088
FONDA FULTONVI	9,141	10,509	10,509
FORESTVILLE	9,323	10,133	10,133
FORT ANN	11,691	13,187	13,187
FORT EDWARD	10,554	11,926	11,926
FORT PLAIN	10,060	10,723	10,723
FRANKFORT-SCHU	9,127	9,084	9,084
FRANKLIN	11,937	12,786	12,786
FRANKLIN SQUAR	12,273	13,288	13,288
FRANKLINVILLE	9,899	10,696	10,696
FREDONIA	10,159	11,242	11,242
FREEPORT	14,026	14,902	14,902
FREWSBURG	8,436	8,965	8,965
FRIENDSHIP	11,066	11,948	11,948
FRONTIER	7,657	8,271	8,271
FULTON	9,852	10,413	10,413
GALWAY	8,609	9,042	9,042
GANANDA	8,713	9,476	9,476
GARDEN CITY	15,014	16,464	16,464
GARRISON	18,482	20,327	20,327
GATES CHILI	10,332	11,150	11,150
GENERAL BROWN	8,068	8,410	8,410
GENESEE VALLEY	9,380	9,686	9,686
GENESEO	10,353	10,819	10,819

GENEVA	9,208	10,458	10,458
GERMANTOWN	12,486	12,770	12,770
GILBOA CONESVI	12,137	13,436	13,436
GLBTSVILLE-MT U	8,855	9,683	9,683
GLEN COVE	17,094	17,909	17,909
GLENS FALLS	10,178	10,923	10,923
GLENS FALLS CO	13,275	14,736	14,736
GLOVERSVILLE	9,392	9,121	9,121
GORHAM-MIDDLES	10,734	11,367	11,367
GOSHEN	11,566	12,560	12,560
GOVERNEUR	9,083	8,945	8,945
GOWANDA	9,677	10,020	10,020
GRAND ISLAND	9,379	9,823	9,823
GRANVILLE	8,841	10,678	10,678
GREAT NECK	20,853	21,183	21,183
GREECE	9,658	10,422	10,422
GREEN ISLAND	10,390	10,997	10,997
GREENBURGH	20,815	20,451	20,451
GREENE	8,394	9,598	9,598
GREENPORT	14,041	14,945	14,945
GREENVILLE	10,371	11,269	11,269
GREENWICH	10,146	11,995	11,995
GREENWOOD LAKE	14,899	15,132	15,132
GRGETWN-SO OTS	11,634	11,700	11,700
GROTON	8,899	9,486	9,486
GUILDERLAND	10,011	10,712	10,712
HADLEY LUZERNE	11,330	11,969	11,969
HALDANE	14,121	14,783	14,783
HALF HOLLOW HI	13,149	14,381	14,381
HAMBURG	9,216	9,519	9,519
HAMILTON	9,678	12,465	12,465
HAMMOND	9,281	11,478	11,478
HAMMONDSPORT	13,020	14,515	14,515
HAMPTON BAYS	12,481	14,438	14,438
HANCOCK	12,248	13,854	13,854
HANNIBAL	8,070	9,278	9,278
HARBORFIELDS	11,957	13,134	13,134
HARPURSVILLE	7,793	9,718	9,718
HARRISON	19,289	20,737	20,737
HARRISVILLE	11,192	11,794	11,794
HARTFORD	9,645	11,389	11,389
HASTINGS ON HU	17,018	17,463	17,463
HAUPPAUGE	14,975	15,992	15,992
HAVERSTRAW-ST	14,279	15,854	15,854
HEMPSTEAD	16,165	17,356	17,356
HENDRICK HUDSO	17,048	16,618	16,618
HERKIMER	8,531	9,185	9,185
HERMON DEKALB	12,838	13,114	13,114
HERRICKS	14,999	16,522	16,522
HEUVELTON	9,954	11,007	11,007
HEWLETT WOODME	18,686	20,329	20,329
HICKSVILLE	12,923	14,580	14,580
HIGHLAND	10,690	11,914	11,914
HIGHLAND FALLS	12,924	13,618	13,618
HILTON	9,263	10,019	10,019
HINSDALE	10,311	10,640	10,640

HOLLAND	9,150	9,966	9,966
HOLLAND PATENT	9,058	10,071	10,071
HOLLEY	6,999	9,844	9,844
HOMER	9,289	10,182	10,182
HONEOYE	9,786	10,487	10,487
HONEOYE FALLS	9,540	10,103	10,103
HOOSIC VALLEY	9,015	9,733	9,733
HOOSICK FALLS	9,553	10,071	10,071
HORNELL	9,927	10,088	10,088
HORSEHEADS	8,862	9,466	9,466
HUDSON	10,975	11,982	11,982
HUDSON FALLS	8,780	9,322	9,322
HUNTER TANNERS	12,946	14,001	14,001
HUNTINGTON	16,331	16,922	16,922
HYDE PARK	10,162	10,965	10,965
ILION	7,829	8,025	8,025
INDIAN LAKE	18,205	22,268	22,268
INDIAN RIVER	7,953	8,380	8,380
INLET	22,241	26,736	26,736
IROQUOIS	8,376	9,111	9,111
IRVINGTON	16,493	18,320	18,320
ISLAND PARK	22,245	27,655	27,655
ISLAND TREES	12,982	14,337	14,337
ISLIP	11,813	12,916	12,916
ITHACA	11,162	12,113	12,113
JAMESTOWN	8,983	10,157	10,157
JAMESVILLE-DEW	10,494	10,805	10,805
JASPER-TRPSBRG	9,088	9,625	9,625
JEFFERSON	11,383	11,905	11,905
JERICO	19,561	22,601	22,601
JOHNSBURG	14,807	16,769	16,769
JOHNSON CITY	10,865	11,182	11,182
JOHNSTOWN	8,923	9,818	9,818
JORDAN ELBRIDG	9,588	10,342	10,342
KATONAH LEWISB	17,843	18,574	18,574
KEENE	18,960	18,529	18,529
KENDALL	9,526	9,917	9,917
KENMORE	10,087	10,412	10,412
KINDERHOOK	9,256	10,114	10,114
KINGS PARK	12,556	13,065	13,065
KINGSTON	12,176	12,731	12,731
KIRYAS JOEL	18,317	25,769	25,769
LA FARGEVILLE	9,943	10,039	10,039
LA FAYETTE	14,681	15,526	15,526
LACKAWANNA	10,172	10,833	10,833
LAKE GEORGE	11,546	12,636	12,636
LAKE PLACID	11,911	13,620	13,620
LAKE PLEASANT	28,387	28,900	28,900
LAKELAND	13,540	14,318	14,318
LANCASTER	7,284	7,973	7,973
LANSING	11,773	12,850	12,850
LANSINGBURGH	8,394	8,509	8,509
LAURENS	9,163	10,185	10,185
LAWRENCE	18,845	20,562	20,562
LE ROY	8,741	9,837	9,837
LETCWORTH	10,838	10,945	10,945

LEVITTOWN	14,880	15,793	15,793
LEWISTON PORTE	10,323	12,236	12,236
LIBERTY	13,524	15,551	15,551
LINDENHURST	12,446	13,409	13,409
LISBON	11,326	11,867	11,867
LITTLE FALLS	10,230	10,818	10,818
LIVERPOOL	10,715	11,946	11,946
LIVINGSTON MAN	13,770	14,627	14,627
LIVONIA	9,786	10,725	10,725
LOCKPORT	9,198	10,220	10,220
LOCUST VALLEY	19,500	22,104	22,104
LONG BEACH	17,016	19,842	19,842
LONG LAKE	36,121	37,270	37,270
LONGWOOD	12,113	13,845	13,845
LOWVILLE	7,979	8,403	8,403
LYME	9,864	10,382	10,382
LYNBROOK	15,340	16,514	16,514
LYNCOURT	11,989	13,521	13,521
LYNDONVILLE	8,962	9,930	9,930
LYONS	9,098	9,951	9,951
MADISON	10,163	10,976	10,976
MADRID WADDING	10,391	10,883	10,883
MAHOPAC	12,057	13,264	13,264
MAINE ENDWELL	9,864	11,002	11,002
MALONE	9,922	10,134	10,134
MALVERNE	16,465	16,487	16,487
MAMARONECK	17,674	16,404	16,404
MANCHSTR-SHRTS	10,121	10,485	10,485
MANHASSET	18,864	20,254	20,254
MAPLEWOOD	11,232	11,710	N/A
MARATHON	8,493	7,853	7,853
MARCELLUS	8,562	8,871	8,871
MARGARETVILLE	10,942	12,416	12,416
MARION	9,951	10,933	10,933
MARLBORO	13,729	14,591	14,591
MARYVALE	9,452	10,025	10,025
MASSAPEQUA	14,211	15,232	15,232
MASSENA	8,332	9,131	9,131
MATTITUCK-CUTC	14,814	15,260	15,260
MAYFIELD	8,067	8,827	8,827
MCGRAW	10,128	11,222	11,222
MECHANICVILLE	9,092	9,597	9,597
MEDINA	9,550	10,525	10,525
MENANDS	16,576	16,582	16,582
MERRICK	14,803	16,693	16,693
MEXICO	9,693	10,521	10,521
MIDDLE COUNTRY	11,103	12,109	12,109
MIDDLEBURGH	11,983	13,341	13,341
MIDDLETOWN	10,382	11,355	11,355
MILFORD	10,874	11,422	11,422
MILLBROOK	10,071	11,769	11,769
MILLER PLACE	13,114	14,009	14,009
MINEOLA	21,204	22,566	22,566
MINERVA	25,811	27,490	27,490
MINISINK VALLE	9,146	10,099	10,099
MOHAWK	8,656	9,642	9,642

MOHONASEN	7,865	8,047	8,047
MONROE WOODBUR	11,671	12,538	12,538
MONTAUK	21,131	23,842	23,842
MONTICELLO	11,687	12,084	12,084
MORAVIA	9,540	9,940	9,940
MORIAH	10,413	10,922	10,922
MORRIS	9,165	9,185	9,185
MORRISTOWN	11,107	13,150	13,150
MORRISVILLE EA	10,009	11,015	11,015
MOUNT MORRIS	9,744	11,101	11,101
MOUNT SINAI	13,761	14,326	14,326
MOUNT VERNON	14,051	15,367	15,367
MT MARKHAM CSD	9,964	10,836	10,836
MT PLEAS CENT	17,692	18,168	18,168
N. ROSE-WOLCOT	9,498	11,430	11,430
N. TONAWANDA	9,575	9,630	9,630
NANUET	16,675	17,763	17,763
NAPLES	11,957	13,488	13,488
NEW HARTFORD	11,065	11,712	11,712
NEW HYDE PARK	12,037	13,585	13,585
NEW LEBANON	13,101	13,441	13,441
NEW PALTZ	11,835	12,290	12,290
NEW ROCHELLE	13,098	15,491	15,491
NEW SUFFOLK	13,289	19,419	19,419
NEW YORK CITY	11,023	12,443	12,443
NEW YORK MILLS	11,073	12,248	12,248
NEWARK	9,666	9,934	9,934
NEWARK VALLEY	9,255	10,412	10,412
NEWBURGH	11,407	12,738	12,738
NEWCOMB	39,125	51,675	51,675
NEWFANE	8,779	9,476	9,476
NEWFIELD	8,554	8,923	8,923
NIAGARA FALLS	9,305	10,015	10,015
NIAGARA WHEATF	9,868	9,672	9,672
NISKAYUNA	10,411	11,408	11,408
NORTH BABYLON	11,963	13,353	13,353
NORTH BELLMORE	14,346	15,419	15,419
NORTH COLLINS	11,962	10,361	10,361
NORTH COLONIE	9,640	10,541	10,541
NORTH COLONIE	N/A	N/A	10,541
NORTH GREENBUSH	10,026	10,735	10,735
NORTH MERRICK	15,668	16,678	16,678
NORTH SALEM	19,212	20,267	20,267
NORTH SHORE	18,005	20,288	20,288
NORTH SYRACUSE	9,155	9,332	9,332
NORTH WARREN	13,343	15,288	15,288
NORTHEAST	12,969	15,151	15,151
NORTHEASTERN	9,382	9,825	9,825
NORTHPORT	15,387	16,459	16,459
NORTHRN ADIRON	9,747	10,706	10,706
NORTHVILLE	10,754	12,396	12,396
NORWICH	8,503	9,089	9,089
NORWOOD NORFOL	10,021	10,085	10,085
NYACK	16,020	17,016	17,016
OAKFIELD ALABA	9,346	10,716	10,716
OCEANSIDE	13,675	15,026	15,026

ODESSA MONTOUR	9,953	9,698	9,698
OGDENSBURG	11,998	13,053	13,053
OLEAN	9,145	9,933	9,933
ONEIDA CITY	8,464	10,485	10,485
ONEONTA	10,060	10,915	10,915
ONONDAGA	10,106	10,459	10,459
ONTEORA	14,239	15,687	15,687
OPPENHEIM EPHR	12,178	13,504	13,504
ORCHARD PARK	9,849	10,198	10,198
ORISKANY	9,696	10,625	10,625
OSSINING	15,525	16,981	16,981
OSWEGO	10,684	12,105	12,105
OTEGO-UNADILLA	9,462	10,367	10,367
OWEGO-APALACHI	10,051	10,347	10,347
OXFORD	10,495	11,678	11,678
OYSTER BAY	19,270	22,633	22,633
OYSTERPONDS	28,674	30,893	30,893
PALMYRA-MACEDO	10,011	10,787	10,787
PANAMA	10,287	10,861	10,861
PARISHVILLE	9,498	9,890	9,890
PATCHOGUE-MEDF	11,402	12,251	12,251
PAVILION	9,698	10,273	10,273
PAWLING	13,989	14,556	14,556
PEARL RIVER	13,277	14,413	14,413
PEEKSKILL	15,279	16,068	16,068
PELHAM	14,768	15,317	15,317
PEMBROKE	9,205	9,919	9,919
PENFIELD	11,459	12,155	12,155
PENN YAN	9,317	10,287	10,287
PERRY	9,832	10,672	10,672
PERU	9,860	11,126	11,126
PHELPS-CLIFTON	9,388	10,623	10,623
PHOENIX	10,791	11,107	11,107
PINE BUSH	9,606	10,576	10,576
PINE PLAINS	11,399	12,380	12,380
PINE VALLEY	10,085	11,072	11,072
PISECO	22,241	26,736	26,736
PITTSFORD	11,870	12,644	12,644
PLAINEDGE	12,076	13,977	13,977
PLAINVIEW	15,891	16,964	16,964
PLATTSBURGH	11,637	12,526	12,526
PLEASANTVILLE	14,471	15,490	15,490
POCANTICO HILL	32,101	36,989	36,989
POLAND	10,141	10,558	10,558
PORT BYRON	9,418	10,138	10,138
PORT CHESTER	11,600	12,674	12,674
PORT JEFFERSON	19,872	21,369	21,369
PORT JERVIS	10,910	11,776	11,776
PORT WASHINGTO	18,011	19,475	19,475
PORTVILLE	9,153	9,726	9,726
POTSDAM	9,979	10,840	10,840
POUGHKEEPSIE	11,044	11,195	11,195
PRATTSBURG	9,697	9,983	9,983
PULASKI	8,770	10,270	10,270
PUTNAM	20,620	23,086	23,086
PUTNAM VALLEY	15,825	16,294	16,294

QUEENSBURY	8,374	8,801	8,801
QUOGUE	34,967	38,866	38,866
RAMAPO	15,993	17,571	17,571
RANDOLPH	8,957	9,806	9,806
RAVENA COEYMAN	11,446	11,936	11,936
RED CREEK	8,978	9,664	9,664
RED HOOK	10,871	12,091	12,091
REMSEN	11,110	13,154	13,154
REMSENBURG	28,044	29,102	29,102
RENSSELAER	10,247	10,996	10,996
RHINEBECK	13,604	14,204	14,204
RICHFIELD SPRI	9,317	10,271	10,271
RIPLEY	12,402	13,456	13,456
RIVERHEAD	13,909	15,743	15,743
ROCHESTER	10,070	10,868	10,868
ROCKVILLE CENT	16,663	17,397	17,397
ROCKY POINT	11,446	12,271	12,271
ROME	9,456	10,778	10,778
ROMULUS	11,185	11,830	11,830
RONDOUT VALLEY	14,241	15,569	15,569
ROOSEVELT	16,475	16,845	16,845
ROSCOE	15,149	17,289	17,289
ROSLYN	18,741	20,081	20,081
ROXBURY	14,123	15,068	15,068
ROYALTON HARTL	8,755	9,683	9,683
RUSH HENRIETTA	11,226	11,738	11,738
RYE	19,091	18,846	18,846
RYE NECK	16,189	18,168	18,168
S. GLENS FALLS	9,117	9,844	9,844
S. HUNTINGTON	14,159	15,252	15,252
S. JEFFERSON	7,368	8,069	8,069
S. KORTRIGHT	12,416	13,857	13,857
S. ORANGETOWN	14,278	14,729	14,729
SACHEM	12,482	13,313	13,313
SACKETS HARBOR	10,255	10,726	10,726
SAG HARBOR	20,395	23,814	23,814
SAGAPONACK	13,289	19,419	19,419
SALAMANCA	9,448	11,211	11,211
SALEM	9,675	11,650	11,650
SALMON RIVER	12,370	11,610	11,610
SANDY CREEK	10,230	10,747	10,747
SARANAC	8,832	9,535	9,535
SARANAC LAKE	11,656	13,140	13,140
SARATOGA SPRIN	10,177	10,496	10,496
SAUGERTIES	10,068	11,303	11,303
SAUQUOIT VALLE	9,000	10,057	10,057
SAYVILLE	12,579	15,751	15,751
SCARSDALE	19,135	20,819	20,819
SCHALMONT	11,630	12,830	12,830
SCHENECTADY	9,590	10,272	10,272
SCHENEVUS	10,974	11,100	11,100
SCHODACK	10,509	11,674	11,674
SCHOHARIE	9,913	10,626	10,626
SCHROON LAKE	14,073	16,058	16,058
SCHUYLERVILLE	10,735	11,600	11,600
SCIO	10,157	12,133	12,133

SCOTIA GLENVIL	9,606	10,245	10,245
SEAFORD	13,451	14,547	14,547
SENECA FALLS	9,687	10,676	10,676
SEWANHAKA	10,781	12,243	12,243
SHARON SPRINGS	14,169	12,510	12,510
SHELTER ISLAND	25,991	25,456	25,456
SHENENDEHOWA	9,905	10,502	10,502
SHERBURNE EARL	8,687	9,264	9,264
SHERMAN	9,446	10,611	10,611
SHERRILL	9,105	9,667	9,667
SHOREHAM-WADIN	13,116	14,471	14,471
SIDNEY	9,571	11,217	11,217
SILVER CREEK	9,574	10,079	10,079
SKANEATELES	11,552	12,010	12,010
SLOAN	10,003	10,860	10,860
SMITHTOWN	12,667	13,272	13,272
SODUS	11,350	12,258	12,258
SOLVAY	9,801	10,721	10,721
SOMERS	14,552	15,818	15,818
SOUTH COLONIE	10,750	11,422	11,422
SOUTH COUNTRY	14,265	15,404	15,404
SOUTH LEWIS	10,725	11,777	11,777
SOUTH SENECA	11,031	12,642	12,642
SOUTHAMPTON	21,695	24,096	24,096
SOUTHERN CAYUG	11,571	12,338	12,338
SOUTHOLD	14,515	15,431	15,431
SOUTHWESTERN	9,357	9,691	9,691
SPACKENKILL	13,604	14,417	14,417
SPENCER VAN ET	7,417	8,771	8,771
SPENCERPORT	9,781	10,259	10,259
SPRINGS	16,860	19,627	19,627
SPRINGVILLE-GR	9,615	10,053	10,053
ST JOHNSVILLE	9,869	10,561	10,561
ST REGIS FALLS	9,824	11,664	11,664
STAMFORD	9,430	11,560	11,560
STARPOINT	8,219	9,058	9,058
STILLWATER	8,313	8,971	8,971
STOCKBRIDGE VA	8,517	9,838	9,838
SULLIVAN WEST	12,938	14,012	14,012
SUSQUEHANNA VA	10,413	11,919	11,919
SWEET HOME	10,161	10,961	10,961
SYOSSET	17,670	19,526	19,526
SYRACUSE	8,884	10,362	10,362
TARRYTOWN	14,846	16,455	16,455
THOUSAND ISLAND	10,108	11,183	11,183
THREE VILLAGE	13,098	14,277	14,277
TICONDEROGA	11,278	13,258	13,258
TIOGA	7,712	8,451	8,451
TONAWANDA	9,165	9,779	9,779
TOWN OF WEBB	16,513	18,823	18,823
TRI VALLEY	15,653	16,260	16,260
TROY	11,481	13,360	13,360
TRUMANSBURG	9,597	10,114	10,114
TUCKAHOE	17,306	18,600	18,600
TUCKAHOE COMMO	24,583	24,715	24,715
TULLY	8,785	9,585	9,585

