Response 08c - English Language Learners

One of FLACS' key design element is the "*intentional approaches to the instruction of English language learners*." Since its opening, FLACS has explicitly and intentionally recruited students that are English language learners (ELLs), as these students comprise a significant portion of local community. To ensure ELLs meet high academic standards, FLACS IV will use the explicit procedures, policies, and philosophies for working with these students that are used successfully at all FLACS schools.

Process of Identifying Students

FLACS schools follow the procedures for identifying ELLs set forth in the Commissioner's Regulations Part 154-2.3 (d). The ELL identification process starts when students are enrolled at FLACS. The school will first determine if the enrolling student was in a NYS public school within past 2 years. If yes, then the school needs to obtain the records from the school of discharge of student language level. If not, or if the enrolling student in a new kindergartner, the school will administer the Home Language Identification Survey (HLIS). If the student is determined to have a home language other than English, then qualified staff (such as the ENL teacher or other specifically trained teacher) will conduct an Individual Interview in English and the child's home language. If this confirms that the student's home language is other than English, and the student does not have an IEP, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). If a student tests at a commanding level, they are not an ELL. If a student tests at the entering, emerging, transitioning, or expanding level, the student is an ELL. Within 5 school days of a student being identified as an ELL, parents/guardians are to receive written notice in their indicated preferred language, including the parents' right to seek a review of ELL identification determination and information regarding the parent orientation session. Additionally, if the student may be a student with inconsistent/interrupted formal education (SIFE) status, a qualified school staff member will administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

If the child has an IEP, the school will follow Part 154-3 procedures regarding students with disabilities when identifying students as ELLs. The Language Proficiency Team (LPT), which is made up of the ENL teacher, special education teacher and school administration, reviews evidence about the student. If the team determines the student may also have second language acquisition needs, then the school administers the NYSITELL.

Considerations for Ensuring ELLs are not Misidentified as Needing Special Education

FLACS IV will ensure that a student's ELL status, including whether the student is a former ELL, is considered when students are being evaluated for at-risk services or recommendation for evaluation for special education. The ENL teacher will be part of the at-risk identification team that makes determinations about providing at-risk services to ELLs and recommending ELLs to special education. The purpose of this is to determine to what extent any academic difficulties the child has is related to their language acquisition or to factors unrelated to language acquisition. The schools will only determine that students need additional support services after taking into consideration evidence including: number of years of instruction in the ENL program; English and home language literacy, content area and socioemotional support needs of SIFE students; English and home language literacy needs of long-term ELLs; results on the annual English language proficiency assessment exam; ENL teacher recommendation; classroom/content area teacher recommendation; parent or guardian

request; sample of student work in English and, if relevant, in their home language; and bilingual educational evaluation, if the student has or is suspected of having a disability.

Approach to Working with ELLs

FLACS uses a sheltered English immersion model of its own design for teaching and learning English as a new language. FLACS does not provide a bilingual or dual-language approach in any of its schools. In a sheltered English immersion model, content and language instruction are integrated. The teacher provides scaffolds through instructional techniques and learning activities that allow students at all English proficiency levels, including English native speakers, to access the same content, while also developing ELLs' proficiency in English. FLACS has identified a set of research-based practices that all teachers, not just ENL teachers, will use in supporting ELLs in learning both English and content material in English. The classroom teacher and the ENL teacher share responsibility providing language arts and content-area instruction using specific ENL instructional strategies.

At FLACS, instruction is delivered to ELLs in three ways: 1) standalone/pull out; 2) integrated/co-teaching/push in; and 3) integrated in all other classroom instruction.

Stand alone, or pull-out, instruction is provided by a NYS certified ENL teacher, in a setting outside of the regular classroom environment. This does not interrupt instruction in core content curriculum areas. Standalone instruction will occur for Entering and Emerging ELLs, and may be provided for Transitioning ELLs. The intent of standalone instruction is to provide direct instruction in specific language objectives for students who are at the lowest levels of English proficiency. Students in two contiguous grades may be grouped together for standalone/pull out instruction. For example, an ENL teacher may pull out all ENL students in kindergarten and grade one who are emerging ELLs at the same time.