TUPPER LAKE	8,797	10,281	10,281
TUXEDO	16,710	18,323	18,323
UNADILLA	9,879	10,725	10,725
UNION SPRINGS	9,910	11,969	11,969
UNIONDALE	16,518	18,310	18,310
UNION-ENDICOTT	10,331	10,955	10,955
UTICA	7,860	8,441	8,441
V STR THIRTEEN	14,899	15,193	15,193
V STR TWENTY-F	18,799	18,886	18,886
VALHALLA	18,472	19,877	19,877
VALLEY STR CHS	12,487	13,762	13,762
VALLEY STR UF	16,391	17,598	17,598
VALLEY-MONTGMR	9,209	9,864	9,864
VAN HORNSVILLE	12,184	12,211	12,211
VESTAL	10,513	11,413	11,413
VICTOR	8,790	9,618	9,618
VOORHEESVILLE	11,206	12,377	12,377
W. IRONDEQUOIT	9,590	10,711	10,711
WAINSCOTT	13,289	19,419	19,419
WALLKILL	9,807	10,532	10,532
WALTON	9,575	9,739	9,739
WANTAGH	12,237	13,441	13,441
WAPPINGERS	9,186	10,055	10,055
WARRENSBURG	12,837	14,290	14,290
WARSAW	10,242	12,111	12,111
WARWICK VALLEY	10,863	11,493	11,493
WASHINGTONVILL	10,842	11,687	11,687
WATERFORD	10,199	12,183	12,183
WATERLOO CENT	8,549	9,295	9,295
WATERTOWN	7,344	7,934	7,934
WATERVILLE	9,725	10,734	10,734
WATERVLIET	8,850	9,070	9,070
WATKINS GLEN	9,323	9,562	9,562
WAVERLY	8,126	8,476	8,476
WAYLAND-COHOCT	9,018	9,611	9,611
WAYNE	9,957	10,781	10,781
WEBSTER	10,136	10,427	10,427
WEEDSPORT	9,113	10,421	10,421
WELLS	19,282	18,500	18,500
WELLSVILLE	9,976	11,455	11,455
WEST BABYLON	12,571	13,840	13,840
WEST CANADA VA	9,181	10,384	10,384
WEST GENESEE	9,079	9,820	9,820
WEST HEMPSTEAD	14,351	14,732	14,732
WEST ISLIP	11,756	12,679	12,679
WEST SENECA	8,555	8,948	8,948
WEST VALLEY	12,044	13,408	13,408
WESTBURY	15,640	17,435	17,435
WESTFIELD	9,929	10,983	10,983
WESTHAMPTON BE	16,314	18,052	18,052
WESTHILL	9,708	10,372	10,372
WESTMORELAND	10,095	11,188	11,188
WESTPORT	12,345	11,244	11,244
WHEATLAND CHIL	12,694	14,442	14,442
WHEELERVILLE	13,709	15,077	15,077
WHITE PLAINS	17,123	18,811	18,811

WHITEHALL	10,230	10,832	10,832
WHITESBORO	9,275	9,505	9,505
WHITESVILLE	9,180	10,241	10,241
WHITNEY POINT	8,922	9,883	9,883
WILLIAM FLOYD	12,659	13,077	13,077
WILLIAMSON	9,984	11,381	11,381
WILLIAMSVILLE	10,131	10,494	10,494
WILLSBORO	12,153	13,461	13,461
WILSON	9,136	10,584	10,584
WINDHAM ASHLAN	15,266	14,868	14,868
WINDSOR	9,118	9,813	9,813
WORCESTER	10,398	10,422	10,422
WYANDANCH	14,812	15,791	15,791
WYNANTSKILL	9,237	10,613	10,613
WYOMING	11,116	14,555	14,555
YONKERS	12,015	12,006	12,006
YORK	8,824	9,863	9,863
YORKSHIRE-PIONE	10,533	10,566	10,566
YORKTOWN	13,595	14,859	14,859

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Preliminary 2010-11 Basic Tuition
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17,121
18,202
18,174
9,525
12,646
17,029
10,704
22,408
14,942
12,457
14,580
10,202
9,952

11,032
10,388
10,275
11,092
12,141
10,435
10,338
11,782
9,858
10,196
13,401
10,021
16,482
17,512
12,052
8,450
24,054
6,996
N/A
9,751
20,150
27,985
15,505
14,285
12,670
10,164
10,944
10,590
12,445
23,911
18,339
12,050
10,408
11,623
20,507
19,701
12,590
9,477
11,239
13,928
14,461
33,354
9,458
15,766
11,964
12,521
14,929
25,331
14,999
8,449
10,855
9,352
10,634
23,002
10,757
11,337

17,280
12,229
17,552
14,253
12,322
11,471
12,529
16,085
11,356
9,912
22,507
22,042
42,198
14,380
9,602
13,021
17,680
15,497
10,519
10,690
10,079
10,491
13,924
10,197
10,520
19,705
18,416
10,420
21,235
N/A
11,911
9,775
13,376
11,418
15,483
10,433
16,052
10,197
15,967
10,112
11,248
10,377
10,826
15,870
17,936
11,702
13,107
12,453
12,759
12,217
12,902
12,922
23,709
25,637
10,552
10,758

8,989
13,089
31,259
14,106
10,202
11,855
10,436
13,655
12,114
12,120
14,841
16,794
11,231
18,590
12,030
10,593
18,531
13,183
11,431
14,771
15,792
13,284
16,138
N/A
13,527
11,834
11,100
10,287
14,796
43,580
10,086
9,830
10,911
10,443
11,790
14,290
17,500
13,023
N/A
10,708
N/A
17,825
20,273
23,323
10,709
15,458
15,342
11,543
18,014
12,585
13,440
9,956
10,652
18,240
9,994
16,067

11,363
13,953
10,976
11,079
11,790
12,132
18,571
13,204
10,523
10,992
18,293
12,263
11,481
11,452
11,858
22,533
32,931
10,506
11,826
10,609
12,814
10,682
15,571
14,854
16,431
16,187
11,828
12,346
11,554
11,041
11,849
11,376
12,226
11,570
14,565
11,589
N/A
12,722
15,701
17,945
13,607
16,558
46,333
11,690
10,865
13,413
21,199
11,904
20,028
10,058
11,390
12,524
10,626
11,580
23,966
16,888

9,538
46,916
16,919
10,720
13,365
10,909
13,202
14,790
36,414
8,883
16,681
10,916
15,941
16,076
12,426
18,767
12,823
11,413
14,567
17,586
16,939
17,826
20,898
16,963
10,207
12,330
18,927
18,340
10,667
15,758
9,183
13,381
15,503
13,251
10,104
24,716
N/A
11,582
13,082
13,576
12,911
11,333
13,999
10,532
11,825
10,956
16,460
22,148
13,862
12,014
12,566
12,169
12,138
15,368
11,472
11,968

11,013
15,660
11,016
12,522
14,154
27,980
11,060
10,707
10,196
9,651
15,726
11,628
11,223
12,337
11,946
13,969
12,623
11,760
16,825
12,137
15,951
13,513
13,574
23,414
13,419
17,390
10,202
16,018
10,808
10,533
21,775
11,347
11,910
13,886
13,915
9,789
9,269
10,638
15,001
12,156
11,954
20,242
11,933
16,449
12,027
15,887
13,455
9,445
10,051
20,143
18,324
15,986
10,222
20,009
28,200
10,036

11,474
17,470
11,393
12,059
19,864
11,048
9,280
15,487
19,237
20,983
14,838
19,277
11,222
11,991
12,166
9,518
12,742
10,413
N/A
10,997
10,718
13,593
10,887
14,836
11,643
12,198
11,931
12,844
10,263
8,985
10,900
9,404
10,489
9,059
10,796
11,034
10,872
11,820
21,823
11,681
14,848
11,723
10,199
16,755
13,799
10,179
13,623
18,224
11,891
18,354
10,634
11,938
13,649
15,259
18,435
19,443

12,236
9,886
10,904
11,324
14,168
12,113
10,904
15,355
10,386
18,838
10,115
12,352
16,666
11,243
15,376
14,520
10,694
11,406
16,743

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

FAMILY LIFE ACADEMY CS - II

Contact Name:	Scott Quintero
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

|

FAMILY LIFE ACADEMY CS - II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	64,000
Total Expenses	64,000
Net Income	0
Actual Student Enrollment	0
Total Paid Student Enrollment	0

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	0	0
School District 2 (Enter Name)	0	0
School District 3 (Enter Name)	0	0
School District 4 (Enter Name)	0	0
School District 5 (Enter Name)	0	0
School District 6 (Enter Name)	0	0
School District 7 (Enter Name)	0	0
School District 8 (Enter Name)	0	0
School District 9 (Enter Name)	0	0
School District 10 (Enter Name)	0	0
School District 11 (Enter Name)	0	0
School District 12 (Enter Name)	0	0
School District 13 (Enter Name)	0	0
School District 14 (Enter Name)	0	0
School District 15 (Enter Name)	0	0
School District - ALL OTHER	0	0
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	0	0

Special Education Revenue	0
Grants	

Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	

Other	
TOTAL REVENUE FROM STATE SOURCES	0

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	0
Title I	0
Title Funding - Other	0
School Food Service (Free Lunch)	0
Grants	

Charter School Program (CSP) Planning & Implementation	0
Other	

Other	
TOTAL REVENUE FROM FEDERAL SOURCES	0

LOCAL and OTHER REVENUE

Contributions and Donations	2,000
Fundraising	2,000
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	60,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	64,000

Contributions and Donations
Fundraising
Start Right Loan from NYC Charter Center

TOTAL REVENUE	64,000
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	28,750	based on 115K year divided by 12 months pay for 3 months
Instructional Management	0.00		
Deans, Directors & Coordinators	0.00		
CFO / Director of Finance			
Operation / Business Manager	1.00	10,000	based on 40k year divided by 12 months pay for 3 months
Administrative Staff	1.00	7,800	\$(15 hr for 40 hrs for 26 weeks) then pay for 3 months
TOTAL ADMINISTRATIVE STAFF	3.00	46,550	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	0.00	
Teachers - SPED	0.00	
Substitute Teachers	0.00	
Teaching Assistants	0.00	
Specialty Teachers	0.00	
Aides	0.00	
Therapists & Counselors	0.00	
Other	0.00	
TOTAL NSTRUCTIONAL	0.00	0

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	0.00	
Librarian	0.00	
Custodian	0.00	
Security	0.00	
Other	0.00	
TOTAL NON-INSTRUCTIONAL	0.00	0

SUBTOTAL PERSONNEL SERVICE COSTS

3.00	46,550
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	0

TOTAL PERSONNEL SERVICE COSTS

3.00	46,550
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CONTRACTED SERVICES

Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	11,000 various out side consultants
TOTAL CONTRACTED SERVICES	11,000

SCHOOL OPERATIONS

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	600 phone @ 100 per m
Technology	1,800 2 computers at 750 each and a printer
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	500 stamps flyers etc
Other	
TOTAL SCHOOL OPERATIONS	2,900

FACILITY OPERATION & MAINTENANCE

Insurance	
Janitorial	
Building and Land Rent / Lease	
Repairs & Maintenance	
Equipment / Furniture	3,550 desk chairs other
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	3,550

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

0
0

TOTAL EXPENSES

64,000

NET INCOME

0

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	0
School District 2 (Enter Name)	0
School District 3 (Enter Name)	0
School District 4 (Enter Name)	0
School District 5 (Enter Name)	0
School District 6 (Enter Name)	0
School District 7 (Enter Name)	0
School District 8 (Enter Name)	0
School District 9 (Enter Name)	0
School District 10 (Enter Name)	0
School District 11 (Enter Name)	0
School District 12 (Enter Name)	0
School District 13 (Enter Name)	0
School District 14 (Enter Name)	0
School District 15 (Enter Name)	0
School District - ALL OTHER	0
TOTAL ENROLLMENT	0

REVENUE PER PUPIL	0
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EXPENSES PER PUPIL	0
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FAMILY LIFE ACADEMY CS - II
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

Total Revenue	15,667	45,667	667	667	667	667	64,000
Total Expenses	13,350	9,775	9,775	11,550	9,775	9,775	64,000
Net Income	2,317	35,892	(9,108)	(10,883)	(9,108)	(9,108)	0
Cash Flow Adjustments	0	0	0	0	0	0	0
Beginning Cash Balance	0	2,317	38,208	29,100	18,217	9,108	0
Net Income	2,317	38,208	29,100	18,217	9,108	(0)	0

	January	February	March	April	May	June	TOTAL
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REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	0	0	0	0	0	0	0
School District 2 (Enter Name)	0	0	0	0	0	0	0
School District 3 (Enter Name)	0	0	0	0	0	0	0
School District 4 (Enter Name)	0	0	0	0	0	0	0
School District 5 (Enter Name)	0	0	0	0	0	0	0
School District 6 (Enter Name)	0	0	0	0	0	0	0
School District 7 (Enter Name)	0	0	0	0	0	0	0
School District 8 (Enter Name)	0	0	0	0	0	0	0
School District 9 (Enter Name)	0	0	0	0	0	0	0
School District 10 (Enter Name)	0	0	0	0	0	0	0
School District 11 (Enter Name)	0	0	0	0	0	0	0
School District 12 (Enter Name)	0	0	0	0	0	0	0
School District 13 (Enter Name)	0	0	0	0	0	0	0
School District 14 (Enter Name)	0	0	0	0	0	0	0
School District 15 (Enter Name)	0	0	0	0	0	0	0
School District - ALL OTHER	0	0	0	0	0	0	0
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	0	0	0	0	0	0	0
Special Education Revenue	0	0	0	0	0	0	0
Grants							
Stimulus	0	0	0	0	0	0	0
DYCD (Department of Youth and Community Developmt.)	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
TOTAL REVENUE FROM STATE SOURCES	0	0	0	0	0	0	0
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0
Title Funding - Other	0	0	0	0	0	0	0
School Food Service (Free Lunch)	0	0	0	0	0	0	0
Grants							
Charter School Program (CSP) Planning & Implementation	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
TOTAL REVENUE FROM FEDERAL SOURCES	0	0	0	0	0	0	0
LOCAL and OTHER REVENUE							
Contributions and Donations	333	333	333	333	333	333	2,000
Fundraising	333	333	333	333	333	333	2,000
Erate Reimbursement	0	0	0	0	0	0	0
Earnings on Investments	0	0	0	0	0	0	0
Interest Income	0	0	0	0	0	0	0
Food Service (Income from meals)	0	0	0	0	0	0	0
Text Book	0	0	0	0	0	0	0
OTHER	15,000	45,000					60,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	15,667	45,667	667	667	667	667	64,000
TOTAL REVENUE	15,667	45,667	667	667	667	667	64,000

FACILITY OPERATION & MAINTENANCE							
	Insurance	0	0	0	0	0	0
	Janitorial	0	0	0	0	0	0
	Building and Land Rent / Lease	0	0	0	0	0	0
	Repairs & Maintenance	0	0	0	0	0	0
	Equipment / Furniture	1,775	0	0	1,775	0	3,550
	Security	0	0	0	0	0	0
	Utilities	0	0	0	0	0	0
	TOTAL FAC LITY OPERATION & MAINTENANCE	1,775	0	0	1,775	0	3,550
	DEPRECIATION & AMORTIZATION	0	0	0	0	0	0
	DISSOLUTION ESCROW & RESERVES / CONTINGENCY						0
TOTAL EXPENSES		13,350	9,775	9,775	11,550	9,775	64,000
NET INCOME		2,317	35,892	(9,108)	(10,883)	(9,108)	0
CASH FLOW ADJUSTMENTS							
	OPERATING ACTIVITIES						
	Example - Add Back Depreciation		0	0	0	0	0
	Other	0	0	0	0	0	0
	Total Operating Activities	0	0	0	0	0	0
	INVESTMENT ACTIVITIES						
	Example - Subtract Property and Equipment Expenditures	0	0	0	0	0	0
	Other	0	0	0	0	0	0
	Total Investment Activities	0	0	0	0	0	0
	FINANCING ACTIVITIES						
	Example - Add Expected Proceeds from a Loan or Line of Credit		0	0	0	0	0
	Other	0	0	0	0	0	0
	Total Financing Activities	0	0	0	0	0	0
Total Cash Flow Adjustments		0	0	0	0	0	0
NET INCOME		2,317	35,892	(9,108)	(10,883)	(9,108)	0
Beginning Cash Balance			2,317	38,208	29,100	18,217	9,108
ENDING CASH BALANCE		2,317	38,208	29,100	18,217	9,108	(0)

FAMILY LIFE ACADEMY CS - II
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

Total Revenue	1,545,250	31,170	10,650	0	19,980	1,607,050
Total Expenses	1,176,050	44,600	68,750	0	317,650	1,607,050
Net Income	369,200	(13,430)	(58,100)	0	(297,670)	0
Actual Student Enrollment	100	0				100
Total Paid Student Enrollment	100	0				100

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	0	0	0	0	0	0
School District 2 (Enter Name)	0	0	0	0	0	0
School District 3 (Enter Name)	0	0	0	0	0	0
School District 4 (Enter Name)	0	0	0	0	0	0
School District 5 (Enter Name)	0	0	0	0	0	0
School District 6 (Enter Name)	0	0	0	0	0	0
School District 7 (Enter Name)	0	0	0	0	0	0
School District 8 (Enter Name)	13,527	1,352,700	0	0	0	1,352,700
School District 9 (Enter Name)	0	0	0	0	0	0
School District 10 (Enter Name)	0	0	0	0	0	0
School District 11 (Enter Name)	0	0	0	0	0	0
School District 12 (Enter Name)	0	0	0	0	0	0
School District 13 (Enter Name)	0	0	0	0	0	0
School District 14 (Enter Name)	0	0	0	0	0	0
School District 15 (Enter Name)	0	0	0	0	0	0
School District - ALL OTHER	0	0	0	0	0	0
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	0	1,352,700	0	0	0	1,352,700
Special Education Revenue		31,170	0	0	0	31,170
Grants						
Stimulus		0	0	0	0	0
DYCD (Department of Youth and Community Developmt.)		0	0	0	0	0
Other		0	0	0	0	0
Other		0	0	0	0	0
TOTAL REVENUE FROM STATE SOURCES		1,352,700	31,170	0	0	1,383,870

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	0	0	0	0	0	0
Title I	58,800	0	0	0	0	58,800
Title Funding - Other	0	0	10,650	0	0	10,650
School Food Service (Free Lunch)	42,500	0	0	0	0	42,500
Grants						
Charter School Program (CSP) Planning & Implementation	0	0	0	0	0	0
Other	0	0	0	0	0	0
Other	0	0	0	0	0	0
TOTAL REVENUE FROM FEDERAL SOURCES		101,300	0	10,650	0	111,950

LOCAL and OTHER REVENUE

Contributions and Donations	80,000	0	0	0	0	80,000
Fundraising	5,000	0	0	0	0	5,000
Erate Reimbursement	0	0	0	0	19,980	19,980
Earnings on Investments	0	0	0	0	0	0
Interest Income	250	0	0	0	0	250
Food Service (Income from meals)	0	0	0	0	0	0
Text Book	6,000	0	0	0	0	6,000
OTHER	0	0	0	0	0	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		91,250	0	0	19,980	111,230

TOTAL REVENUE	1,545,250	31,170	10,650	0	19,980	1,607,050
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions						
Executive Management	1.00		0	0	0	115,000	115,000
Instructional Management	1.00	60,000	0	0	0	0	60,000
Deans, Directors & Coordinators	0.00		0	0	0	0	0
CFO / Director of Finance	0.00		0	0	0	0	0
Operation / Business Manager	1.00			0		40,000	40,000
Administrative Staff	0.00		0	0	0	0	0
TOTAL ADMINISTRATIVE STAFF	3.00	60,000	0	0	0	155,000	215,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	4.00	220,000	0	0	0	0	220,000
Teachers - SPED	1.00		30,000	0	0	0	30,000
Substitute Teachers	0.00		0	0	0	0	0
Teaching Assistants	4.00	100,000	0	0	0	0	100,000
Specialty Teachers	3.00	80,000	0	55,000	0	0	135,000
Aides	1.00	25,000	0	0	0	0	25,000
Therapists & Counselors	0.00		0	0	0	0	0
Other	0.00		0	0	0	27,500	27,500
TOTAL INSTRUCTIONAL	13.00	425,000	30,000	55,000	0	27,500	537,500

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	0.00		0	0	0	0	0
Librarian	0.00		0	0	0	0	0
Custodian	1.00	25,000	0	0	0	0	25,000
Security	1.00	25,000	0	0	0	0	25,000
Other	1.00	30,000	0	0	0	0	30,000
TOTAL NON-INSTRUCTIONAL	3.00	80,000	0	0	0	0	80,000

SUBTOTAL PERSONNEL SERVICE COSTS

	19.00	565,000	30,000	55,000	0	182,500	832,500
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PAYROLL TAXES AND BENEFITS

Payroll Taxes					0		0
Fringe / Employee Benefits		113,000	6,600	12,100	0	34,100	165,800
Retirement / Pension		6,780		1,650	0	4,650	13,080
TOTAL PAYROLL TAXES AND BENEFITS		119,780	6,600	13,750	0	38,750	178,880

TOTAL PERSONNEL SERVICE COSTS

	19.00	684,780	36,600	68,750	0	221,250	1,011,380
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CONTRACTED SERVICES

Accounting / Audit			0	0	0	12,000	12,000
Legal		0	0	0	0	0	0
Management Company Fee		0	0	0	0	0	0
Nurse Services		0	0	0	0	0	0
Food Service / School Lunch		8,100	0	0	0	0	8,100
Payroll Services		0	0	0	0	3,000	3,000
Special Ed Services			0	0	0	0	0
Titlement Services (i.e. Title I)		75,000	0	0	0	0	75,000
Other Purchased / Professional / Consulting		72,000	0	0	0	0	72,000
TOTAL CONTRACTED SERVICES		155,100	0	0	0	15,000	170,100

SCHOOL OPERATIONS						
Board Expenses	0	0	0	0	0	0
Classroom / Teaching Supplies & Materials	15,000	0	0	0	0	15,000
Special Ed Supplies & Materials		5,000	0	0	0	5,000
Textbooks / Workbooks	40,000	0	0	0	0	40,000
Supplies & Materials other	15,000	0	0	0	0	15,000
Equipment / Furniture	25,000	0	0	0	0	25,000
Telephone		0	0	0	10,200	10,200
Technology	18,800	0	0	0	12,000	30,800
Student Testing & Assessment	15,000	0	0	0	0	15,000
Field Trips	7,500	0	0	0	0	7,500
Transportation (student)		0	0	0	0	0
Student Services - other		0	0	0	0	0
Office Expense	15,000	0	0	0	0	15,000
Staff Development	12,000	0	0	0	0	12,000
Staff Recruitment	2,000	0	0	0	0	2,000
Student Recruitment / Marketing	1,270	0	0	0	0	1,270
School Meals / Lunch		0	0	0	0	0
Travel (Staff)	2,400	0	0	0	0	2,400
Fundraising	1,200	0	0	0	0	1,200
Other	3,000	3,000	0	0	30,600	36,600
TOTAL SCHOOL OPERATIONS	173,170	8,000	0	0	52,800	233,970
FACILITY OPERATION & MAINTENANCE						
Insurance	18,000	0	0	0	0	18,000
Janitorial		0	0	0	0	0
Building and Land Rent / Lease	125,000	0	0	0	0	125,000
Repairs & Maintenance	15,000	0	0	0	0	15,000
Equipment / Furniture		0	0	0	3,600	3,600
Security	5,000	0	0	0	0	5,000
Utilities	0	0	0	0	0	0
TOTAL FACILITY OPERATION & MAINTENANCE	163,000	0	0	0	3,600	166,600
DEPRECIATION & AMORTIZATION						
	0	0	0	0	0	0
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
	0	0	0	0	25,000	25,000
TOTAL EXPENSES	1,176,050	44,600	68,750	0	317,650	1,607,050
NET INCOME	369,200	(13,430)	(58,100)	0	(297,670)	0

ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	0	0	0			0
School District 2 (Enter Name)	0	0	0			0
School District 3 (Enter Name)	0	0	0			0
School District 4 (Enter Name)	0	0	0			0
School District 5 (Enter Name)	0	0	0			0
School District 6 (Enter Name)	0	0	0			0
School District 7 (Enter Name)	0	0	0			0
School District 8 (Enter Name)	0	0	0			0
School District 9 (Enter Name)	100	0	0			100
School District 10 (Enter Name)	0	0	0			0
School District 11 (Enter Name)	0	0	0			0
School District 12 (Enter Name)	0	0	0			0
School District 13 (Enter Name)	0	0	0			0
School District 14 (Enter Name)	0	0	0			0
School District 15 (Enter Name)	0	0	0			0
School District - ALL OTHER	0	0	0			0
TOTAL ENROLLMENT	100	0	0			100
REVENUE PER PUPIL	15,453	0	0			16,071
EXPENSES PER PUPIL	11,761	0	0			16,071

DESCRIPTION OF ASSUMPTIONS

100 students @13527 per

3 students @10,390 per

84 students at 700 each

30 ELL students at 155 per plus title 2 at .84 of 100 * 60 or appr 5000

85 % free and reduced and # of meals per day

private and govt grants

school wide events pta bd raising and board giving

based on 90% reimb of certain coats so .80 of tech costs as some are not

reimb

bank interest

nyst! \$

principal
it coach / asst princ

day to day finance worker including payroll and hr

1 teacher per class for 4 classes @55K per teacher
1 x 30K P/T

1 ta per class for 4 classes @25K per ta
phys ed 55k art 25K and ell 55k
school aide 12*40*52

per session

1 custodian
1 security guard
data specialist P/T

at 22% per including fica sui and benefits
match up to 3% on salaries estimate 40% of personnel participate

expected to be contracted out

84 students at .25 (\$21) plus 16 students at \$1.50 per for day (\$24) or \$45 per
day for 180 days
adp

consultants
consultants

Classroom / Teaching Supplies & Materials

Special Ed Supplies & Materials

400 per student

Desks and chairs for 100 students @ \$210, desks for classroom teachers

850 per month 90 % erate reimb

erate reimb at 80% as some costs are not reimbursable wiring smartboards

various trips

postage copier paper

conferences

advertising

advertising

meetings

fundraising

repay half of Start Right Loan 60,000 plus other items such as memberships to nyscsa

all required insurance including property and D&O etc

annual lease

various

lease copier machine 300 month (3600)

install security cameras

25K for dissolution

FAMILY LIFE ACADEMY CS - II
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	251,916	21	256,166	18,161	234,916	39,411	240,916	18,161	234,916	18,161	256,166	38,141	1,607,050
Total Expenses	83,073	164,536	144,986	131,253	131,253	129,753	130,153	129,753	129,753	130,153	129,753	167,833	1,602,250
Net Income	168,843	(164,515)	111,180	(113,092)	103,663	(90,342)	110,763	(111,592)	105,163	(111,992)	126,413	(129,692)	4,800
Cash Flow Adjustments	0	327	327	327	327	327	327	327	327	327	327	327	3,600
Beginning Cash Balance	0	168,843	4,655	116,162	3,398	107,388	17,373	128,463	17,199	122,689	11,024	137,765	0
Net Income	168,843	4,655	116,162	3,398	107,388	17,373	128,463	17,199	122,689	11,024	137,765	8,400	8,400

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 2 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 3 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 4 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 5 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 6 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 7 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 8 (Enter Name)	13,527	225,450	225,450	0	225,450	0	225,450	0	225,450	0	225,450	0	1,352,700
School District 9 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 10 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 11 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 12 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 13 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 14 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District 15 (Enter Name)	0	0	0	0	0	0	0	0	0	0	0	0	0
School District - ALL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL Per Pupil Revenue (Average Districts Per Pupil Fund)	225,450	0	225,450	0	225,450	0	225,450	0	225,450	0	225,450	0	1,352,700
Special Education Revenue	5,195	0	5,195	0	5,195	0	5,195	0	5,195	0	5,195	0	31,170
Grants													
Stimulus	0	0	0	0	0	0	0	0	0	0	0	0	0
DYCD (Department of Youth and Community Developmt.)	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE FROM STATE SOURCES	230,645	0	230,645	0	230,645	0	230,645	0	230,645	0	230,645	0	1,383,870
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I				11,760		11,760		11,760		11,760		11,760	58,800
Title Funding - Other				2,130		2,130		2,130		2,130		2,130	10,650
School Food Service (Free Lunch)			4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	42,500
Grants													
Charter School Program (CSP) Planning & Implementation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE FROM FEDERAL SOURCES	0	0	4,250	18,140	4,250	18,140	4,250	18,140	4,250	18,140	4,250	18,140	111,950
LOCAL and OTHER REVENUE													
Contributions and Donations	20,000		20,000			20,000					20,000		80,000
Fundraising	1,250		1,250			1,250					1,250		5,000
Erate Reimbursement												19,980	19,980
Earnings on Investments	0	0	0	0	0	0	0	0	0	0	0	0	0
Interest Income	21	21	21	21	21	21	21	21	21	21	21	21	250
Food Service (Income from meals)	0	0	0	0	0	0	0	0	0	0	0	0	0
Text Book						6,000							6,000
OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	21,271	21	21,271	21	21	21,271	6,021	21	21	21	21,271	20,001	111,230
TOTAL REVENUE	251,916	21	256,166	18,161	234,916	39,411	240,916	18,161	234,916	18,161	256,166	38,141	1,607,050

Proposal to Establish Family Life Academy Charter School II

EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
	No. of Positions											
Executive Management	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
Instructional Management	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Deans, Directors & Coordinators	0.00	0	0	0	0	0	0	0	0	0	0	0
CFO / Director of Finance	0.00	0	0	0	0	0	0	0	0	0	0	0
Operation / Business Manager	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Administrative Staff	0.00	0	0	0	0	0	0	0	0	0	0	0
TOTAL ADMINISTRATIVE STAFF	3.00	17,917	215,000									
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	4.00	0	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	220,000
Teachers - SPED	1.00	0	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	30,000
Substitute Teachers	0.00	0	0	0	0	0	0	0	0	0	0	0
Teaching Assistants	4.00	0	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	100,000
Specialty Teachers	3.00	0	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	135,000
Aides	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Therapists & Counselors	0.00	0	0	0	0	0	0	0	0	0	0	0
Other	0.00	0	0	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	27,500
TOTAL INSTRUCTIONAL	13.00	2,083	46,174	537,500								
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	0.00	0	0	0	0	0	0	0	0	0	0	0
Librarian	0.00	0	0	0	0	0	0	0	0	0	0	0
Custodian	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Security	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Other	1.00	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
TOTAL NON-INSTRUCTIONAL	3.00	6,667	80,000									
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	26,667	70,758	832,500								
PAYROLL TAXES AND BENEFITS												
Payroll Taxes			0	0	0	0	0	0	0	0	0	0
Fringe / Employee Benefits	5.333	14,152	14,152	14,152	14,152	14,152	14,152	14,152	14,152	14,152	14,152	161,000
Retirement / Pension	0	0	0	0	0	0	0	0	0	0	0	13,080
TOTAL PAYROLL TAXES AND BENEFITS	5.333	14,152	174,080									
TOTAL PERSONNEL SERVICE COSTS	19.00	32,000	84,909	1,006,580								
CONTRACTED SERVICES												
Accounting / Aud t	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Legal	0	0	0	0	0	0	0	0	0	0	0	0
Management Company Fee	0	0	0	0	0	0	0	0	0	0	0	0
Nurse Services	0	0	0	0	0	0	0	0	0	0	0	0
Food Service / School Lunch	0	0	810	810	810	810	810	810	810	810	810	8,100
Payroll Services	0	273	273	273	273	273	273	273	273	273	273	3,000
Special Ed Services	0	0	0	0	0	0	0	0	0	0	0	0
Titlement Services (i.e. Title I)	0	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	75,000
Other Purchased / Professional / Consulting	0	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	6,545	72,000
TOTAL CONTRACTED SERVICES	1,000	14,636	15,446	170,100								
SCHOOL OPERATIONS												
Board Expenses	0	0	0	0	0	0	0	0	0	0	0	0
Classroom / Teaching Supplies & Materials	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Special Ed Supplies & Materials	417	417	417	417	417	417	417	417	417	417	417	5,000
Textbooks / Workbooks	13,333	13,333	13,333	0	0	0	0	0	0	0	0	40,000
Supplies & Materials other	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Equipment / Furniture	12,500	12,500										25,000
Telephone	850	850	850	850	850	850	850	850	850	850	850	10,200
Technology	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	30,800
Student Testing & Assessment	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Field Trips			750	750	750	750	750	750	750	750	750	7,500
Transportation (student)			0	0	0	0	0	0	0	0	0	0
Student Services - other	0	0	0	0	0	0	0	0	0	0	0	0
Office Expense	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Staff Development		1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	12,000
Staff Recruitment	167	167	167	167	167	167	167	167	167	167	167	2,000
Student Recruitment / Marketing	106	106	106	106	106	106	106	106	106	106	106	1,270
School Meals / Lunch			0	0	0	0	0	0	0	0	0	0
Travel (Staff)			240	240	240	240	240	240	240	240	240	2,400
Fundraising			400				400			400		1,200
Other	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	36,600
TOTAL SCHOOL OPERATIONS	37,989	39,080	27,970	14,237	14,237	14,237	14,637	14,237	14,637	14,637	14,237	233,970

**FAMILY LIFE ACADEMY CS - II
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five

Total Revenue	1,607,050	2,398,301	3,211,067	4,168,640	5,077,670
Total Expenses	1,607,050	2,222,547	3,121,267	3,668,050	4,312,884
Net Income (Before Cash Flow Adjustments)	0	175,754	89,800	500,590	764,786
Actual Student Enrollment	100	150	200	250	300
Total Paid Student Enrollment	100	150	200	250	300

Year 1	Year 2	Year 3	Year 4	Year 5
2012	2013	2014	2015	2016

*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5

REVENUE			Per Pupil Revenue Percentage Increase				
			0.0%	0.0%	0.0%	3.0%	3.0%
REVENUES FROM STATE SOURCES		CY Per Pupil Rate					
Per Pupil Revenue							
School District 1 (Enter Name)		0	0	0	0	0	0
School District 2 (Enter Name)		0	0	0	0	0	0
School District 3 (Enter Name)		0	0	0	0	0	0
School District 4 (Enter Name)		0	0	0	0	0	0
School District 5 (Enter Name)		0	0	0	0	0	0
School District 6 (Enter Name)		0	0	0	0	0	0
School District 7 (Enter Name)		0	0	0	0	0	0
School District 8 (Enter Name)	13,527	13,527	1,352,700	2,015,523	2,678,346	3,455,337	4,138,045
School District 9 (Enter Name)	13,527	13,527	0	0	0	0	0
School District 10 (Enter Name)	0	0	0	0	0	0	0
School District 11 (Enter Name)	0	0	0	0	0	0	0
School District 12 (Enter Name)	0	0	0	0	0	0	0
School District 13 (Enter Name)	0	0	0	0	0	0	0
School District 14 (Enter Name)	0	0	0	0	0	0	0
School District 15 (Enter Name)	0	0	0	0	0	0	0
School District - ALL OTHER	0	0	0	0	0	0	0
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		0	1,352,700	2,015,523	2,678,346	3,455,337	4,138,045
Special Education Revenue			31,170	62,340	93,510	124,680	155,850
Grants							
Stimulus			0	0	0	0	0
DYCD (Department of Youth and Community Developmt.)			0	0	0	0	0
Other			0	0	0	0	0
TOTAL REVENUE FROM STATE SOURCES			1,383,870	2,077,863	2,771,856	3,580,017	4,293,895
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			0	0	0	0	0
Title I			58,800	88,200	117,600	147,000	176,400
Title Funding - Other			10,650	14,535	19,380	24,225	29,070
School Food Service (Free Lunch)			42,500	62,500	82,500	102,500	122,500
Grants							
Charter School Program (CSP) Planning & Implementation			0	0	0	0	0
Other			0	0	0	0	0
TOTAL REVENUE FROM FEDERAL SOURCES			111,950	165,235	219,480	273,725	327,970
LOCAL and OTHER REVENUE							
Contributions and Donations			80,000	120,000	180,000	270,000	405,000
Fundraising			5,000	5,750	6,613	7,604	8,745
Erate Reimbursement			19,980	21,978	24,176	26,593	29,253
Earnings on Investments			0	0	0	0	0
Interest Income			250	275	303	333	366
Food Service (Income from meals)			0	0	0	0	0
Text Book			6,000	7,200	8,640	10,368	12,442
OTHER			0	0	0	0	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			111,230	155,203	219,731	314,899	455,805
TOTAL REVENUE			1,607,050	2,398,301	3,211,067	4,168,640	5,077,670

title increase by 3% in yrs 4 and 5

yearly student increase of 3

yearly increase of 50 students

yearly increase of 50 students

yearly increase of 50 students

yearly increase by 50%

yearly increase by 15%

yearly increase by 1%

yearly increase by 10%

yearly increase of 20%

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management
 Instructional Management
 Deans, Directors & Coordinators
 CFO / Director of Finance
 Operation / Business Manager
 Administrative Staff

No. of Positions

1.00	115,000	120,750	126,788	133,127	139,783
1.00	60,000	61,800	63,654	65,564	67,531
0.00	0	0	80,000	82,400	84,872
0.00	0	0	50,000	51,500	53,045
1.00	40,000	41,200	42,436	43,709	45,020
0.00	0	35,000	71,050	73,182	75,377
3.00	215,000	258,750	433,928	449,481	465,628

5 % annual raise
 3 % annual raise add another admin yr 2 and yr 3 at 35K

TOTAL ADMINISTRATIVE STAFF

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular
 Teachers - SPED
 Substitute Teachers
 Teaching Assistants
 Specialty Teachers
 Aides
 Therapists & Counselors
 Other

4.00	220,000	338,600	460,758	586,581	716,178
1.00	30,000	30,900	61,827	63,682	65,592
0.00	0	0	0	0	0
4.00	100,000	153,000	207,590	263,818	321,732
3.00	135,000	274,050	282,272	290,740	299,462
1.00	25,000	25,750	51,523	53,068	54,660
0.00	0	0	0	0	0
0.00	27,500	34,375	42,969	53,711	67,139
13.00	537,500	856,675	1,106,938	1,311,599	1,524,763

add 2 teachers at 55 K per each year plus annual 3 % raise
 3 % annual raise - full time year 3
 add 2 tas at 25 K per each year per each year plus annual 3 % raise
 3 % annual raise add 3 teachers yr 2
 3 % annual raise add aide yr 3
 increase of 25% for per session

TOTAL INSTRUCTIONAL

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse
 Librarian
 Custodian
 Security
 Other

0.00	0	0	0	0	0
0.00	0	0	0	0	0
1.00	25,000	25,750	26,523	27,318	28,138
1.00	25,000	25,750	26,523	27,318	28,138
1.00	30,000	60,900	62,727	64,609	66,547
3.00	80,000	82,400	115,772	119,245	122,823

3 % annual raise
 3 % annual raise
 3 % annual raise plus add 1 other at 30K

TOTAL NON-INSTRUCTIONAL

SUBTOTAL PERSONNEL SERVICE COSTS

19.00	832,500	1,197,825	1,656,637	1,880,325	2,113,214
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PAYROLL TAXES AND BENEFITS

Payroll Taxes
 Fringe / Employee Benefits
 Retirement / Pension

0	0	0	0	0	0
165,800	207,250	259,063	323,828	404,785	
13,080	17,967	24,850	28,205	31,698	
178,880	225,217	283,912	352,033	436,483	

retirement plan

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL SERVICE COSTS

19.00	1,011,380	1,423,042	1,940,549	2,232,358	2,549,697
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CONTRACTED SERVICES

Accounting / Audit
 Legal
 Management Company Fee
 Nurse Services
 Food Service / School Lunch
 Payroll Services
 Special Ed Services
 Titement Services (i.e. Title I)
 Other Purchased / Professional / Consulting

12,000	15,600	20,280	26,364	34,273
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
8,100	10,125	12,656	15,820	19,775
3,000	4,200	5,880	8,232	11,525
0	0	0	0	0
75,000	97,500	126,750	164,775	214,208
72,000	93,600	121,680	158,184	205,639
170,100	221,025	287,246	373,375	485,420

increase 3% each year
 increase at 25% annually
 increase 40% annually
 consultants add 30% yearly
 consultants add 30% yearly