Integrated, or push-in, instruction is provided for all current ELLs (Entering, Emerging, Transitioning, and Expanding). This is provided in one of two ways: 1) by a teacher who possesses dual certification (in ENL and either childhood education 1-6 or 7-12 content area) or 2) by two teachers, one ENL certified teacher and the classroom teacher. At FLACS, the later model is more often employed. The purpose of integrated instruction is to provide additional support and scaffolding for students as they work to master content and language objectives. Students receive core content area and English language development instruction with appropriate ELL instructional supports in the context of their regular classroom.

Most instruction for ELLs falls in the final category, integrated in all classroom instruction. During the majority of the academic day, the classroom teacher provides instruction that will include explicit scaffolds to support ENL students. All FLACS teachers will know and use research-based strategies/practices to support ELLs. After students exit out of ELL status, they still are provided support. All classroom/content teachers are trained in providing scaffolds to help former ELLs in continuing to master language and content objectives.

The following list is intended to provide an overview of the key elements of the instructional model used at FLACS, but it is not intended to be a full list of possible research-based strategies to work with ELLs. More information on each of these instructional strategies is listed in *Response 06c - Instructional Methods*. Instructional methods will include:

- Setting content and language objectives

- Nonlinguistic representations
- Adaptation of content
- Meaningful activities
- Drawing connections between what students know and new information
- Higher order thinking questions and activities
- Using graphic organizers
- Explicit vocabulary instruction
- Comprehensible input
- Grouping and cooperative learning
- Wait time
- Providing feedback

Coordination between General Education and ENL Teachers

Common planning time and coordination is critical to the success of the FLACS model for ENL. This will be purposefully built into the schedule. Administrators will set the expectations for planning and sharing of resources during common planning. The following guidelines will be used during common planning for ELL articulation:

- Collaboration will include the sharing of knowledge, skills, and strategies between the teachers.
- Planning will be grounded on the assessment data on ELLs.
- Coaches and/or administration will plan to work with teachers during the initial stages of co-teaching.
- Planning templates and collaboration logs, developed by the FLACS network, will be used to ensure accountability to these meetings.

Professional Development for General Education and ENL Teachers

Professional development is a critical part of the FLACS model. Professional development that addresses how to work with ELLs must occur continuously.

New teachers will receive intensive pre-service training related to working with ELLs when they first start at FLACS. The professional development touches on the following topics: stages of second language acquisition and needs of the English language learner; development of language objectives; and effective strategies for supporting ELLs. This professional development will occur centrally for all new FLACS staff across all schools and will be differentiated for elementary and middle school staff. Each FLACS school will provide ongoing opportunities for teachers to engage in professional development specifically about working with ELLs. This includes study groups and professional development presentations. The network will archive professional development sessions conducted by individual schools and the network for future use. Eventually we will have videotaped lessons of ENL teachers, general education teachers, and co-teaching partnerships. These videos will highlight effective practices that can be viewed by the FLACS community.

ENL teachers across the FLACS network will have opportunities to meet regularly as a professional learning community. During these meetings, teachers will have opportunities to read about, reflect on, and share best practices in working with ELLs, including pedagogy, scheduling and managing the co-teaching relationship.

FLACS I is the lead school in the NYC Charter School ELL Consortium. The consortium allows charter schools, which each function as individual school districts, with relatively small ELL populations (compared with larger multi-school districts) to access federal Title III funding. It uses these funds to provide ENL staff and general education teachers high quality ENL professional development, and materials to schools. FLACS IV will join this consortium. At times the schools or the network may send ENL teachers or classrooms teachers to additional external professional development opportunities. In recent years, there have been many opportunities for high quality professional development at the NYC Charter Center, through the NYC Special Education Collaborative.

Monitoring the Achievement and Progress of ELLs

To measure the achievement and progress of ELLs in becoming proficient in English, the New York State English as a Second Language Achievement Test (NYSESLAT) is given to students every spring with the purpose of determining a student's current level of English learning. The test assesses each of the modalities: speaking, listening, writing, and reading. Listening, writing and reading are tested together in every grade except kindergarten. Student's performance places them into one of five levels: Entering, Emerging, Transitioning, Expanding, and Commanding. At the commanding level, the students exit from the ENL program, as they are deemed to be proficient in the English language. Students receive a total proficiency level, as well as proficiency levels for each of the four modalities of the test.

While the NYSESLAT serves as the primary means to determine student proficiency levels and continuing access to ENL services, continued progress monitoring is an essential element of the FLACS ENL program. The classroom/content and ENL teachers will employ authentic assessments that require sophisticated uses of language embedded in authentic and rich content. This includes assessment that is part of the core curriculum for all students and additional tools that assess students' language development. When data is analyzed for whole class, data for ELL students will be disaggregated to ensure they are making progress toward meeting learning standards in all areas.

There are two primary ways that students will exit from ENL services. Either the student receives a final proficiency of "commanding" on the NYSESLAT or the student receives a proficient score (3 or 4) on the ELA test and also achieves a proficiency level of Expanding on the NYSESLAT in the same calendar year. If either criteria is met, the student's ELL status will be changed to Former ELL.

Evaluating the Efficacy of the ENL Program

To analyze the efficacy of the program the school and network administrations, along with support from the network data specialists, will analyze the progress with ELLs toward meeting English proficiency, as measured by the NYSESLAT, and progress in meeting goals in the other content areas. The expectation is that students are making progress toward English language mastery, with the understanding that it may take students up to 5 to 7 years to master English. If adequate progress is not being made, this team will strategize ways to refine the ENL program.

Engaging ELL Families

To effectively support ELLs, FLACS schools must build communities that support ELLs and their families. While many of the policies that FLACS uses supports all families, special consideration will be made to ensure all ELL families feel welcome and included in the school.

When students are first identified as ELLs, their families will be invited to a parent orientation. At this orientation, parents will learn about the ENL program at FLACS and the range of services that their children will receive. They will receive information about the NYSITELL and NYSESLAT. Translation will be provided.

Families will receive report cards at the end of every term that highlight student's progress on the language standards. These report cards report on the four modalities (speaking, listening, writing, and reading) and use the same language as the state (entering, emerging, transitioning, expanding, commanding). These will be translated into the student's home language. As per state regulations, the ENL teacher will individually meet with the parents or guardians of ELLs at least once a year to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Parents will be encouraged to meet with ENL teachers during parent teacher conferences to fulfill this requirement. If necessary, a separate meeting will be held. All meetings will take place with a qualified translator in the language that the parent best understands.

The school's family liaison and ENL teacher will work to create parent workshops. Both the school administration and network administration will support in this effort. In the future, the network will keep an archive of materials and notes from these workshops so they can be replicated in the future. Translation will be provided.

The school will ensure that the family of every ELL is notified at the beginning of the year of the student's current proficiency level and services that the student is entitled to receive throughout the year. This is also required for students that tested out in the previous school year. Every parent will receive a copy of their child's NYSESLAT score report, along with the translations that are available at the NYSED website.

FLACS is committed to engaging the parents of ELLs as partners in educating their students. This includes minimizing potential language barriers. FLACS is committed to translating all important home communication into Spanish and providing Spanish translation at all major events. Translation is provided in Spanish because that is anticipated to be the largest second language group. FLACS will monitor the growth of our other language groups and will provide translations when it is deemed necessary. FLACS will also ensure access to translation services via phone for parents who are not English or Spanish speakers (this service is made available by the New York City Department of Education to all charter schools).

Making After School and Other Extracurricular Programming Accessible to ELLs.

Just as its teachers will use strategies to support ELLs during classroom instruction, FLACS IV will ensure that any after school or extracurricular providers will either receive training in strategies for supporting ELLs or be chosen as partners because of their track record in working with ELLs.

Response 08d - Gifted and Advanced Students

FLACS IV is committed to ensuring that all students are given opportunities to grow academically, as described in its mission statement. This includes gifted and advanced students, who are exceeding grade level standards.

Identifying Advanced Students

FLACS IV will identify advanced and/or gifted and talented students in much the same way as it identifies struggling students, through specific meetings devoted to analyzing student data. Through these data meetings, teachers, school administrators and network staff will work to identify students who are exceeding grade level standards. Especially critical in identifying advanced students will be an analysis of data from longitudinal assessments, including the Fountas and Pinnell Benchmark Assessment in English language arts and the NWEA MAP Growth assessment in English language arts and in mathematics. Both of these assessments allow students to engage with testing items that are above grade level in order to determine exactly what skills and strategies students have mastered and what the next steps for instruction are for students. These assessments are described in *Response 06b - Assessment System*. Progress of advanced students will also be monitored using these tools, as well as performance assessments.