TOTAL CONTRACTED SERVICES

SCHOOL OPERATIONS						
Board Expenses	0	0	0	0	0	
Classroom / Teaching Supplies & Materials	15,000	22,500	33,750	50,625	56,625	add 25% annually
Special Ed Supplies & Materials	5,000	8,000	11,000	14,000	17,000	add 3K annually
Textbooks / Workbooks	40,000	60,000	80,000	100,000	120,000	increase by 50 students yearly at 400 per student
Supplies & Materials other	15,000	22,500	33,750	50,625	75,938	
Equipment / Furniture	25,000	40,500	56,000	71,500	87,000	add 50 desks and chairs at 210 each and 5,000 for new teachers desks chairs other furniture
Telephone	10,200	11,220	12,342	13,576	14,934	increase 10% yearly
Technology	30,800	58,240	75,712	98,426	127,953	increase 3% per year - yr 2 add 26 new computers (@700 each) for a computer lab
Student Testing & Assessment	15,000	18,750	23,438	29,297	36,621	increase 25% yearly
Field Trips	7,500	8,250	9,075	9,983	10,981	increase 10% yearly
Transportation (student)	0	0	0	0	0	
Student Services - other	0	0	0	0	0	
Office Expense	15,000	18,000	21,600	25,920	31,104	increase 20% yearly
Staff Development	12,000	15,000	18,750	23,438	29,297	increase 25% yearly
Staff Recruitment	2,000	2,000	2,000	2,000	2,000	
Student Recruitment / Marketing	1,270	1,270	1,270	1,270	1,270	
School Meals / Lunch	0	0	0	0	0	
Travel (Staff)	2,400	3,000	3,750	4,688	5,859	increase 25% yearly
Fundraising	1,200	1,200	1,200	1,200	1,200	
Other	36,600	6,600	7,260	7,986	8,785	repay start right loan increase 10% each year
TOTAL SCHOOL OPERATIONS	233,970	297,030	390,897	504,532	626,566	
FACILITY OPERATION & MAINTENANCE						
Insurance	18,000	23,400	30,420	39,546	51,410	increase 3% each year
Janitorial	0	0	0	0	0	
Building and Land Rent / Lease	125,000	200,000	400,000	450,000	500,000	rent year 1 125K then increase to 200K than to 400K then 450K then 500K based on taking more space in building
Repairs & Maintenance	15,000	22,500	33,750	50,625	75,938	increase by 50% annually
Equipment / Furniture	3,600	5,400	8,100	12,150	18,225	increase by 50% annually
Security	5,000	5,150	5,305	5,464	5,628	increase by 3% annually
Utilities	0	0	0	0	0	
TOTAL FACILITY OPERATION & MAINTENANCE	166,600	256,450	477,575	557,785	651,200	
DEPRECIATION & AMORTIZATION						
	0	0	0	0	0	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
	25,000	25,000	25,000			dissolution yrs 1 - 3
TOTAL EXPENSES	1,607,050	2,222,547	3,121,267	3,668,050	4,312,884	
NET INCOME	0	175,754	89,800	500,590	764,786	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	0	0	0	0	0
School District 2 (Enter Name)	0	0	0	0	0
School District 3 (Enter Name)	0	0	0	0	0
School District 4 (Enter Name)	0	0	0	0	0
School District 5 (Enter Name)	0	0	0	0	0
School District 6 (Enter Name)	0	0	0	0	0
School District 7 (Enter Name)	0	0	0	0	0
School District 8 (Enter Name)	0	0	0	0	0
School District 9 (Enter Name)	100	150	200	250	300
School District 10 (Enter Name)	0	0	0	0	0
School District 11 (Enter Name)	0	0	0	0	0
School District 12 (Enter Name)	0	0	0	0	0
School District 13 (Enter Name)	0	0	0	0	0
School District 14 (Enter Name)	0	0	0	0	0
School District 15 (Enter Name)	0	0	0	0	0
School District - ALL OTHER	0	0	0	0	0
TOTAL ENROLLMENT	100	150	200	250	300
REVENUE PER PUPIL	16,071	15,989	16,055	16,675	16,926
EXPENSES PER PUPIL	16,071	14,817	15,606	14,672	14,376

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	0	0	0	0	0
Other	0	0	0	0	0
Total Operating Activities	0	0	0	0	0
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	25,000	40,500	56,000	71,500	87,000
Other	0	0	0	0	0
Total Investment Activities	25,000	40,500	56,000	71,500	87,000
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	0	0	0	0	0
Other	0	0	0	0	0
Total Financing Activities	0	0	0	0	0
Total Cash Flow Adjustments	25,000	40,500	56,000	71,500	87,000
NET INCOME	25,000	216,254	145,800	572,090	851,786
Beginning Cash Balance	0	25,000	241,254	387,054	959,144
ENDING CASH BALANCE	25,000	241,254	387,054	959,144	1,810,930

Proposal to Establish Family Life Academy Charter School II

Attachment 31(b) - Budget Narrative

Pre-Opening Budget

The Pre-Opening budget will be an estimated \$64,000. We anticipate that we will receive a Start Right loan from the NYC Charter School Center of \$60,000 with an additional \$4,000 coming from various donations from private sources. We will pay a principal, a financial manager, an aide and educational consultants over the 6 month period. The remaining funds will be used to pay for computers desks

Year 1 Budget

Assumptions

In the first year FLACS II will enroll a total of 50 Kindergartners and 50 first grade students. We anticipate adding a grade yearly to a maximum of 8th grade. They will be divided into a total of four classrooms with a teacher and teachers assistant per classroom. We estimate during the first year, 3% of the population will require additional special education services for 20 - 60% of the day while estimating this number to increase to about 6 % annually. We do not anticipate any student requiring Special Education over 60% of their day. Should this occur we anticipate receiving additional funds for these students from earmarked State and Federal funding. We estimate about 84% will be eligible for free lunch and about 7% will be eligible for reduced lunch.

Revenue

All revenue figures in this year one budget and the associated cash flows have been calculated using conservative methods assuming the per pupil funding will remain flat at \$13,527 and all Title monies will remain flat and be based on the free and reduced eligibility. We anticipate receiving ERATE funds based on 90% of our Telephone and Internet services

Proposal to Establish Family Life Academy Charter School II

Expenditures

We estimate we will employ 19 employees the first year including a

- Principal and an Assistant Principal
- Four classroom teachers and Four Assistants teachers
- a Special Ed, ELL, Art and Phys Ed\
- data specialist
- an Operations & Finance manager
- a security and maintenance worker
- an aide

FICA and all payroll taxes are budgeted at 22% of salaries including all health benefits

We will purchase supplies, text and library books, Smart Boards, classroom furniture and computers for 4 classrooms

We anticipate paying \$125,000 of rent the first year.

We plan on paying back half of \$60,000 Start Right Loan received for the pre opening period at a rate of 2% annually.

We have also allocated \$25,000 towards a dissolution fund with the goal of setting aside a total of \$75,000 by the third year.

We will spend funds on supplies

Attachment 31(c) - Financial Planning

For the pre-planning stage of the budget analysis, each individual involved with this application has discussed all aspects of the application and the ramifications on the budget.

We have taken a conservative approach to the budget process analyzing FLACS' budget against actual numbers and extrapolating some of the figures.

Once school is in session, budgeting will be done in a similar way with the Finance Manager, the Principal and the finance committee all discussing numbers and ramifications.

There will be a three month timeline starting in April and ending before June 30 where discussions will take place with the Finance Manager, the Principal and the Finance Committee where needs will be weighed versus the revenue expected and adjusted accordingly. The budget will then be presented to the entire board to be voted on. The Board approved budget will then be sent to CSI by June 30, which has been the deadline in the past.

Proposal to Establish Family Life Academy Charter School II

Attachment 31(d) - Fiscal Impact

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (Billions) (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2012 – 2013	100	\$13,527	\$1,352,700	\$166,440	\$1,519,140	\$19.94	0.0076%
2013 – 2014	150	\$13,527	\$2,029,050	\$253,733	\$2,282,783	\$20.54	0.0111%
2014 – 2015	200	\$13,527	\$2,705,400	\$341,214	\$3,046,614	\$21.15	0.0144%
2015 – 2016	250	\$13,527	\$3,381,175	\$428,901	\$3,810,651	\$21.79	0.0175%
2016 – 2017	300	\$13,527	\$4,058,100	\$516,816	\$4,574,916	\$22.44	0.0204%

Attachment 32 - Insurance

The school will ensure it has all necessary insurance policies in place. We approached Austin and Co., a NYCSA Preferred Vendor to provide us with quotes. The following table represents the list of necessary insurance policies and estimated premiums :

<i>Type</i>	Limits	Estimated Premium
<u>Property - Including Business Interruption and Crime</u>	200,000	\$2,000
<u>General liability</u>	<u>1,000,000/3,000,000</u>	<u>4,000</u>
<u>Directors and officers</u>	<u>1,000,000</u>	<u>2,600</u>
<u>Umbrella Liability</u>	<u>5,000,000</u>	<u>3,000</u>
<u>Student accident</u>	<u>25,000</u>	<u>300</u>
<u>Cat student accident</u>	<u>1,000,000</u>	<u>300</u>
<u>Workers Comp</u>	<u>Statutory Limits based on approx payroll of \$700K</u>	<u>\$5,600</u>
<u>Total Estimated Premium</u>		<u>17,800</u>

Attachment 33 – Fiscal Audits

The school will undergo an annual audit choosing an independent auditor. It will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States.

The school will use the institutes Audited Financial Report Template ensuring the main schedules required are completed. The school will ensure the first annual fiscal audit includes the start-up period (January 1, 2012 through June 30, 2012)

Proposal to Establish Family Life Academy Charter School II

Attachment 34 – Board By-Laws

Article I

Name and Location

The name of this corporation shall be Family Life Academy Charter School II (hereinafter “FLACS II”). Its principal office shall be 800 East 156 Street Bronx, New York 10455 , or such other place as the Board of Trustees may select by resolution or amendment of these bylaws.

Article II

Purpose/Mission

The Family Life Academy Charter School-II (FLACS-II), in conjunction with the Latino Pastoral Action Center and parents, seeks to empower all of its K-8 students, regardless of race, ethnicity, country of origin, socioeconomic status, and/or English language proficiency, to demonstrate mastery of the New York State standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-II seeks to establish an orderly, nurturing, dynamic and safe environment in which learning is engaging, meaningful, and joyful in preparing students to attend and successfully complete high school and college.

Article III

Board of Trustees

Section 1. The Board of Trustees (“Board”) shall be the policy-making body of FLACS II, and shall exercise the powers and authority granted under the law. The Board shall be subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the FLACS II charter and these bylaws.

Section 2. The Board shall consist of no less than seven (7) and no greater than 15 members, and shall fix the number by resolution or amendment of these bylaws.

Section 3. The Board shall elect individuals to serve as Trustees, who in its discretion will serve the interests of FLACS II faithfully and effectively.

Proposal to Establish Family Life Academy Charter School II

a. Trustees shall serve without compensation; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting FLACS II business.

b. No more than 49% of the Trustees shall be interested persons, individuals who are (1) being compensated by FLACS II for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, or (2) family member of any such person.

Section 4. The Board shall elect the Trustees by vote of a majority of the Trustees in office—whether or not the number of Trustees is sufficient to constitute a quorum—or by the sole remaining Trustee.

a. The President and Vice-President of the FLACS II Parents Association shall be ex-officio voting members of the Board.

Section 5. The Board shall have the power to remove Trustees in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

Article IV

Trustees

Section 1. The Trustees elected or appointed shall be elected annually and serve one (1) year terms.

Section 2. The term of the Trustees shall begin on July 1st of a given year, and shall be elected by the Board at an Annual Meeting, a regular meeting designated for that purpose, or a special meeting called for that purpose.

a. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the FLACS II charter or bylaws, or other Board action.

b. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the FLACS II charter or bylaws, or other Board action.

Proposal to Establish Family Life Academy Charter School II

Section 3. The term of a Trustee elected to fill a Board vacancy begins on the date of said Trustee's election, and continues for (1) the balance of the unexpired term in the case of a vacancy created by the resignation, removal or death of a Trustee, or (2) the term specified by the Board in the case of a vacancy resulting from the increase in the number of Trustees authorized, which term shall expire on July 1 of the current or next calendar year.

a. A Board vacancy is deemed to occur on the effective date of a resignation of a Trustee, upon the removal of a Trustee, upon declaration of a vacancy pursuant to these bylaws, or upon a Trustee's death. A Board vacancy also is deemed to exist upon the increase by the authorized number of Trustees.

Section 4. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation shall be effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Section 5. Trustees have the right to inspect and copy all books, records and documents of every kind, and to inspect the physical properties of FLACS II, provided that such inspection is conducted at a reasonable time and after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any federal, state or local law.

Section 6. Trustees have a duty to maintain the confidentiality of Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Session. Any Trustee violating this confidence may be removed from the Board.

Section 7. Trustees shall not be personally liable for FLACS II debts, liabilities, or other obligations.

Article V

FLACS II Director

The Board will select the school leader from final recommendations made by the ad-hoc Selection Committee after a duly constituted search. The Board is responsible for hiring, evaluating compensation recommendations, and firing, replacing the school leader.

Proposal to Establish Family Life Academy Charter School II

Section 1. The FLACS II Director shall be the Chief Executive Officer and shall have the general and active supervision and management of FLACS II, and shall see that all orders and resolutions of the Board are carried out.

Section 2. The FLACS II Director shall:

- a. Have custody of such corporate funds, and shall receive income and receipts and dispose or cause to be disposed of the same only to the extent and subject to such controls as may from time to time be established by the Board.
- b. Keep a record of all receipts and disbursements of funds made by him or her in manner and form satisfactory from time to time to the Board and in keeping with good accounting practices.
- c. Have supervision and control of the annual budget as approved by the Board.
- d. Annually, in consultation with the Trustees as shall be appropriate, prepare and present to the Board for its approval a proposed budget for operations for succeeding fiscal year.
- e. Present to the Board annually a full and detailed report properly audited of the receipt and disbursement of all funds, except the investment funds of FLACS II, during the preceding fiscal year, together with such other financial reports as may from time to time be required by the Board.

ARTICLE VI

Meetings

Section 1. Regular meetings of the Board shall be held at least four (4) times per year and on other dates as determined by the Board, and shall take place at the FLACS II principal office or at another reasonably convenient place the Board may designate.

Section 2. Quorum shall be constituted by a majority of the entire Board, and shall allow for business to be conducted by Trustees present. After fifteen (15) minutes, if this quorum has not been met, the meeting shall continue but no voting shall take place.

Proposal to Establish Family Life Academy Charter School II

- a. In all events, a quorum of Trustees must be physically present to lawfully conduct a Board meeting. Once a quorum is physically present, additional Trustees may participate in a Board meeting through use of video-conferencing, conference telephone calls, or similar communications equipment, to the extent permitted by Article VII of the Public Officers Law (Open Meetings Law), so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Any Trustees not physically present at a Board meeting or participating via video-conference in accordance with the Open Meetings Law will not be deemed present for purposes of Board action, and, accordingly, may not cast votes on matters before the Board.

Section 3. The regular meeting held in June shall be known as the annual meeting and shall be for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 4. Special meetings may be held at any time called by Chair or by any Trustee upon written demand of not less than three (3) Trustees.

- a. Special meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally by telephone, fax or email, or as reasonably practical providing for the circumstances.

Section 5. A majority of the Trustees present at the meeting, whether or not a quorum exists, may adjourn the meeting to another time and/or place.

Section 6: Notice of regular and annual meetings will be provided to the public in accordance with the Open Meetings Law.

Article VII

Officers

Section 1. The officers of FLACS II shall be the Chair, Vice-Chair, Secretary and Treasurer. These officers shall perform the duties prescribed by these bylaws. The Board may establish other officers as it deems advisable.

Proposal to Establish Family Life Academy Charter School II

- Section 2. At the regular meeting held immediately before the Annual Meeting, nominations for the offices shall be taken from the floor. Before the election at the Annual Meeting, additional nominations from the floor shall be permitted.
- Section 3. The officers shall be elected by ballot to serve for one year or until their successors are elected, and their term of office shall begin at the close of the annual meeting at which they are elected. The election of said officers shall be by simple majority.
- Section 4. Trustees may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Board Chair.
- Section 5. Officers serve at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.
- Section 6. The Board may remove any Officer in accordance with the applicable provisions of the Education Law and Not-for-Profit Corporation Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to FLACS II, and the resignation will take effect upon receipt of the notice or at a later date specified in the notice.

Article VIII

Duties of Officers

- Section 1. The Chair shall have general supervision, direction and control of the affairs of FLACS II, and such other powers and duties as the Board may prescribe. The Chair shall moderate FLACS II Board meetings and oversee the proceedings of committees and officers. The Chair shall be subject to the orders of the Board, and none of his or her acts shall conflict with action taken by FLACS II.
- Section 2. The Vice-Chair shall perform all the duties prescribed to the Chair should the Chair be absent or unable to perform the respective duties. In the event the Chair cannot perform his or her duties, the Vice-Chair shall carry out these duties until a new Chair is selected in a subsequent election. The Vice-Chair shall have other such powers and perform such other duties as the Board may prescribe.
- Section 3. The Secretary shall keep a record at the FLACS II principal office of all Board proceedings; shall keep on file all committee and officer's reports; shall keep the FLACS II official roll and shall call the roll when necessary; shall produce minutes

Proposal to Establish Family Life Academy Charter School II

of regular meetings, and make minutes and records available to Trustees upon request; shall furnish officers with whatever documents are required for the performance of their duties; shall maintain record book(s) on hand at every meeting; and in the absence of the Chair and Vice-Chair shall call the meeting to order and preside over them until the immediate election of a Chair pro tem. The Secretary shall have other such powers and perform such other duties as the Board may prescribe.

Section 4. The Treasurer shall help ensure detailed records are kept of all FLACS II properties, receipts and disbursements; make the books of account available for inspection by Trustees upon request; render to the Chair and Board, as requested but no less than once a fiscal year, an account of FLACS II's financial transactions and condition; and prepare reports on financial issues required by an agreement on loans. The Treasurer shall have other such powers and perform such other duties as the Board may prescribe.

Article IX

Committees

Section 1. The Board may create committees for any purpose, and the Board Chair shall appoint members to and designate the committee chairs.

a. The Board Chair may delegate to a committee any of the authority of the Board, except for election of Trustees, filling vacancies on the Board or committees, fixing Trustee compensation for serving on the Board, amendment or repeal of bylaws or the adoption of new bylaws, appointment of other Board committees, and the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

Section 2. The Standing Committees of FLACS II shall be Finance and Compensation, and any other standing committees as the Board may from time to time establish.

a. The Finance Committee will consist of no less than three (3) Trustees, a majority of which shall have no affiliation with the Latino Pastoral Action Center (LPAC), and shall serve at the pleasure of the Board Chair.

1. All financial agreements between LPAC and FLACS II, including but not limited to the leasehold (including, but not limited to, its execution, renegotiation

Proposal to Establish Family Life Academy Charter School II

and enforcement), must be reviewed and approved by the Finance Committee as a condition preceding approval by the Board.

2. In the event that the Board Chair has any affiliation with LPAC, the Chair shall not have the power to remove unaffiliated members of the Finance Committee. Removal of such Trustees must be made by a vote of the Board.

b. The Compensation Committee shall review the performance and annual compensation of the Director and other key employees of FLACS II and make recommendations to the Board.

c. The Committee will monitor school performance and make recommendations to the Board

d. Standing Committees shall consist of no less than three (3) Trustees, and members shall serve at the pleasure of the Board Chair. Any executive committee shall have no less than five (5) members.

Section 3. All committees shall keep records of their actions and report such action to the Board at its next meeting.

Section 4. In case of an overlapping of jurisdictions among committees, the Board Chair shall settle the matter.

Article X

Fiscal Management

Section 1. The fiscal year of FLACS II will begin on July 1 of each year and will end on June 30 of the following year.

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

Section 3. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of FLACS II must be signed by both the FLACS II Director and Board

Proposal to Establish Family Life Academy Charter School II

Treasurer. In certain instances involving de minimis expenses regarding a specific and well-defined set of transaction, a single signature by an authorized individual may be appropriate; in all other instances, two signatures are required.

Section 4. The FLACS II Director shall present annually to the Board, for their approval, an audited balance sheet and statement of income and expenses, certified by an independent certified public accountant firm, prepared in accordance with generally accepted accounting practices.

Article XI

Conflict of Interest

Section 1. Any Trustee, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to FLACS II interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows a conflict of interest exists or can reasonably be construed to exist.

Section 2. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussions). The minutes of the meeting shall reflect the disclosure made, the vote thereon, and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest, and corrective and disciplinary actions with respect to transgressions of such policies.

Section 3. For the purposes of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with FLACS II, or is a director, trustee or officer of, or has significant financial or influential interest in the entity contracting or dealing with FLACS II.

Proposal to Establish Family Life Academy Charter School II

(NOTE: The Board of Trustees is also held to FLACS II Code of Ethics as stated in Section 35 of this proposal.)

Article XII

Indemnification of Corporate Agents

FLACS II may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify Trustees, Officers, and agents of FLACS II against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

Article XIII

Self-Dealing Transactions

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

Article XIV

Parliamentary Authority

Section 1. Whenever any provision of these bylaws is in conflict with the provisions of the charter, the provisions of the charter shall control.

Section 2. The rules contained in the most current edition of Robert's Rules of Order, shall govern FLACS II in any parliamentary question in which they are applicable and are not consistent with the charter, these bylaws and any special rules of order FLACS II may adopt.

Article XV

Proposal to Establish Family Life Academy Charter School II

Amendment of Bylaws

These bylaws may be amended at any FLACS II regular meeting by a majority vote of those present, provided the amendment is submitted in writing at the previous regular meeting, and that no bylaws provision by which more than a majority vote shall be required for any specified action by the Trustees shall be amended, suspended or repealed by a smaller vote than that required for action hereunder, and further provided that such material changes must be approved by the SUNY Trustees or their designee.

Attachment 35 – Code of Ethics

Code of Ethics and Standards of Conduct

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Using phone and computers to conduct personal business
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and

Proposal to Establish Family Life Academy Charter School II

circumstances. Therefore, as a FLACS II employee you are expected to conduct your personal life to avoid unfavorable reflection upon FLACS II.

Use of Facilities and Equipment

This policy establishes rules governing employee use of FLACS II computer network, and options for e-mail and telephone voicemail services and Internet access. FLACS II has developed these rules to ensure that everyone understands how these options function and the limits that properly apply.