Strategies and Programs

FLACS IV does not intend to provide pull-out services for advanced or gifted students. Instead, instruction in the students' classrooms will be modified to reflect their unique needs as advanced learners. The curriculum materials described in *Request 06a - Curriculum Selection* and instructional methods described in *Request 06c - Instructional Methods* have been specifically selected in part because they will support the enrichment of advanced and gifted students. Specifically, the focus on project-based and inquiry based instruction will support advanced students. This method of instruction requires higher order thinking skill, high depth of knowledge, writing integration, and oral presentations that will benefit advanced and gifted students. Advanced and gifted learners will be encouraged by their teachers to engage in more independent study of content concepts through these activities. 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. Similar structures will be used in other curriculum areas. Also, the presence of teaching assistants in the classrooms will allow greater opportunity for differentiation. The integration of technology in the classroom will allow teachers to support advanced students.

While FLACS IV does not intend to devote exclusively any personnel to meeting the needs of advanced students, all staff members will participate in serving the needs of these students. Teaching staff will participate in meeting the needs of advanced students by differentiating instruction within their own classrooms. School leadership staff will also play a role in this process in monitoring the instruction of students in every classroom and specifically ensuring that instruction is being differentiated for advanced and gifted students. The school's instructional coaches, as well as staff from the network, will support teachers in providing ongoing professional support in meeting the needs of advanced and gifted students.

Response 09a - Instructional Leadership Roles

One of the FLACS key design elements is "active school leadership." The primary instructional leader of FLACS IV will be the principal. The principal will be supported by assistant principals (one in the first year of operation and two by the fifth year of operation).

The FLACS network staff will work to support the principal and assistant principal so that they can be laser-focused on supporting the delivery of instruction. Much of the non-instructional responsibilities that principals might otherwise have will be performed by network staff. This includes financial oversight and planning, human resources, facilities, marketing, and development. The principal will also receive support from the curriculum and instruction staff, who fall under the supervision of the executive director of academics. This group of staff will help select, write, and revise curriculum and assessment materials so that principals can focus on the delivery of instruction that meets the needs of all students.

Roles and Responsibilities of the Instructional Leadership

The responsibilities of the instructional leadership will fall under the following categories: expectations that promote academic achievement; staffing, professional development and capacity building; school culture and climate; school operations and compliance; mission and vision; and reflection and growth.

All FLACS instructional leaders will have high expectations that promote academic achievement. The instructional leaders will:

- Believe that all students, regardless of background, can and will achieve at high levels and establish a culture of excellence that clearly communicates high expectations for staff, students and families;
- Enable the successful implementation of rigorous standards-based curricula to ensure students master the state standards and the school meets the academic goals set forth in its charter accountability plan; and:
- Promote a culture of data-driven decision making and establish a monitoring system to provide feedback on the effectiveness of all school structures.

All FLACS instructional leaders will identify high quality staff, provide ongoing professional development to improve performance, and build capacity in their school. Instructional leadership will:

- Recruit and select effective teachers;
- Anticipate vacancies and proactively work with the network staff to recruit candidates;
- Evaluate teachers using the *Danielson Framework* and use this data to drive professional development which improves teaching and learning, helps teachers become master teachers, and proactively supports teachers in areas of relative weakness; and:
- Plan for succession by identifying emerging leaders and providing them opportunities to learn and practice leadership skills.

FLACS instructional leadership will ensure there is a safe and caring learning culture that supports student achievement. All FLACS instructional leaders:

- Ensure there is a safe, caring, and orderly school environment which nurtures the unique needs of each student;
- Maintain and inspire optimism about what the school can accomplish now and in the future;

- Celebrate the successes of individuals within the school and the school as a whole and acknowledge failures with a concrete plan for corrective action;
- Create a culture of communication, cooperation and professionalism in which ideas are shared and innovation is encouraged;
- Demonstrate an ability to balance collaboration with teachers, staff, parents and the FLACS network with strong individual school leadership;
- Be highly visible to teachers, students, and parents through frequent visits to classrooms; and:
- Cultivate partnerships and communication with parents and the community.

All FLACS instructional leaders will be responsible for ensuring that the school achieves the mission and vision of the FLACS network. Specifically, the instructional leadership will:

- Communicate clearly and support the mission and vision of FLACS in all aspects of school operation;
- Establish goals and keep these at the forefront of day-to-day life of the school;
- Be an advocate of the school to all relevant constituents; and:
- Preserve and build upon the legacy of FLACS and work to promote the success of all FLACS schools by working in collaboration with the network and sister schools.