All FLACS II equipment, including desks, computers, and computer systems, computer software, diskettes, e-mail, voicemail and other physical and electronic items are for business use; however, these items are provided so that you may receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are school records and property of FLACS II. You have no right to personal privacy in any matter stored in, created, received, or sent over FLACS II computer, e-mail, internet, or voicemail system communications.

FLACS II at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with FLACS II computer, e-mail, voicemail and Internet access systems and equipment.

Computer, e-mail, and voicemail messages you delete or erase may remain stored in the FLACS II computer server or telephone system. By placing information on FLACS II computer system, you give FLACS II the right to edit, delete, copy, republish and distribute such information.

FLACS II Harassment Prevention Policy and FLACS II Policy with respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail communication.

All FLACS II systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of FLACS II policy. Every effort to safeguard your password should be made.

Proposal to Establish Family Life Academy Charter School II

Sharing your network access with other users is strictly prohibited.

If FLACS II provides you access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service that is accessed on or from FLACS II premises using FLACS II computer equipment or via FLACS II paid access methods and/or used in a manner that identifies you with FLACS II. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities)
- Interfere with your productivity or the productivity of your co-workers
- Consume system resources or storage capacity on an ongoing basis
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using FLACS II provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following (Prohibited Activities):

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of FLACS II is prohibited as is the use of FLACS II computer resources to create or propagate computer viruses, cause damage to FLACS II computer files or to disrupt computer services.

Proposal to Establish Family Life Academy Charter School II

- Making changes to computer configurations without permission from the Administrator is strictly prohibited and is a violation of FLACS II policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

FLACS II purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and, therefore, FLACS II does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. FLACS II expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using FLACS II provided e-mail, voice-mail or Internet access or services. FLACS II reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in FLACS II computer or telephone systems.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the FLACS II' computer system for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

Use of Copiers and Mail Systems

You may not use photocopiers for personal purposes and you may not photocopy copyrighted materials without prior authorization. You may not use the FLACS II postage and fax machines for personal use.

Ban Acceptance of Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$50) including but not limited to money, goods, food, entertainment, or services directly or indirectly from: (a) individuals, organizations, or companies serving as vendors or potential vendors for this organization; (b) elected officials or their representatives; (c) candidates for public office or their representatives; (d) party officials or their representatives; or (e) lobbyists. Exceptions may be made by the Principal and his or her designee.

Proposal to Establish Family Life Academy Charter School II

Offers of such gifts in excess of five dollars (\$50), even when refused, must be communicated immediately by the employee receiving such an offer to the Principal and his or her designee.

Visitors in the Workplace

To maintain safety and security, only authorized visitors are allowed in the school building. We request that no visitors (children, parents, spouse, or friends) come to the school without official prior approval from the Principal and his or her designee. Unless staff has planned visits in their schedules; the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

Copyrights

You acknowledge that the entire right, title and interest of any and all writings and other creations that you may prepare, create, write, initiate or otherwise develop as part of your efforts while employed by FLACS II, shall be considered the property of FLACS II. This includes, but is not limited to, any development of a curriculum. These works will be “works for hire” and shall be the schools sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. You further agree to, at any reasonable time upon request, and without further compensation or limitation, execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in FLACS II opinion may be necessary or desirable to secure the school’s full enjoyment of all right, title, interest and properties herein assigned.

No Smoking Policy

The New York State Education Law, Section 409 prohibits tobacco use on school grounds. “School grounds” means any building, structure and surroundings, outdoor ground contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health FLACS II endorses and incorporates this prohibition.

Safety and Security

Consistent with federal OSHA requirements and to protect the well-being of employees, FLACS II recognizes a need to limit the potential harmful effects of occupational

Proposal to Establish Family Life Academy Charter School II

exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all FLACS II employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, FLACS II will provide you with appropriate information.

Right-to-Know

The New York State Right-to-Know law gives you the right to find out what toxic substances are present in FLACS II. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, we are obligated to inform you of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, we will provide you with any information regarding any substances we use, within a 3-day period.

Conflicts of Interest

It is imperative that FLACS II, in reality and in perception, be deemed to operate solely in the best interest of the students it serves. Any taint to its reputation will significantly impact on the mission of the school. As an employee or Board Member of FLACS II you are to be ever mindful of the need to conduct yourself, both in and outside of the school, in a manner that will not bring criticism to yourself and to the school.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of FLACS II' business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if you have any influence on transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the

Proposal to Establish Family Life Academy Charter School II

Principal, in the case of employees, and to the Chairman of the Board, in the case of Board Members, immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which FLACS II does business. As noted elsewhere, accepting a gift from a vendor or business doing business with FLACS II is not permitted.

Attachment 36 – Admissions Policy

FLACS-II, a nonsectarian K through 8 public school will welcome all students who are eligible to attend school under New York State Law. Admission of students to FLACS-II will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. As a public school, FLACS-II will not charge tuition.

FLACS-II will admit each eligible student who is interested in becoming a student at FLACS and submits a timely application by the first day of April, unless the number of applications exceeds the capacity of the grade level. The school will admit no more than 50 students per grade.

If the number of timely applications to the school exceeds capacity, students will be accepted by a random selection process, a lottery. First priority will be given pupils returning to the charter school in the second or any subsequent year of operation and siblings of pupils already enrolled in the charter school. In accordance with Education Law §2854, FLACS-II is specifically designed to provide expanded learning opportunities for students at-risk of academic failure, in particular English language learners. FLACS-II will demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities and English Language Learners when compared to the enrollment figures for such students in School District 8. FLACS-II plans to invoke its right to use an at-risk measure to give ELL students a priority in the lottery to fill 50% of the available slots with ELL students. Priority will also be given to pupils residing in School District 8, in accordance with the Education Law. Priority will be given to students who reside in School District 8, though any student residing in New York City will be eligible for the lottery.

Once capacity is filled, a wait list will be compiled of all remaining applicants. Places on the waitlist will be determined by the results of the lottery.

Admission will not be restricted to Kindergarten, any elementary grade with available spots will be filled with students from the lottery.

The application process will occur as follows:

- Invitations to 4 – 6 “open houses” at the school will be distributed to families in the Bronx in the spring through a vigorous outreach effort which includes flyers posted in the community, informational letters, local media coverage, and information distributed at local community centers.
- At the “open houses”, the principal will provide a presentation to parents and guardians on the school, including key design elements and curriculum.
- Interested parents and guardians will submit an application by April 1 of that year.
- If necessary, a lottery will be held on approximately April 1.

Proposal to Establish Family Life Academy Charter School II

Procedures for Voluntary Student Withdrawal from the School

FLACS-II will be a school of choice. As such, FLACS-II expects that a limited number of families will find that the program does not meet their needs or desires for a school. Likewise, families that move out of district or state may have the need to withdraw their children for logistical reasons. All parents or guardians who wish to withdraw their children must first meet with the principal and classroom teachers in question. At that time, the parties involved will discuss the issues at hand and ensure that FLACS-II truly cannot meet the child's needs or the parent's educational desires. If the family is moving or it is agreed that FLACS-II is not the right place for the child, all school records will be transferred to the new school where the child matriculates and the student will be removed from the FLACS-II roster. At such time that a child withdraws from FLACS-II, the seat that they leave may be filled with the next available student from the waiting list.

Procedures for Currently Enrolled Students to Notify their Intent to enroll the following year

At the end of the year, all families will be asked to complete an intent to enroll form the following year. This will be completed in June.

The procedures for currently enrolled students to notify the school of their intent to enroll the following year.

A student may withdraw from a charter school at any time and enroll in a public school. A charter school may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from the public school has expired, consistent with the requirements of due process.

Outreach Plan

Flyers, advertising the admissions process and mission statement will be distributed throughout the community both within and outside of local community groups and housing projects. Information will also be placed in local media, radio, television, and newspapers to advertise the school and highlight the admissions process. We will also seek to partner with independent pre-K and Head start programs in the area in order to draw in families with students entering Kindergarten. In order to attract English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location.

LPAC will also work with its network of community organizations to publicize the school and invite applicants

FLACS has a record of recruiting comparable figures to its district in these three target areas. By partnering with community partners and organizations.

Proposal to Establish Family Life Academy Charter School II

- The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;

Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;
- Any “at-risk” admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;
- The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1st of each year;
- An outreach plan including strategies for: (1) recruiting prospective students and (2) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location;
- The specific targeted student population (if any);
- The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);
- The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;
- The manner in which the waitlist will be maintained;
- The procedures for an enrolled student’s withdrawal from the school; and
- The procedures for currently enrolled students to notify the school of their intent to enroll the following year.

Proposal to Establish Family Life Academy Charter School II

Attachment 37 – Discipline Policy

Students, teachers, and other school staff will be required to participate fully in creating and maintaining the school's vision of an orderly, safe, and supportive learning environment conducive to achieving high standards. To this end, the following discipline code will be adopted for the entire school. In order for each individual to ensure that their own rights are respected, they must also take responsibility for protecting and respecting the rights of those around them.

Part of FLACS-II's mission is to empower all students to achieve at a high standard, take responsibility for their own learning, and explore and affirm human values. The school believes that it is important to instill skills and values in its students that will ensure their success in school and in society. Therefore the development of character is of the utmost importance at FLACS II. A supportive school culture, a strong character education program, and a relevant curriculum with engaging, appropriate, and academically challenging activities will reduce discipline issues, improve social achievement, and foster good citizenship. The school will implement a life skills/character values program that is infused through lessons and daily activities. Several intervention measures will be established to minimize disruptions, distractions, and infractions of the discipline policy. As such, the focus of the discipline policy is prevention, not reaction. The discipline policy listed below is the same policy currently being used at FLACS.

School-Wide Rules

FLACS-II will have four cardinal rules, which are listed below.

1. Every person will be treated with kindness and respect.
2. Keep your hands and feet to yourself .
3. Respect all property – both public and private.
4. Use kind words and actions.

All students are expected to know and follow our cardinal rules and share their thoughts and concerns with staff and students during class meetings, life skills/values activities and projects. Teachers will review and explicitly teach these rules so that a culture of consistency is maintained and students know what is expected of them in school. These rules will also be shared with families at the beginning of the year during the back-to-school curriculum night and included in the parent handbook that will be distributed to families each year.

Student Responsibilities

All students are also expected to adhere to certain responsibilities that are in synchronization with the cardinal rules of FLACS. Students responsibilities include:

- attending school regularly and being on time
- coming to school prepared and ready to learn, including being in school uniform
- taking care of all school materials, equipment, supplies and books

Proposal to Establish Family Life Academy Charter School II

- behaving in a manner that creates a safe learning environment and which does not violate other students' right to learn and teachers' right to teach
- being polite, courteous, and respectful towards others regardless of age, race, creed, color gender, religion, national origin, physical disabilities and refrain from making comments or slurs on any of the above items
- behaving in a polite, cooperative and respectful manner toward students, parents, teachers, and other school staff
- resolving problems and conflicts peacefully
- using appropriate language at all times
- bringing to school only those personal possessions that are safe and do not interfere with the educational process of others
- making choices that show leadership and set a positive example to others

Preventative and Guidance Measures

An essential element of the discipline policy is prevention. As such, FLACS-II will implement the following measures to help minimize infractions of the discipline code. Likewise, the following guidance interventions may be enacted in order to proactively minimize future occurrences of the behavior or infraction once it has occurred. These preventative and guidance measures include:

- parent outreach
- mentoring
- conflict resolution education
- development of an individual behavior contract
- use of short-term behavioral progress reports
- referral to the child study
- intervention by counseling staff on site or through a community based organization
- individual/group counseling
- referral to a community based organization for additional services

Disciplinary Code and Consequences

There are times when students have extreme difficulty following school rules and student responsibilities, even with preventative measures in place. During these times FLACS-II will utilize a modified version of the *Citywide Standards of Intervention and Discipline Measures* that has been adapted for FLACS-II. This is the same version used in FLACS currently. The following pages include FLACS-II student responsibilities and a summary of the modified *Citywide Standards of Conduct and Uniform Disciplinary Measures Policy*¹ The following pages are adapted from, and in some areas, directly copied from this document and FLACS. It clearly outlines prohibited actions of students and intervention measures appropriate for each infraction. Behavioral infractions not listed are subject to disciplinary measures by teachers, administrators and other designated school personnel.

¹ This document can be accessed at <http://schools.nyc.gov/NR/rdonlyres/B4C3EAD9-AA61-4430-A6C3-D389F6238700/89553/DiscCode2011.pdf>

Proposal to Establish Family Life Academy Charter School II

The FLACS-II Discipline Code applies to behavior in school during school hours, while on school property before and after school, while traveling on vehicles provided by the school, at all school-sponsored events and trips. In addition to consulting the Discipline Code, prior to determining the appropriate disciplinary and/or intervention measures, administrators, teachers, and others school staff must consider: the student's age, maturity, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each); the circumstances surrounding the incident leading to the discipline; and the student's IEP and 504 Accommodation Plan, if applicable. Every reasonable effort should be made to use the least severe disciplinary responses to remediate the behavior. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level I

Level 1 Infractions – Insubordinate Behaviors	Level 1 – Range of Possible Disciplinary Responses
1. Unexcused absence from school (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff.
2. Failing to wear the required school uniform (unless there is an exemption for religious observance) (A and/or D only)	
3. Being late for school	
4. Bringing prohibited equipment or material to school without authorization (i.e., cell phone, beeper, or other electronic communication/ entertainment device)	
5. Failing to be in one’s assigned place on school premises	
6. Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway)	
7. Engaging in verbally rude or disrespectful behavior	
8. Wearing clothing or other items that are unsafe or disruptive to the educational process	
9. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level II

Level 2 Infraction- Disorderly Disruptive Behaviors	Level 2 – Range of Possible Disciplinary Responses
10. Smoking and/or possession of matches or lighters (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days
11. Gambling	
12. Using profane, obscene, vulgar, lewd or abusive language or gestures	
13. Lying to, giving false information to, and/or misleading school personnel	
14. Misusing property belonging to others	
15. Engaging in or causing disruptive behavior on the school bus	
16. Leaving class or school premises without permission of supervising school personnel	
17. Engaging in inappropriate or unwanted physical contact (grades K-3 only)	
18. Violating the FLACS-II’s Internet Use Policy, e.g., use of the schools system for non-educational purposes, security/privacy violations	
19. Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another’s test paper, using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; b. Plagiarizing (appropriating another’s work and	

Proposal to Establish Family Life Academy Charter School II

<p>using it as one's own for credit without required citation and attribution, e.g., copying written work from the Internet, or any other source) (grades 4-5 only)</p> <p>c. Colluding (engaging in fraudulent with another person in preparing written work for credit.</p>	
<p>20. Engaging in a pattern of persistent Level 1 behavior in the same school year</p>	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level III

Level 3 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 3 - Range of Disciplinary Responses
21. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents.	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days H. Continued suspension for a fixed period of 6-10 school days
22. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, or disability	
23. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay or other minor altercation), or throwing an object (e.g., chalk) or spitting at another person	
24. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules	
25. Engaging in theft or knowingly possessing property belonging to another without authorization	
26. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means	
27. Engaging in inappropriate or unwanted physical	

Proposal to Establish Family Life Academy Charter School II

contact (Grades 4-5 only)	
28. Engaging in gang-related behavior (e.g. wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (D-H only)	
29. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only)	
30. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only)	
31. Engaging in a pattern of persistent Level 2 behavior*	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
32. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D-H only)	D. Parent Conference E. In school disciplinary action (e.g. Exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff. G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days. I. Suspension that results in expulsion.
33. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury	
34. Engaging in an act of coercion or threatening violence, injury or harm to another or others	
35. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-I only)	
36. Engaging in intimidating and bullying behavior, including cyber-bullying — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability	
37. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) (for	

Proposal to Establish Family Life Academy Charter School II

grades 4-5 only)	
38. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol	
39. Taking or attempting to take property belonging to another without authorization	
40. Falsely activating a fire alarm or other disaster alarm (D-H only)	
41. Making a bomb threat (D-H only)	
42. Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)	
43. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)	
44. Starting a fire (G-I only)	
45. Inciting/causing a riot (G-I only)	
46. Possessing or selling any weapon as defined in Category II (G-I only)	
47. Using controlled substances without appropriate authorization, or using illegal drugs and/or alcohol (G-I only)	
48. Engaging in a pattern of persistent Level 3 behavior in the same school year.	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level V

Level 5 Infraction- Seriously Dangerous or Violent Behavior	Level 4 - Range of Disciplinary Responses
49. Threatening to use or using force to take or attempt to take property belonging to another	G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days. I. Suspension that results in expulsion
50. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents	
51. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	
52. Planning, instigating, or participating with another or others, in an incident of group violence	
53. Engaging in threatening, dangerous or violent behavior that is gang-related	
54. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (grades 4-5 only)	
55. Selling or distributing illegal drugs or controlled substances and/or alcohol	
56. Possessing or selling any weapon, other than a firearm, as defined in Category I	
57. Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others	
58. Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others	
59. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others	
60. Possessing or using a firearm	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level I

Level 1 Infractions – Insubordinate Behaviors	Level 1 – Range of Possible Disciplinary Responses
1. Unexcused absence from school (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff.
2. Failing to wear the required school uniform (A and/or D only)	
3. Cutting classes (reporting to school and failing to attend one or more programmed classes)	
4. Being late for school or class	
5. Bringing prohibited equipment or material to school without authorization (i.e., cell phone, beeper, or other electronic communication/entertainment device)	
6. Failing to be in one's assigned place on school premises	
7. Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway)	
8. Engaging in verbally rude or disrespectful behavior	
9. Wearing clothing or other items that are unsafe or disruptive to the educational process	
10. Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules	
11. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level II

Level 2 Infraction- Disorderly Disruptive Behaviors	Level 2 – Range of Possible Disciplinary Responses
12. Smoking and/or possession of matches or lighters (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days
13. Gambling	
14. Using profane, obscene, vulgar, lewd or abusive language or gestures	
15. Lying to, giving false information to, and/or misleading school personnel	
16. Misusing property belonging to others	
17. Engaging in or causing disruptive behavior on the school bus	
18. Engaging in a pattern of persistent Level 1 (5–12) behavior in the same school year	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level III

Level 3 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 3 - Range of Disciplinary Responses
19. Leaving class or school premises without permission of supervising school personnel	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days H. Continued suspension for a fixed period of 6-10 school days
20. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents.	
21. Entering or attempting to enter a school building without authorization	
22. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, or disability	
23. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay or other minor altercation), or throwing an object (e.g., chalk) or spitting at another person (for fighting use B37)	
24. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules	
25. Engaging in gang-related behavior (e.g. wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (D-H only)	
26. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means	

Proposal to Establish Family Life Academy Charter School II

27. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only)	
28. Knowingly possessing property belonging to another without authorization	
29. Engaging in sexual conduct on school premises or at school-related functions	
30. Violating FLACS-II's Internet Use Policy.	
<p>31. Engaging in scholastic dishonesty which includes but is not limited to:</p> <p>a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p>	
32. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only)	
33. Engaging in a pattern of persistent Level 2 behavior in the same school year	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
34. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)	D. Parent Conference E. In school disciplinary action (e.g. exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff. G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days. I. Suspension that results in expulsion.
35. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or ob- scene, vulgar or lewd pictures of students or staff, including posting such material on the Internet	
36. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury (G-I only)	
37. Engaging in an act of coercion or threatening violence, injury or harm to another or others	
38. Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury (students may also be excluded from the bus as per Chancellor’s Regulation A-801)	
39. Engaging in intimidating and bullying behavior, including cyber-bullying — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability	

Proposal to Establish Family Life Academy Charter School II

40. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol	
41. Falsely activating a fire alarm or other disaster alarm	
42. Making a bomb threat	
43. Taking or attempting to take property belonging to another without authorization (G-I only)	
44. Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)	
45. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)	
46. Starting a fire	
47. Inciting/causing a riot	
48. Possessing or selling any weapon as defined in Category II	
49. Using controlled substances without appropriate authorization, or using illegal drugs and/or alcohol	
50. Engaging in a pattern of persistent Level 3 behavior in the same school year	

Proposal to Establish Family Life Academy Charter School II

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
51. Threatening to use or using force to take or attempt to take property belonging to another	G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days. I. Suspension that results in expulsion.
52. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents	
53. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	
54. Planning, instigating, or participating with another or others, in an incident of group violence	
55. Engaging in threatening, dangerous or violent behavior that is gang-related	
56. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity	
57. Selling or distributing illegal drugs or controlled substances and/or alcohol	
58. Possessing or selling any weapon, other than a firearm, as defined in Category I	
59. Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others	
60. Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others	
61. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or other	
62. Possessing or using a firearm	

Proposal to Establish Family Life Academy Charter School II

Prohibited Weapons

Category I

- Firearms, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun
- Airgun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chucka stick, and metal knuckles
- Sandbag and sandclub
- Slingshot (small, heavyweights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nunchucks and shirkens
- Explosives, including bombs, firecrackers and bombshells

Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Stun pens or other stun weapons
- Laser beam pointers
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

Definitions of Disciplinary Responses

Removal from a Classroom by a Teacher. A student who engages in behavior that is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from the classroom by the teacher for 1-4 days, with administrative approval. Removed students will be sent to a location within the school where they will be provided with continued educational services including classwork and homework.

Suspension. A student may be suspended when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities. Suspended students will be provided with independent instruction including homework and classwork.

Proposal to Establish Family Life Academy Charter School II

Right to Due Process

All students at FLACS-II have the right to due process within their school. This includes the right to

- be provided with the Discipline Code and rules and regulations of the FLACS-II;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school;
- know possible dispositions and outcomes for specific offenses;
- receive written notice of the reasons for disciplinary action taken against them in a timely fashion;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers;
- know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
- be accompanied by a parent/adult in parental relationship and/or representative at conferences;
- challenge and explain in writing any material entered in their student records.

Proposal to Establish Family Life Academy Charter School II

Attachment 38 – Dress Code Policy

FLACS-II will have a uniform that all students are expected to wear each day. FLACS-II will make provisions to ensure that the uniform can either be purchased inexpensively at a local vendor or ordered directly through the school itself. As part of the uniform, students must wear:

- solid dark colored pants
- solid plaid skirt or jumper
- solid shirt or blouse with a collar
- school tie
- solid colored sweater or cardigan for cold weather
- solid colored dress shoes

On physical education days, students must wear:

- solid colored sweatpants
- school t-shirt

The exact colors of the uniform and local vendors who supply these items will be shared with parents when students are accepted into the lottery.

In addition, the following items will be prohibited as part of the dress code:

- indoor use of hats and stocking caps, with exceptions for head covers worn in connection with the exercise of religious practice
- clothing that does not fit properly, such as being too baggy or too tight
- skirts shorter than knee-length
- open-toed shoes
- sneakers, except on physical education days
- make-up
- excessive jewelry

FLACS-II will put into place a plan to subsidize the cost of uniforms for parents who are unable to afford them. The school leader will maintain a small fund to subsidize the cost of the uniforms. Families will be required to meet with the school leader to explain the specific need. Fundraising through the Parent Teacher Association and the Board of Trustees would contribute to this fund. The school would also facilitate the donation of gently used uniforms of students who have outgrown these materials.

Exceptions to the dress code may be made for certain events or school trips. Families will be notified in a timely manner of such changes. Also, exceptions will be made for students for whom the dress code as written violates a religious obligation or observance.

Students who do not come to school in the stated uniform may be sent to the main office to pick up missing uniform parts. Parents or guardians will also be notified. Students will not be removed from class instruction for not wearing the school uniform.

Proposal to Establish Family Life Academy Charter School II

Attachment 39 – Complaint Policy

Procedures for Filing a Complaint or Grievance

Individuals with grievances will be directed to speak with the appropriate school personnel (i.e., the related teacher or staff member). If the matter is not resolved, the matter will be referred to the principal. In the event that the principal cannot resolve the situation, the following grievance procedures will be followed:

- A Grievance Committee will be established. This committee is described below.
- Individuals should address their issue in writing to the Board of Trustees.
- One of the Board of Trustees will chair the Grievance Committee.
- Once the committee reviews the issues, the matter will be referred to the appropriate person, cluster, or committee for further investigation, mediation, action and/or recommendations.
- A report will be generated back to the Board's Grievance Committee for final resolution or referral to the full Board.

Each Board meeting will have a designated time for public speaking.

Grievance Committee

FLACS-II will establish a Grievance Committee to address complaints brought against the school by any individual or organization for alleged violations of the law or the school's charter regarding the management and operation of the school. The Grievance Committee shall be comprised of two Trustees elected by the Board of Trustees, two parents selected by the Parents Association and two teachers elected by the entire teaching staff.

All complaints for alleged violations of the law or the school's charter regarding the management and operation of the school shall be brought first to the Board of Trustees who shall be required to submit them in a timely manner to the Grievance Committee. The Grievance Committee shall consider the allegation and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken.

Proposal to Establish Family Life Academy Charter School II

FLACS II Grievance / Complaint Procedure

Any parent wishing to formally grieve / complain about a procedure, action, or directive of a FLACS Faculty (Teacher / Teaching Assistant) or Staff (Non Teacher) should follow the FLACS Grievance Procedure below:

Faculty (Teacher / Teaching Assistant) Grievance

Step 1: Have conversation with the Faculty member regarding the concern, if unsatisfied with the Faculty determination or response then;

Step 2: Notify the Principal within (5) days after meeting with the faculty member or soon after the occurrence. The Principal or his/ her designee shall be the investigator and final arbitrator of all such grievances, if unsatisfied with Principal or Principal Designee's determination or response then;

Step 3: File a formal complaint* with the FLACS Board of Trustees in writing, In such instances, the Board Grievance Committee will be the investigators and final arbitrators of the complaint if unsatisfied with the Authorizer's determination or response then;

Step 4: File a formal complaint with our school Authorizer, the Charter School Institute** in writing, if unsatisfied with the Authorizer's determination or response then;

Step 5: File a formal complaint with the Board of Regents/State Education Department*** in writing.

Staff (Non Teacher) Grievance

Step 1: Notify the Director of Operations & Finance within (10) days of incident, if unsatisfied with the Director's determination or response then;

Continue with step 2 above

Principal Grievance

Step 1: Have conversation with the Principal regarding the concern, if unsatisfied with the Principals determination or response; continue to Step 3;

*FLACS II Board of Trustees,
FLACS II Board of Trustees
Grievance Committee
800 E. 156th Street
Bronx, NY 10455

You may submit a letter or fill out the Grievance/Complaint form available to you from the schools main office.
The Grievance Committee will respond to your complaint in writing; stating received complaint and will begin investigation.

Charter Schools Institute**

Charter Schools Institute
Grievance Desk,
41 State Street, Suite 700
Albany, NY 12207

Submit a letter detailing the complaint and copies of the letters or statements between you and the FLACS Board of Trustees, Grievance Committee.

*** Board of Regents****

Board of Regents
Charter School Unit
465 Education Building Annex
Albany, NY 12234

**** These agencies will not address your grievance / complaint if you have not gone through a formal grievance / complaint procedure at FLACS II.

Proposal to Establish Family Life Academy Charter School II

Procedimiento de Queja

Cualquier padre que desee lamentar / quejar de un procedimiento, la acción o la Directiva de una Facultad de FLACS (Profesor / Docente Asistente) o personal (no maestros) debe seguir el procedimiento de queja de FLACS a continuación:

Queja de Facultad (Profesor / Docente Asistente)

Paso 1: Tenga la conversación con el miembro de la facultad en cuanto a la preocupación, si no está satisfecho con la determinación o la respuesta de la facultad;

Paso 2: Notifique al Principal dentro de los (5) días después de reunirse con la facultad o después del incidente. El Principal o su designado será el investigador y el arbitro final de dotas esas quejas, si no está satisfecho con la determinación o la respuesta del Principal;

Paso 3: Presente una queja formal* con la Junta de la escuela en escrito, En casos así, el Comité de Queja de la Junta será el investigador y el arbitro final de dotas esas quejas, si no está satisfecho con la determinación o la respuesta del Comité;

Paso 4: Presente una queja formal con los autorizadores de la escuela el Charter School Institute (CSI)** en escrito, si no está satisfecho con la determinación o la respuesta de CSI;

Paso 5: Presente una queja formal con la Junta de Regentes / Departamento de Educación del Estado *** en escrito.

Queja de Personal (No Maestro)

Paso 1: Notifique al Director de Operaciones & Finanzas dentro de (10) del incidente, si no está satisfecho con la determinación o la respuesta del Director;

Siga con el Paso 2 de anterior

Queja de Principal

Paso 1: Tenga una conversación con el Principal en cuanto a la preocupación, si no está satisfecho con la determinación o la respuesta del Principal siga con el Paso 3 de anterior;

*FLACS II Board of Trustees,
FLACSII Board of Trustees
Grievance Committee
800 E. 156th Street
Bronx, NY 10455

Persona de Contacto:
Puede mandar una carta o llenar el formulario de queja que esta disponible en la oficina central de la escuela. Recibirá una carta del Comité indicando que han recibido su queja y que empezaran la investigación.

Charter Schools Institute**

Charter Schools Institute Someta una carta con la queja y todos los detalles incluyendo copias
Grievance Desk, de usted y el Comité de Queja De FLACS sobre la queja
41 State Street, Suite 700
Albany, NY 12207

*** Board of Regents****

Board of Regents
Charter School Unit
465 Education Building Annex
Albany, NY 12234

**** Estas dos agencias no abordara su queja / reclamo si usted no ha ido a través del procedimiento formal de queja en FLACS II.

Proposal to Establish Family Life Academy Charter School II

Attachment 40 – Dissolution Procedures [Ed. L. . §2851 (2) (t)]

Holding Public Meetings - In the event of closure or dissolution of FLACS II, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents or legal guardians of children enrolled in FLACS II. Additionally, a list of students attending FLACS II will be sent to the local district of where the FLACS II students reside..

Transfer of student records – FLACS II shall transfer student records to the school district in which the children reside at, and the parents or legal guardians of the enrolled students shall be notified of the transfer of records and the availability of a copy of such records for the parent / guardian.

Logistical t ransfer of s tudents - The dissolution process will begin with a meeting of the leadership team of FLACS II that will include at least the Board Chair, Principal, and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline that will be outlined by the Institute and developed by the School’s administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives from the Institute to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of FLACS II.

Days 1-5

1. FLACS II will deliver a current student list to the NYCDOE designated districts.
2. The Principal will conduct a meeting(s) with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution.
3. A FLACS II Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer.
4. The FLACS II Principal will notify all parents in writing of the closure of the school and the ensuing placement process.
5. The Principal will meet with the students to discuss the school’s closing and the ensuing placement process.
6. FLACS II will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss FLACS II closing and the transfer of students to other public schools.
7. FLACS II will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process.
8. FLACS II website will be recognized as a primary source of information about the school’s closing, the dissolution process and the placement of students in other public schools.
9. FLACS II pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Proposal to Establish Family Life Academy Charter School II

Days 5-15

1. The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent.
2. The pupil personnel staff will commence student placement meetings.
3. FLACS II will provide written notice to appropriate office departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.
4. FLACS II will notify in writing school Principals in schools likely to receive transfers from FLACS II of the closure and provide contact information for school personnel handling transfers.

Days 15-30

1. The pupil personnel staff will continue with student placement meetings.
2. A list of students and their known preferences for relocation will be prepared by the counseling staff and sent to the Principal.
3. FLACS II will transfer student records to the NYCDOE upon completion of the placement meeting between the School pupil personnel staff and individual students.
4. Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records.
5. FLACS II will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Establishment of an Escrow Account – FLACS II has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. The escrow fund will be established within the first three years of the school in increments of \$25,000 per year. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

Transfer of FLACS II assets to another school within District 8 - The Principal will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Principal will maintain an up-to-date inventory of the assets of the school. He/she, with the assistance of the Finance Committee of the Board of Trustees, will attend to the payment of all outstanding debts of the School. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Principal with the cooperation of CSI. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Executive Committee of the FLACS II Board for review and approval prior to its implementation.

The remaining assets of FLACS II, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where FLACS II is located or directly to the local district school where FLACS II is located.

Proposal to Establish Family Life Academy Charter School II

Attachment 41 –Personnel Policies

See attached Personnel Policies of FLACS-II, adapted from the FLACS Employee Personnel Manual.

Family Life Academy Charter School-II

Employee Personnel Manual

Table of Content

Introduction and Welcome _____ 6

Employment _____ 7

- Equal Opportunity Employer
- Americans with Disabilities
- Immigration Law Compliance
- Primary Goals and Responsibilities of Faculty/Staff
- Relationships with our School Community
- Employee Professional Conduct
- Harassment
 - No-Harassment Policy
 - Defining Harassment
 - Sexual Harassment
 - Other Harassment
- Investigation and Redemption
- Violence in the Workplace
- Child Abuse
 - Procedures for Reporting Child Abuse
- Hiring
 - Recruitment
 - Eligibility to Teach in a Charter School
 - Nepotism
 - Outside Employment
 - Employment Categories
- Background Checks
- Adjustment to Employee Status
- Phasing Out and Elimination of Positions
- Resignation
- Termination

School Policies _____ 20

- Travel
- Personal Phone Calls
- Other Reimbursements
- Grievance Procedures
- Confidentiality
- Personal Inquires
- Personal Appearance/Dress Code
- Solicitation
- Code of Ethics and Standards of Conduct
- Use of Facilities and Equipment
- Use of Phone, Copiers, and Mail Systems
- Ban Acceptance of Gifts
- Visitors in the Workplace
- Copyrights
- No Smoking Policy
- Safety and Security
- Right-to-Know
- Conflicts of Interest

- Examination of Personal Files
 - Personal Records and Files
 - Employee Evaluation

Time and Attendance (Payroll Service) _____ 33

- Work Year
- Work Days and Hours
- Time Sheets
- Holidays
- Weather Days and Other Closings
- Pay Periods
- Overtime
- Paid Deductions and Garnishments

Personal Days

Accrual of Personal Days

Use of Personal Days

Bereavement Leave

Unauthorized Absences

Verification of Absence

Military Duty

General Leave With or Without Pay

Unused Leave/Accrual Days

Jury Duty

Unemployment Compensation

Insurance/Health/IRA

Medical Insurance

Declination of Medical Insurance

Workers Compensation

Disability Insurance

COBRA

Reservation of Rights

Pension

Welcome to FLACS-II

Welcome to the Family Life Academy Charter School-II. The Administration, Staff, and Students of FLACS-II would like to congratulate you on your decision to commit to serving the children of the Highbridge community and the city of New York. We trust that this decision will prove beneficial to you, FLACS-II, and the families and students we serve. It is important to us that all staff members are informed about the many benefits and services provided to the employees of FLACS-II. Therefore, we have prepared this handbook for your personal use.

The information in this handbook is important to all of the staff at FLACS-II. Read the manual now and keep it in a convenient place. You will want to refer to your handbook when you have questions about school policies and benefits. However, this document is informational only. It is not an attempt to provide a complete reference to the law, employee rights and/or the regulations of the State Education Department. If specific questions arise, we urge you to discuss those inquiries with the appropriate administrative staff.

This school, as all charter schools in New York State, is subject to the provisions contained in both federal law and certain laws of the State of New York. Charter schools are bound by the same New York State health and safety, civil rights, and student assessment requirements as other public schools. Additionally, FLACS-II is subject to the requirements of the Compulsory Education Law and student performance standards adopted by the Board of Regents. From time-to-time the need will arise for this school to amend, modify, rescind, delete, supplement, or add to the provisions in this handbook as law and regulations dictate. In addition, administrative policies may be made by the Board of Trustees of this school. These policies, within this school have the force of the law and you are expected to be bound by these policies. Every effort will be made to keep you informed of all changes in laws, regulation and policy. The Principal, Director Finance & Operations or designee will attempt to provide you with notifications or any other changes as they occur.

No policy contained in this handbook can be inconsistent with federal or applicable state law. Additionally, FLACS-II will be bound by all of the provisions contained in the New York State Charter Schools Act and, if applicable, the regulations applicable to city employees.

In 1998, New York State joined the majority of states with the adoption of the Charter School Act. New York's legislation is significantly different from other states legislation. Within New York State, charter schools were established with the following criteria in mind: "Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education, by creating alternatives to the existing system, giving parents real choices and creating a competitive atmosphere so all children can improve."

We hope that you enjoy the challenge of working at FLACS-II and we wish you great success in your future here.

Mission Statement

The Family Life Academy Charter School-II (FLACS-II) in partnership with the Latino Pastoral Action Center (LPAC) and parents, seek to empower all K-8 students to achieve high standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

Employment

Employment at Will

School staff is employed and serve at will. The employment relationship can be terminated at any time by either the employee or FLACS-II.

Equal Opportunity Employer

FLACS-II is committed to equal employment opportunity. The school does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at FLACS-II will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this school including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of the Principal or his or her designee. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

Americans with Disabilities Act (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. As an employee, we are obligated to inform you that the Americans with Disabilities Act which gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, FLACS-II will comply with the requirement to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on FLACS-II. Individuals who believe they need an accommodation to perform their jobs should submit a written request to the Director Finance & Operations, Human Resources Administrator or their designee with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

Immigration Law Compliance

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of your hire date. Failure to provide the appropriate documentation will be grounds for termination.

Primary Goals and Responsibilities of Faculty/Staff

As an employee of FLACS-II your primary responsibility is for the health, safety and educational success of the children in your charge and all other children from the school when they are near you. It is important to always be alert to any safety hazard, of the appearance of a possible safety hazard, poor supervision of children or inattentiveness to their needs. If any of these conditions are noticed, the Principal, Director of Finance & Operations, Educational Administrator, Human Resources Administrator or their designee must be alerted immediately.

Your next responsibility is the development of each child's potential (social-emotional, physical and intellectual) as well as the development of good work habits and positive attitudes.

FLACS-II encourages communication between parents, teachers and administrators. Your responsibility toward the parents make it necessary for you to conduct yourself and expect your class to conduct themselves in such a way that, parents will not have to worry about their child's safety, mental health, happiness or development as a person. In addition parents count on your support, encouragement, and help in the difficult job of raising a child in today's world, as they cope with the challenge of meeting their career goals and personal needs.

You are expected to be non-judgmental towards people with different life styles and towards families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves and who may be dealing with the issues of changing life styles and family patterns. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their lives, so as an entity that serves families it is vital that we (the staff) possess good people communication skills. In addition, we all have a serious responsibility towards the school, its reputation, and its success educationally.

It is also important to understand that we have a responsibility to society as an educational institution for helping young children become caring people with high standards and goals, well organized, wise and competent people. You are in a unique position to help create a more compassionate, responsible and ethical generation. By creating a most carefully designed and equipped environment (social and physical) you can dedicate yourself to providing the most effective education for the children in your care.

Relationships With Our School Community

It is important to realize that we exist because of the needs of our community to have an alternative approach and philosophy in the delivery of information to the students whom we serve. Impressions are constantly changed and formed by every contact parents and the community at large has with us. Every time our parents or community members hear or see anything having to do with FLACS-II, it strengthens or changes their perception of our school.

When our parents send us their children, they have great expectations and a very positive impression of our school and mission. It is up to each of us to fulfill these expectations and build a lasting impression. We must consider quality and professionalism in every aspect of what we do and say. Our reputation and commitment is what will determine the future success of FLACS-II.

Employee Professional Conduct

The mission of FLACS-II requires that all involved in the school work to develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional and personal respect, and for a high level of mutual support.

We value teachers, school support staff and volunteers actively participating in discussions of decisions affecting them. The value of diversity in perspectives leads to a deeper understanding of organizational reality and an enriched knowledge base for decision making. FLACS-II values employees resolving conflict in a healthy way that leads to stronger solutions for complex issues. Personal self reflection and introspection is encouraged.

Authentic community requires respect for individual privacy. Among other things, this means a high degree of attention to confidentiality. As individuals within the community, we should share information about one another and our students on a judiciously defined need to know basis. If one needs to know something in order to carry out school responsibilities, one should know it; otherwise the information should not be shared.

FLACS-II emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all school matters, including information about children and families as well as employees. Personnel/children's records may not be taken out of the office. Our obligation to maintain confidentiality requires that information not be released to anyone other than to the child's parent without the express written consent of the parent. This handbook will further address the confidentiality demands of FLACS-II employees in subsequent sections.

Harassment

No-Harassment Policy

FLACS-II is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated at FLACS-II. FLACS-II prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by Federal, State or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors, and guests. Likewise, FLACS-II will not tolerate retaliation or reprisals of any type against any employee who complains of any type of harassment, provides information in connection with any such complaint.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with FLACS-II
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here. FLACS-II prohibits sexual harassment at any time of any employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting the school's premises.

Sexual harassment is a form of sex discrimination in violation of Federal, State and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. All of the same applies in connection with the educational or commercial relationships within FLACS-II. You cannot be forced to submit to such conduct as a basis for any employment decision and the school will do its best to

keep its workplace free of any conduct which creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee towards another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading, verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any FLACS-II employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and welcomed by both parties; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

Other Harassment

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status or other prohibited basis and which interferes with the individual's work performance or creates an intimidating, hostile or offensive work environment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors and guests. FLACS-II will not tolerate such behavior.

Investigation and Redemption

If an employee believes that he or she has experienced sexual and/or any other form of harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Principal, his or her designee, or any member of the FLACS-II Board of Trustees with whom that employee feels comfortable.

All reports of harassment or sexual harassment will be promptly investigated by the Principal, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If the Principal determines that harassment has occurred, the Principal or his or her designee shall take appropriate corrective action with the approval of the FLACS-II Board of Trustees. Such corrective action may include, but is not limited to, an official memorandum in the offending employee's personnel file or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment.

Violence in the Workplace

FLACS-II is committed to preventing workplace violence. Given the increasing violence in society in general, FLACS-II has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of FLACS-II.

FLACS-II will not tolerate conduct that threatens, intimidates, or coerces another employee, a FLACS-II student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age or any characteristic protected by Federal, State, or local law. (See the FLACS-II No Harassment Policy)

Immediately report violence or threats of violence, both direct and indirect to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

FLACS-II will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, FLACS-II may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

FLACS-II encourages employees to bring their disputes or differences with other employees to the attention of their supervisors, the Principal or Director Finance & Operations or their designee before the situation escalates into potential violence. FLACS-II is eager to assist in the resolution of employee disputes, and will not discipline you for raising such concerns.

Child Abuse

Procedures for Reporting Child Abuse

- I. Child Abuse or Maltreatment Pursuant to 411 et. Seq. of the Social Services Law

Pursuant to 413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment (SCR). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-635-1522.

Child “abuse” occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible person) knowingly allowed another to inflict such harm.

Child “maltreatment” (which includes neglect) occurs when a child’s physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent’s (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

All employees are mandated reporters therefore, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. “Reasonable cause” to suspect child abuse or maltreatment means that, based on a school official’s rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student’s care, the employee must report the situation to the Principal immediately.
2. If, based on the employee’s report, the Principal reasonably believes that abuse or maltreatment has occurred, the Principal or his or her designee must immediately call the ACS hotline at 1-800-635-1522 and make a verbal report.
 - a. The Principal should ask the ACS representative his or her name and the “Call I.D.”
 - b. Within 24 hours of the Principal’s verbal report to the SCR hotline, he or she must complete and submit to ACS mandated reporter from “LDSS-2221A”. Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971

3. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained ACS specialist.
4. The Principal or his or her designee shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to ACS.
5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

II. Child Abuse in the Educational Setting Pursuant to Education Law Article 23

Pursuant to New York Education Law 1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R 100.2(hh)), or oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A listing of the specific allegations.

The report must be given to the Principal immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to 100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law 1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law 1131.

2. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
3. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
4. If a public school administrator received the written report alleging child abuse, the administrator must promptly provide the Principal with a copy of the report as well.
5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
6. The school shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
7. Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the Principal or superintendent of the other district.

Moreover, at least annually, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

Hiring

Upon employment by this organization, all employees are required to complete any and all necessary financial forms, be fingerprinted and benefit applications as deemed necessary by the Principal or by his or her designee. If the information provided by the employee to FLACS-II changes during the course of employment with FLACS-II, it is the responsibility and duty of the employee to alert the Human Resources Administrator or his or her designee as to the changes. If an employee is convicted of or pleads guilty to any crime during the course of his or her employment with FLACS-II, the employee must notify the Principal within five (5) days of such conviction or plea.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with FLACS-II or a prospective employee's likelihood of being hired.

Recruitment

FLACS-II selects applicants for employment on the basis of such factors as experience, character, conformity with the school's mission and philosophy, necessary credentials, and ability to perform their required duties. The school is committed to evaluating each applicant

and employee of the basis of personal skill and merit. The school will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

The school actively seeks diversity in its student/parent body, faculty, staff and administration. FLACS-II is committed to equal employment opportunity. As previously stated, the school does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at the school, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline and all other terms and conditions of employment.

FLACS-II will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on employment applications may result in your exclusion from further consideration for employment and/or termination of employment.

FLACS-II as all charter schools is required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

FLACS-II uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

Eligibility to Teach in a Charter School

Charter School staff members are employees of the charter school, not the school district in which it is located. Except as set forth below you are a public employee of the State of New York in the City of New York and must be certified, in accordance with requirements applicable to other public schools. FLACS-II may employ non-certified teachers with at least three years of elementary, middle, or secondary classroom teaching experience, those having two years of satisfactory teaching experience through the Teach for America program, or individuals who possess exceptional business, professional, artistic, athletic, or military experience.

The school may employ up to five staff members or no more than 30% of its teaching staff who are not certified, whichever is less.

Nepotism

While FLACS-II has and may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, moral or conflicts of interest. Relatives will not be permitted to work in a direct supervisory reporting relationship. The school will attempt to provide alternative employment

within the school for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, FLACS-II defines relatives as spouses, parents, children, step-children, siblings, in-laws, step-parents, brothers, or sisters, and step-children. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

Outside Employment

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing, any other employment, self-employment, consulting, volunteer or board membership activities in which they plan to engage in at the time of employment with FLACS-II. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the Principal prior to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity.

Employment Categories

Full-time employees are regularly scheduled to work forty (40) or more hours per week. Part time employees are regularly scheduled to fewer than 28 hours per week. Each employee is categorized a full-time or part-time, as exempt or non-exempt. You will be informed upon hire whether you are considered a non-exempt or exempt employee. The “exempt” category applies to certain administrative, professional and executive staff. Professional/Instructional employees are exempt and may be asked to work in per session or special projects throughout year at a per session rate. The “non-exempt” category applies to all other employees. In general, non-exempt employees receive pay for approved overtime work.

General Definitions

- a) Full-time Employees - Full-time, regular employees work a minimum of 40 hours per week.
- b) Part-time Employees - Part-time employees (fewer than 28 hours) are not eligible for benefits.
- c) Temporary employees - Employees hired for short-term periods are not eligible for benefits.
- d) Consultants - these independent contractors work under a consultancy agreement, have no employee status, and are not eligible for benefits.

Background Checks

New York State Education Law and Regulation of the Commissioner of Education require Charter Schools to fingerprint prospective employees for the purposes of a criminal history background check. All employees of FLACS-II must be fingerprinted before they will be permitted to begin working. Until the fingerprint clearance is received from the State Education

Department, the employee will not be able to begin working without an Emergency Provisional Appointment made by the FLACS-II Board of Trustees. All costs incurred will be the responsibility of the employee.

Adjustments to Employee Status

The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges or other personnel policies for any employee either upwards or downwards. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

Phasing Out and Elimination of Positions

From time to time, it may be necessary to phase-out or eliminate certain positions previously established within FLACS-II. An orderly process has been established by FLACS-II if such phase-out or elimination of positions is necessary. Anyone whose employment with FLACS-II is terminated because their position is eliminated or phased out is entitled to compensation for accrued and unused leave as described in the section of this manual entitled "Time and Attendance."

Resignation

Employees are required to give written notice before resigning. Employees who do not work directly with students (*i.e.*, secretaries, security guards, bus monitors) must give two weeks written notice to the Principal. All employees who work directly with students (*i.e.*, teachers, literacy specialist/program coordinators, teaching fellows) are expected to complete the school year, barring illness or personal or family emergencies. Should the occasion arise in which an employee who works directly with students wishes to resign without completing the Work Year (as defined in section II of this manual), such employee is required to give to the Board of Trustees and the Principal, in writing, a minimum of two months notice prior to the desired resignation date, unless an exception is made by the Principal.

All employees who do not wish to return to work at FLACS-II the following school year are required to give notice to the Principal, in writing, no later than May 1 of the current school year. Employees who give such notice shall be expected to continue working through the end of the current Work Year.

Regular full-time employees who resign in accordance with the provisions of this section shall be provided with compensation for one-half of all accrued and unused Illness/Personal Days at his or her then-current salary rate, calculated on a pro rata basis.

If an employee fails to give the required notice prior to the desired resignation date, that employee shall forfeit compensation for any and all unused accrued Illness/Personal Days (as defined in section III of this manual), unless an exception is made by the Principal. Such an employee remains eligible for any remaining salary due.

Termination

As an employee of FLACS-II you are an employee at will therefore you may be terminated at any time with or without cause. The school will exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards that FLACS-II is held accountable for. Instances requiring immediate termination will include, but not to be limited to; corporal punishment; use or sale of narcotics; repeated poor performance; excessive absence; excessive lateness; failure to report child abuse; intoxication; demeaning conduct and attitude towards student; employees; visitors or vendors; theft, fighting; abusive or foul language; insubordination; or any other conduct deemed inappropriate by the Principal.

In those instances where the employee has demonstrated deficiencies associated with pedagogical or administrative skills or performance, the employee is entitled, on at least one occasion, to an advisement in writing of the deficiencies and will be given the opportunity to cure the Principal's concerns.

Terminated regular, full-time employees may be provided with compensation for one-half of all accrued, unused Illness/Personal Days (as defined in section III of this manual) at his or her then current salary rate; when day was earned calculated on a pro rata basis.

Employees who are terminated or who resign are subject to the following:

- Under the Consolidated Omnibus Budget Reconciliation Act of 1986 ("COBRA") employees may continue their health coverage for up to 18 months at group rates at the employee's expense.
- All FLACS-II property must be returned to the Principal.
- No FLACS-II proprietary information, including but not limited to FLACS-II records, files, memoranda, student work, computer-stored items and grade books, may be taken by the employee without the express permission of the Principal, and all such information must be returned by employees at termination.
- Employees are encouraged to participate in exit interviews before leaving.
- Employees who are terminated or who resign, and whose last day of work falls prior to the end of a regular Work Year, shall receive compensation on a pro rata basis for time worked.

School Policies

Travel

Employees are eligible for reimbursement for expenses incurred while in travel status on official business for FLACS-II (not including ordinary commuting expenses). To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee prior to the trip. All requests for travel reimbursement must appear on an Expense Report Form (the "Form") provided by Finance and Operations Department.

Unless otherwise approved for by the Principal, all employees traveling on business approved by the Principal are required to abide by the following guidelines:

1. Transportation

The most reasonable mode and class of travel (considering factors such as cost, time efficiency, and convenience) should be selected by employees at all times. All such expenses must be listed on the Expense Report form provided by the Finance and Operations Department for such purposes.

2. Lodging

Reasonable charges for lodging while in approved travel status will be paid by FLACS-II, subject to the approval of the Principal. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by FLACS-II. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on the Expense Report form provided by the Finance and Operations Department for such purposes.

3. Meals

To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Principal. Employees seeking reimbursement for meal expenses must list on the Expense Report form provided by the Finance and Operations Department all reasonable and appropriate expenses.

4. Mileage

Employees are eligible for reimbursement from FLACS-II for business use of their personal automobile or a rented automobile while in travel status on official business for FLACS-II. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. Such reimbursement shall be at the IRS and/or State rate as determined by the Finance and Operations Department. All requests for travel reimbursement must be listed on a form provided for such purpose by the Finance and Operations Department, unless an exception is made by the Principal.

Personal Phone Calls

Employees shall not charge personal long-distance telephone calls to FLACS-II, unless an exception is made by the Principal. Employees are liable for the costs of any personal phone calls he or she may make which are billed to FLACS-II.

Use of cell phones during work hours is prohibited. All employees are paid to work and conduct school business ONLY during the hours they are getting paid to work. Personal business is prohibited including consistent and extended conversation on the cell phone with friends, and family members. Personal calls to any employee can be accepted if there is an emergency. Personal extended conversations on cell phones and school phones are not allowed. In addition receiving and answering calls while teaching is not allowed. This is considered theft of service and you can be immediately dismissed.

Other Reimbursements

Employees are eligible for reimbursement from FLACS-II for business expenses paid with their personal funds if approved by the Principal or his or her designee. All such expenses, if anticipated in advance, must be approved by the Principal or his or her designee.

Requested reimbursement for such expenses must be specified in writing to the Principal or his or her designee. Such request must list each expense, and original receipts for each item must be attached to the request. All reimbursements will be within two weeks if proper documentation and forms have been submitted.

The final decision on whether to reimburse an employee for any such expenses is vested with the Principal or his or her designee.

Grievance Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee should notify the Principal as soon as possible after such procedure, action, or directive has occurred. The Principal or his or her designee shall be the investigator and final arbitrator of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Principal, an employee may file a complaint with the FLACS-II Board of Trustees. In such instances, the Board or the Board's designee will be the investigator and final arbitrator of the complaint.

An employee may appeal FLACS-II's decision to the Trustees of the State University of New York within sixty (60) days after employee's receipt of notice of FLACS-II's resolution of the employee's grievance.

Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. FLACS-II will maintain confidential records of all complaints and how each was investigated and resolved.

Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of their personnel except as normally required by their duties, expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable Federal, State, or local law or regulation on school policy or regulation.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at FLACS-II you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of FLACS-II. You may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Principal.

Confidential information includes but is not limited to

- Student Records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords
- Personnel information regarding school parents and students

If you believe confidential information must be disclosed to a third party you should consult with the Principal prior to disclosure. There is no excuse for the disclosure of confidential information. Failure to follow this policy will result in disciplinary action.

Personal Inquiries

No one in FLACS-II other than the Board of Trustees, Principal, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

- Individuals, schools, or companies serving as vendors or potential vendors for this school

- Elected officials or their representatives
- Candidates for public office or their representatives
- Political party officials or their representatives

The Principal, his or her designee, including in instances where such gifts intended for and will be used by the school, may make exceptions. Offers of such gifts in excess of \$50, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal and his or her designee.

Personal Appearance/Dress Code

The properly groomed and attired employee helps to create a favorable image for FLACS-II. You are expected to groom and dress in a manner that is normally acceptable for employees of a school. If you report to work improperly dressed or groomed, the Principal, at his or her discretion, may instruct you to return home to change clothes. You will be docked for time spent in transit. Dress should reflect the culture of the school.

* Shorts, tank tops, flip flops, hats, and tee shirts are prohibited and blue jeans and sneakers are deemed inappropriate forms of dress during normal business hours. Heavily scented colognes, perfumes or other after shave lotions may be offensive to others or cause allergic reactions are not acceptable at FLACS-II.

Solicitation

In the interest of efficiency and security, FLACS-II' general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on the premises at any time.

Code of Ethics and Standards of Conduct

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace

- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Using phone and computers to conduct personal business
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Therefore, as a FLACS-II employee you are expected to conduct your personal life to avoid unfavorable reflection upon FLACS-II.

Use of Facilities and Equipment

This policy establishes rules governing employee use of FLACS-II computer network, and options for e-mail and telephone voicemail services and Internet access. FLACS-II has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All FLACS-II equipment, including desks, computers, and computer systems, computer software, diskettes, e-mail, voicemail and other physical and electronic items are for business use; however, these items are provided so that you may receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are school records and property of FLACS-II. You have no right to personal privacy in any matter stored in, created, received, or sent over FLACS-II computer, e-mail, internet, or voicemail system communications.

FLACS-II at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with FLACS-II computer, e-mail, voicemail and Internet access systems and equipment.

Computer, e-mail, and voicemail messages you delete or erase may remain stored in the FLACS-II computer server or telephone system. By placing information on FLACS-II computer

system, you give FLACS-II the right to edit, delete, copy, republish and distribute such information.

FLACS-II Harassment Prevention Policy and FLACS-II Policy with respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail communication.

All FLACS-II systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of FLACS-II policy. Every effort to safeguard your password should be made.

Sharing your network access with other users is strictly prohibited.

If FLACS-II provides you access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from FLACS-II premises using FLACS-II computer equipment or via FLACS-II paid access methods and/or used in a manner that identifies you with FLACS-II. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities)
- Interfere with your productivity or the productivity of your co-workers
- Consume system resources or storage capacity on an ongoing basis
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using FLACS-II provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following (Prohibited Activities):

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin,

disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.

- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of FLACS-II is prohibited as is the use of FLACS-II computer resources to create or propagate computer viruses, cause damage to FLACS-II computer files or to disrupt computer services.
- Making changes to computer configurations without permission from the Administrator is strictly prohibited and is a violation of FLACS-II policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

FLACS-II purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and, therefore, FLACS-II does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. FLACS-II expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using FLACS-II provided e-mail, voice-mail or Internet access or services. FLACS-II reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in FLACS-II computer or telephone systems.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the FLACS-II' computer system for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

Use of Copiers and Mail Systems

You may not use photocopiers for personal purposes and you may not photocopy copyrighted materials without prior authorization. You may not use the FLACS-II postage and fax machines for personal use.

Ban Acceptance of Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$50) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, organizations, or companies serving as vendors or potential vendors for this organization; (b) elected officials or their representatives; (c) candidates for public office or their representatives; (d) party officials or their representatives; or (e) lobbyists. Exceptions may be made by the Principal and his or her designee.

Offers of such gifts in excess of five dollars (\$50), even when refused, must be communicated immediately by the employee receiving such an offer to the Principal and his or her designee.

Visitors in the Workplace

To maintain safety and security, only authorized visitors are allowed in the school building. We request that no visitors (children, parents, spouse, or friends) come to the school without official prior approval from the Principal and his or her designee. Unless staff has planned visits in their schedules; the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

Copyrights

You acknowledge that the entire right, title and interest of any and all writings and other creations that you may prepare, create, write, initiate or otherwise develop as part of your efforts while employed by FLACS-II, shall be considered the property of FLACS-II. This includes, but is not limited to, any development of a curriculum. These works will be “works for hire” and shall be the schools sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. You further agree to, at any reasonable time upon request, and without further compensation or limitation, execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in FLACS-II opinion may be necessary or desirable to secure the school’s full enjoyment of all right, title, interest and properties herein assigned.

No Smoking Policy

The New York State Education Law, Section 409 prohibits tobacco use on school grounds. “School grounds” means any building, structure and surroundings, outdoor ground contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health FLACS-II endorses and incorporates this prohibition.

Safety and Security

Consistent with federal OSHA requirements and to protect the well-being of employees, FLACS-II recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all FLACS-II employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, FLACS-II will provide you with appropriate information.

Right-to-Know

The New York State Right-to-Know law gives you the right to find out what toxic substances are present in FLACS-II. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, we are obligated to inform you of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, we will provide you with any information regarding any substances we use, within a 3-day period.

Conflicts of Interest

It is imperative that FLACS-II, in reality and in perception, be deemed to operate solely in the best interest of the students it serves. Any taint to its reputation will significantly impact on the mission of the school. As an employee of FLACS-II you are to be ever mindful of the need to conduct yourself, both in and outside of the school, in a manner that will not bring criticism to yourself and to the school.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of FLACS-II' business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if you have any influence on transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the Principal immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which FLACS-II does business. As noted elsewhere, accepting a gift from a vendor or business doing business with FLACS-II is prohibited.

Examination of Personnel Files

Personal Records and Files

Your personnel file includes information such as your job application, resume, offer letters, contracts, benefits forms, work history salaries, vacations, sick days, employee evaluations, and correspondence concerning discipline. In accordance with the American's with Disabilities Act, FLACS-II keeps your medical records in a file separate from your personnel file.

The following information may be included in your personal file:

Proposal to Establish Family Life Academy Charter School II

- Employment application and resume
- Reference checks
- College transcripts
- Job descriptions
- Records relating to hiring, promotion, demotion, transfer, layoff, rates of pay or other forms of compensation, and education and training records.
- Records relating to other employment practices
- Letters of recognition
- Disciplinary notices or documents
- Performance evaluations
- Test documents used by an employer to make an employment decision
- Exit interviews
- Termination records

The following information will not be included in your personal file:

- Medical records
- Insurance records
- EEO/invitation to self-identify disability or veteran status records
- Immigration (I-9) forms
- Safety training records
- Child support/garnishments
- Litigation documents
- Workers' compensation claims
- Requests for employment/payroll verification

Personnel and medical files are property of FLACS-II and access to the information is restricted. In addition to you, the only other persons allowed to review your files are the Principal, Director of Finance & Operations and the Human Resource Administrator. If you wish to review your own personnel or medical file, contact the Human Resource Administrator or his or her designee. With reasonable advance notice you may review your own personnel or medical file in the FLACS-II main office. The Director Finance & Operations and the Human Resources Administrator will be able to access your file. You have the right to copy information and to submit a written statement to your file.

It is your responsibility to immediately notify the Director Finance & Operations and or the Human Resources Administrator in writing, of any changes in personal data such as:

- Home address
- Home telephone number and, if available cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, including termination of your employment.

FLACS-II will not release any information about you to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by you. If you wish to have the Director Finance & Operations and Human Resources Administrator provide information to any particular company or individual, you must provide a written release.

Employees are required to notify, in writing, as soon as possible the Principal, Director Finance & Operations and Human Resources Administrator of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

Employee Evaluation

FLACS-II is committed to the ongoing development of each member of the FLACS-II community. It is our belief that teachers, administrators and students develop and feel a sense of empowerment when they are provided with opportunities to experience themselves as active creators and contributors of their own professional growth. It is within this cultural context that FLACS-II will provide employees with both informal and formal performance review and feedback. Likewise, employees are encouraged to provide constructive feedback on FLACS-II's management and pedagogical policies.

1. Informal Reviews

FLACS-II will hold weekly/biweekly meetings for teachers and administrators, the purpose of which is to provide each other with support and feedback. FLACS-II may engage in a variety of techniques during and outside of these meetings to ensure that employees learn to listen, share points of view and learn from each other. Additional informal reviews and developmental support and feedback will occur from time to time in the form of conversations between or among smaller groups of teachers and/or administrators.

2. Formal Reviews

Thorough and formal performance evaluations of employees will be performed in the spring of each year, or on or about an employee's anniversary date, subject to a determination by the Principal. Such formal evaluations will be conducted by the Principal or his/her designee, with input from an employee's immediate supervisor(s), if any. These evaluations will be maintained in the personnel file for each employee.

Teachers will be accountable for their contributions to the progress of their students and the overall success of the school.

The format of the evaluation will be determined by the Principal. Such evaluation may include the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance throughout the year. The employee will be notified of any bonus that may be warranted based on the evaluation.

3. Employee Misconduct or Poor Performance

Employees who are cited for misconduct or whose job performance is below expectations will be informed of this by the Principal both orally and by letter. In some cases, such employees will be subject to disciplinary action. The Principal shall, at his or her discretion, determine whether to take disciplinary action in any given case and what the disciplinary action will be. Disciplinary actions that may be taken include but are not limited to, probation, suspension and termination. Situations that may call for termination include: possessing, using, selling, purchasing or distributing FLACS-II property, drugs or alcohol; stealing or willfully damaging FLACS-II's property; assaulting or threatening to assault a FLACS-II employee or student; fighting or provoking a fight on school premises; carrying a weapon onto school property; behaving towards a student in an inappropriate manner; failing to perform professional duties; poor job performance; or undermining the FLACS-II mission.

As a new employee, your job performance will be reviewed by the Principal or your immediate supervisor at designated times throughout the year. These evaluations provide both you and the Principal or supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Your evaluation will usually be in writing.

After the Principal or supervisor discusses the evaluation with you, you will be given a copy for your records. You should feel free to comment on any statement that you do not understand or with which you disagree. In addition to any discussion you wish to have, you should put such comments in writing and submit them to the Principal or supervisor.

Your evaluation, together with your written comments, becomes a part of your personnel file and may have a bearing on any personnel decisions involving you.

We work closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. The Principal or your immediate supervisor will be able to discuss the means by which your job performance will be evaluated.

FLACS-II does not recognize the concepts of probationary appointments or tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing his/her professional potential.

The administration and Board of Trustees of FLACS-II is committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews and evaluations, will, in the first instance be made with the objective of enhancing the

experience and ability of the teacher. Observations, at the minimum, will be provided by the administration at least once each grading period. More frequent observations will occur with less experienced or new pedagogical staff.

As part of the observation process, each faculty member may be asked to participate in a self-study analysis. This may be done through video taping, observations, peer observations, etc. This document will assist the individual teacher in his/her development.

Your observations will be both formal and informal. Formal observations will normally be scheduled in advance and are in writing. Ideally, duration of the formal observation spans the entire length of the lesson or as reasonable. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration.

Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation and will be updated if necessary. Position descriptions and titles are approved by the Board of Trustees. Staff members are required to sign their performance evaluation in acknowledgement of having seen and reviewed its contents with his/her supervisor.

Time and Attendance (Payroll Services)

Attendance & Punctuality - Employee attendance and punctuality is vital to any organization, especially a school. It is important that the habits we have as staff are exemplary. A school that has high expectations and high standards has a staff that is responsible in all ways; including attendance and punctuality, attire, attitude, manner of speaking, work habits etc. Everything we do impacts the children and our entire school community. Children need consistency; faculty and support staff need to support each other by being present and on time to work everyday. School support staff, including custodial, security and food service staff must understand the importance of how their attendance effects the achievement of the children we serve. When someone is absent, others must pick up their tasks in addition to completing their own tasks. Therefore, your punctuality and attendance greatly matters in our school community.

Lateness – All employees who are late in excess of five times during a payroll period will have deductions made for lateness. Also going to appointments in the morning, afternoon or taking a ½ day for personal business will be deducted from the sick/personal day bank. If those days are exhausted for the year, a deduction in salary will be made. Employees can not decide to come in late and stay late to make up the time and eradicate the lateness. This is only done if there is prior approval due to a special project, assignment or proposal emergency. We need consistency at all times. Your absence and lateness record is part of your employment history. You need to seriously pay close attention to your attendance patterns. In addition, ALL employees with excessive lateness and absences will be given a warning letter that may lead to dismissal/termination.

Work Year

The Work Year for each employee will be defined on a schedule to be determined by the Principal or his or her designee. For the school year commencing, the Work Year shall run from the second to last week in August through the last week of June for all teaching staff. All other regular full-time employees are 12 month employees. Though employees will receive paychecks during the time the School is closed on the schedule described in the section entitled "Pay Periods," these checks are for work completed by the employee during the Work Year. All instructional staff maybe required to commence the school year in the second week of August.

Work Days and Work Hours

Teachers and teacher assistants are expected to be in the school by 8:10 am and must sign out after 4:10 pm, except on Mondays when they will be required to work until 5 pm. All staff should expect that on certain occasions it will be necessary to meet with colleagues and administrators on school matters in the afternoon after the school day has ended. All operational and other staff are expected to be at work at their pre-approved start time.

If you have a question, complaint or are bothered by a job-related situation, you should speak with the Principal or his or her designee. This is the best way to seek resolution of problems and is a matter of professional courtesy. Should your concern not be satisfactorily

addressed or be one that you would rather not discuss with the Principal, you should contact the Chair of the Board of Trustees.

Time Sheets

Time sheets shall be maintained for each employee. At the end of each week, or as otherwise provided by the Director of Finance & Operations, the Human Resources Administrator or their designee, each employee is required to complete a time sheet recording the hours worked during that week by each employee. Each staff member shall sign their time sheet certifying its validity and shall submit it in a timely fashion to the Human Resources Administrator.

Total hours worked, as entered on an employee's time sheet, are to include daily totals of hours spent on school activities, less time taken for personal endeavors of any type, and shall be computed by rounding to the nearest quarter-hour. As stated in "Work Days and Work Week," the daily minimum total for hours worked is eight (8.0) hours (including lunch) unless otherwise provided for by the Principal or his or her designee.

Use of any type of leave by regular full-time employees is to be entered on an employee's time sheet in accordance with the provisions of this manual.

Hourly Employees

It is the responsibility of the employee to sign his/her time sheet at the beginning and end of the day. All unpaid breaks, including a 30 minute lunch break, must be inputted on the time sheet as well. If, for any reason, an employee forgets to sign his/her time sheet at the correct time, it is their responsibility to have the sheet initialed by the Director of Finance & Operations or Human Resource Administrator for verification. All overtime must have been approved by the Principal, Director of Finance & Operations, Human Resource Administrator or their designees prior.

Holidays

Please be advised that it is school policy that on the day before and the day after a holiday there will be no leave requests approved, and no one should be absent. Children depend on staff and faculty presence at all times and the day before and after a holiday can be especially difficult for some youngsters. Our school environment has certain structures that make children feel safe and comfortable. In addition, the experiences that children have in our school are exciting while being quite educational; therefore coming to school is motivating and necessary for many of our children. When staff and faculty are absent children are greatly disappointed and their learning is interrupted in various ways. FLACS-II will be closed on certain days throughout the year as designated and announced by the Principal. Standard holidays include the following: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day and the Friday after Thanksgiving, Christmas Eve, Christmas Day and New Years Eve. On such days, the school will be closed and employees will have the day(s) off with pay. Unless otherwise provided for, or as approved by

the Principal, such days shall not accrue if not taken, and may not be carried over from year to year.

Weather Days and Other Closings

FLACS-II may be closed due to inclement weather or other situations. An orderly process for notification to the public media will be used. FLACS-II follows the City School System of notification for the closing of schools. If practical, parents shall be notified. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Pay Periods

Pay periods are bi-weekly, resulting in 26 pay periods per year. The Human Resources Administrator or his or her designee will give you the specific pay dates for the year upon request.

Paychecks - All employees are eligible to have their paychecks deposited directly into their checking and/or savings account. This is done by giving a voided check or savings account deposit slip for your savings account to the Human Resource Administrator or his or her designee.

Overtime

Exempt employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn overtime because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on your time sheet, exempt employees will not be paid for such "overtime". Professional staff can receive per session for special programs such as Summer school, Saturday school, Study Groups, etc.

If you are a non-exempt staff employee, overtime consists of extra hours worked in a given work week with prior approval of the Principal, who must pre-approve any overtime work. As a non-exempt employee, you will be compensated at one and one half times your regular rate of pay for work that is in excess of 40 earned hours in a workweek.

You receive overtime pay only for time in excess of 40 earned hours, defined as hours for which you are paid even if you do not come to work, such as sick leave, holidays or vacation. For example: if you are off for a holiday on Monday and then work Tuesday through Saturday, 8 hours per day, you will be paid at the regular rate for 40 hours and at one and one half the normal rate for the additional time worked in excess of 40 hours.

Paid Deductions and Garnishments

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record. Paid deductions may also be taken by FLACS-II in response to a garnishment notice received from a court or other legal authority.

BENEFITS

PERSONAL DAYS

Accrual of Personal Days

Unless otherwise provided for or as approved by the Principal or his or her designee, Illness/Personal Days for regular full-time employees shall be accrued as follows:

- Each 10-month employee is granted 1 Illness/Personal Days per month effective on the 15th of each month, for a total of 10 days.
- Each 12-month employee is granted 1 Illness/Personal Day per month effective on the 15th of each month, for a total of 12 days.
- Illness/Personal Days maybe used for matters of an employee's choosing, but must be approved in advance by the Principal.
- Illness/Personal Days maybe used in half-day (4.0 hours) increments.
- Unused Illness/Personal Days may be rolled-over from year to year.
- Part-time employees do not accrue Illness/Personal Days.

Use of Personal Days

Unless otherwise provided for or as approved by the Principal or his or her designee, Illness/Personal Days are to be used by regular full-time employees in accordance with the following provisions:

- Personal Days may be used for purposes determined by the employee -- such as appointments, errands, etc. -- but they are not to be used as a substitute for or as a supplement to other types of leave permitted and described in this Manual. Illness/Personal Days are defined as time off work with pay.
- Unless an exception is made by the Principal or his or her designee, all employees must request of the Principal the use of Illness/Personal Days, and the granting of such leave is conditional upon the approval of the Principal or his or her designee.
- Personal Days are to be used in increments of no less than one-half work day (4.0 hours).

Bereavement Leave

Unless otherwise provided for or as approved by the Principal, an employee may be granted Bereavement Leave, with pay, subject to a determination by the Principal in accordance with the following provisions:

- Bereavement Leave is to be used to attend the funeral or mourn the death of an immediate family member. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, or grandparent, any other relative or dependent permanently residing with the employee, or any other person as defined by the Principal.
- All employees must request of the Principal or his or her designee the use of Bereavement Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee.
- A death certificate, funeral service program or other information announcing the death is to be submitted to the Human Resource Administrator once the employee returns to work.

Unauthorized Absences

An employee who is absent for a period of at least twenty-one (21) consecutive work hours (three days) without notifying the Principal or his or her designee will be considered to have resigned without giving the required notice with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal. If an employee is absent without notifying the Principal/school for one or more Work Day, he/she will be deemed as having abandoned his/her position and therefore can be terminated immediately

Verification of Absence

The Principal shall require a physician's note or other verification as to an employee's claimed reason for absence in any situation in which it is believed to not be valid grounds exist for the staff member's claim for absence. Such verification shall be made within five working days of absence.

Military Duty

If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

General Leave With or Without Pay

General Leave with or without pay may be granted at the discretion and with the approval of the Principal or his or her designee.

Unused Leave/Accruals

Unless otherwise provided for or as approved by the Principal or his or her designee, employees will receive compensation for any unused Illness/Personal Days remaining at the time of an employee's resignation or termination, at the rate of one day compensation for every two days accrued, up to 150 days at his or her then current salary rate.

Jury Duty

You will be granted jury duty leave when summoned for jury duty. FLACS-II will pay full-time employees (and reduced-time or part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum of two weeks (10 workdays) for actual time served on jury duty. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to the Human Resources Administrator or his or her designee immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of Jury Duty" notice to the Human Resources Administrator or his or her designee for inclusion in your personnel file.

FLACS-II encourages you to fulfill your civic responsibility to serve jury duty; however, FLACS-II may ask you to request a postponement excuse from jury duty if, in FLACS-II' judgment, your absence would create serious operational difficulty. Therefore, if a teacher or member of the administration staff is called to jury duty for the first time during a school year, he or she is urged to reschedule jury duty for a "school" vacation or for the summer. You will continue to earn all benefits and, if applicable, vacation and annual leave during jury duty leave.

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify the Human Resource Administrator or his or her designee. All subpoenas involving possible testimony about FLACS-II, and your employment at FLACS-II, must also be immediately reported to the Principal or his or her designee. The party issuing the subpoena is responsible to compensate you for appropriate witness fees and for your absence from work and FLACS-II will not pay you for hours/days not worked.

Unemployment Compensation

This organization contributes to the Unemployment Compensation plan administered by the State of New York on behalf of its employees, as required by applicable law.

Benefits Summary

Medical Insurance

The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time employee. Employee co-payment for health care coverage will be required, and

will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or designee. There is a 30 day window of opportunity to enroll in the medical insurance plan beginning on the first day of full time employment. If this “window” is missed, you must wait for your anniversary date.

Declination of Medical Insurance

Employees have the right not to participate in the medical plan. A waiver form must be completed and submitted to the Human Resources Administrator or his or her designee.

Retirement Plan

Regular, full-time employees will be offered a retirement plan selected by the Board of Trustees or their designee. Employee contributions are required. Amounts will be automatically withheld from paychecks, in accordance with a schedule determined by the Principal or his or her designee. The plan selected is a "defined payment" plan whereby payments are made on behalf of each employee based on a certain percentage of his or her salary. FLACS-II matches up to 3% of the employee's salary.

Workers Compensation

Injury to employees resulting from accidents that occur while performing official duties on behalf of FLACS-II are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Principal or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable law. FLACS-II, in accordance with New York State Law will provide Workmen's Compensation to its employees.

Disability Insurance

FLACS-II carries short-term disability insurance in accordance with New York State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Human Resource Administrator or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) was passed in 1986. The law amended the Employee Retirement Income Security Act (ERISA), the Internal Revenue Code and the Public Health Service Act to provide continuation of group health coverage that

otherwise would be terminated for individuals who fall into on of the following categories who are retirees, spouses or dependent children. The law gives them the right to temporary continuation of health coverage at group rates. This coverage; however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

Reservation of Rights

FLACS-II reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Proposal to Establish Family Life Academy Charter School II

Attachment 42 – Action Plan

Academic Program and School Administration	Projected Start Date	Projected Completion Date	Person(s) Responsible
Recruit and hire appropriately qualified staff, including leadership positions	January 2, 2012	August 31, 2012	Board, Principal
Provide written notice to Institute that head of school/principal has been named within 5 days of the hire date	January 2, 2012	January 6, 2012	Board
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	January 2, 2012	August 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Provision classrooms appropriately	June 1, 2012	August 17, 2012	Principal, Director of Finance & Operations, Operations Manager, Resource Development
Prepare school calendar and distribute to families	June 1, 2012	August 17, 2012	Principal, Assistant Principal, Parent Outreach
Prepare class schedules and distribute to teachers	June 1, 2012	August 17, 2012	Principal, Assistant Principal
Make arrangements to provide a range of special education services	April 2, 2012	August 17, 2012	Principal, Assistant Principal, Special Education Coordinator
Prepare board members for leadership and governance	January 2, 2012	March 30, 2012	Board, Principal
Prepare Instructional Leadership Team (IT) to manage & implement academic program	August 20, 2012	September 7, 2012	Principal, Assistant Principal
Prepare teachers to implement academic program	August 20, 2012	September 7, 2012	Principal, Assistant Principal, Instructional Coaches, Data Specialist, Special Education Coordinator, ESL Coordinator
Prepare administrative staff to implement school administration	August 20, 2012	September 7, 2012	Principal, Director of Finance & Operations

Proposal to Establish Family Life Academy Charter School II

School Management and Operations	Projected Start Date	Projected Completion Date	Person(s) Responsible
Make arrangements to provide nutrition services to school's students	April 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Operations Manager
Ensure that appropriate food and beverage storage is available at the school	April 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Operations Manager
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	July 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Operations Manager
Contact school district of location or appropriate entity to arrange for school nurse, and/or recruit and hire a school nurse	April 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources
Develop a medications administration plan	April 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Develop health services plan	April 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Ensure that all students are appropriately immunized, or are excused from so being	August 1, 2012	September 28, 2012	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Ensure that the school will have the proper number of defibrillators and trained staff	July 2, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	January 2, 2012	March 30, 2012	Principal, Director of Finance & Operations, Operations Manager
Arrange for supplemental transportation services	March 1, 2012	May 31, 2012	Principal, Director of Finance & Operations, Human Resources, Transportation

Proposal to Establish Family Life Academy Charter School II

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Ratify school by-laws within 30 days of issuance of charter	January 2, 2012	February 1, 2012	Board, Principal
Write the Student Application for Admission and submit it to the Institute by December 30 th	December 30, 2011	December 30, 2011	Principal
Plan and document student recruitment and school marketing efforts by January 16 th	January 2, 2012	January 16, 2012	Principal
Define the application period and set a lottery date	January 2, 2012	January 31, 2012	Principal
Conduct the lottery	April 2, 2012	April 13, 2012	Principal, Assistant Principal, Human Resources, Pupil Accounting
Notify parents and guardians of the results of the lottery	April 30, 2012	May 31, 2012	Principal, Assistant Principal, Human Resources, Pupil Accounting
Complete the Application and Admission Summary and submit it to the Institute by May 1	April 2, 2012	May 1, 2012	Principal
Request student records from students' former districts	May 1, 2012	August 17, 2012	Principal, Assistant Principal, Human Resources, Pupil Accounting
Arrange for separate locked storage for students' academic and health records	April 2, 2012	July 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education students as needed and include in student/family handbook	January 2, 2012	April 30, 2012	Principal, Assistant Principal
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	January 2, 2012	April 30, 2012	Principal, Assistant Principal

Proposal to Establish Family Life Academy Charter School II

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Write the school's FERPA policy	January 2, 2012	April 30, 2012	Board, Principal, Director of Finance & Operations
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook	May 1, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources
Set up student files with proper FERPA protections and procedures	June 1, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	June 1, 2012	August 17, 2012	Principal, Director of Finance & Operations, Human Resources
Revise and enhance the school's Open Meetings Law policy to make it a working policy	January 2, 2012	April 30, 2012	Principal, Director of Finance & Operations, Human Resources
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	January 2, 2012	April 30, 2012	Principal, Director of Finance & Operations, Human Resources
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	January 2, 2012	August 31, 2012	Principal, Director of Finance & Operations, Human Resources
Locate a school facility and notify Institute and SED within 10 days of identification	January 2, 2012	January 31, 2012	Board, Principal
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute by May 15 th	February 1, 2012	May 15, 2012	Board, Principal

Proposal to Establish Family Life Academy Charter School II

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Create a Facility Completion Schedule and submit it to the Institute by May 15 th	February 1, 2012	May 15, 2012	Principal, Director of Finance & Operations, Operations Manager
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	June 1, 2012	August 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	June 1, 2012	August 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Obtain Certificates of Insurance	January 2, 2012	July 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Create life safety procedures and train teachers accordingly	July 1, 2012	August 31, 2012	Principal, Director of Finance & Operations, Human Resources
Create a draft SAVE plan and submit it to SED and Institute	August 1, 2012	September 28, 2012	Principal, Director of Finance & Operations, Operations Manager
Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or SED's comments.	August 1, 2012	September 28, 2012	Principal, Director of Finance & Operations, Operations Manager
Write a plan and procedures to control access to the building	July 1, 2012	August 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Hire necessary security personnel, if needed	May 1, 2012	August 17, 2012	Principal, Director of Finance & Operations, Operations Manager, Human Resources
Ensure that there is adequate signage and that the building is numbered for emergency response	July 2, 2012	August 31, 2012	Principal, Director of Finance & Operations, Operations Manager
Develop the school's fiscal policies and procedures and draft Initial Statement	January 2, 2012	February 29, 2012	Board, Principal, Director of Finance & Operations

Proposal to Establish Family Life Academy Charter School II

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	March 1, 2012	April 30, 2012	Board, Principal, Director of Finance & Operations
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	March 1, 2012	April 30, 2012	Board, Principal, Director of Finance & Operations
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	March 1, 2012	August 31, 2012	Principal, Director of Finance & Operations
Create annual cash flow projection and submit by June 30 th ; submit revised budget if necessary by August 1	June 1, 2012	June 30, 2012 (August 1, 2010)	Board, Principal, Director of Finance & Operations
Submit unaudited statements of income and expense to the Institute by August 15 th	July 2, 2012	August 15, 2012	Board, Principal, Director of Finance & Operations
Obtain federal tax exempt status	January 2, 2012	September 28, 2012	Board, Principal, Director of Finance & Operations
Establish a payroll system	January 2, 2012	March 30, 2012	Principal, Director of Finance & Operations
Establish a billing system for school districts	January 2, 2012	June 29, 2012	Principal, Director of Finance & Operations

Fidelity to Charter Agreement	Projected Start Date	Projected Completion Date	Person(s) Responsible
Identify a compliance contact person	January 2, 2012	August 17, 2012	Principal, Director of Finance & Operations