The instructional leadership will routinely reflect on the performance of the school and their own leadership and seeks ways for the organization and their own leadership to grow. All FLACS instructional leaders will:

- Consistently look to improve all aspects of the school, including a willingness to challenge long-time practices that no longer further the mission and vision;
- Be flexible and willing to adapt and embrace change when needed;
- Demonstrate humility, openness to feedback and a willingness to be reflective and grow as an educator and leader; and:
- Stay current with the most recent research and theory on effective practices in curriculum, instruction, assessment and leadership.

Finally, while many of the administrative and operational tasks will be performed by network staff, the instructional leadership will be responsible for the day-to-day operation of the school and compliance with state and federal regulations. All FLACS instructional leaders, supported by appropriate network staff will:

- Ensure that the school complies with all important regulations, requirements and reporting mandates;
- Protect staff members from disruptions that might distract them from the teaching and learning process;
- Understand the various aspects of the day-to-day functioning of the school and anticipate potential problems; and:
- Develop systems that are effective and easily implemented.

Process for Identifying and Selecting the Instructional Leaders

FLACS has developed a job posting and job description that highlight the criteria and qualifications for a FLACS principal that reflect the roles and responsibilities listed previously in this response. This job posting will be distributed to current staff members (such as current assistant principals, other school and network staff members who are seeking certification as a school building leader), who will be encouraged to apply if interested. The network plans to cultivate future leaders from within the FLACS

organization whenever possible. In all schools, principals are evaluating which staff members can grow into school leaders and are providing them experiences that will prepare them for one day taking on the role of instructional leader. This includes giving teachers leadership roles in the schools and encouraging staff to enroll in educational leadership programs at local colleges.

The posting will also be shared via online recruitment sites (i.e., indeed.com) and with local schools of education (i.e., Hunter College, Teachers College). The selection committee will involve members of the network staff and at least one current FLACS principal. The position may also be recruited for via education job fairs held in the New York City area. The CEO, COO, and executive director of academics will review the resumes and identify candidates that will be invited to a first round interview. The basis of this identification will be whether the candidate has a proven track record of leadership in schools with high academic achievement.

A first round interview team will consist of the CEO, COO, executive director of academics, and a representative from the current principal group at the school. Prior to the meeting, this team will create a list of interview questions and norm ideal responses to these questions. A scoring rubric will be developed for each question to aid in this process. Candidates that have a successful first round interview, will be invited to a second round interview, with representatives of the board, the Latino Pastoral Action Center, the COO and the CEO. The CEO and board president will make the ultimate decision about which candidate will be hired.

After the initial principal and assistant principal of FLACS IV are identified and selected, each will spend time observing the structures and culture of the existing FLACS schools and meeting with the other principals, assistant principals and network staff to be fully immersed in the FLACS model. The FLACS network will provide continued professional development for leaders and feedback through annual evaluations.

Principal and assistant principals will be part of a professional learning community with one another. Principals and assistant principals attend monthly principals and assistant principals meetings in which they dialogue with their colleagues around focused topics. At times, these meetings will involve other school and network staff, or outside consultants. Principals will be encouraged to continue these formal dialogues in an ongoing way, such as asking advice of or sharing best practices with one another. The CEO and COO will work with the principals and assistant principals to provide additional training and mentoring. Principals will be expected to mentor their assistant principals to train the next generation of FLACS principals.

All principals will be evaluated by the CEO at the end of the school year. All principals will be encouraged to complete a self-reflection as part of this process. Through the feedback they receive, school leaders will pinpoint areas in which they can continue to grow professionally. Assistant principals will be evaluated by the principal at the end of the school year and engage in a similar process of self-reflection and goal setting.

How Instructional Leaders Will Monitor the Effectiveness of the Academic Program

One of the primary responsibilities listed above for instructional leaders is to “promote a culture of data-driven decision making and establish a monitoring system to provide feedback on the effectiveness of all school structures.” FLACS IV, like all other FLACS schools, will have a student data management system, which is updated regularly and can provide real-time analysis of data for instructional leaders and staff.

The principal and assistant principals, with the support of network staff, will regularly monitor student performance to ensure that there is growth over time for all students and that students who are performing below grade level make gains toward closing the gap between their current performance and grade level performance.

This data will be disaggregated in many ways. Principals will look at the performance of the school as a whole, and of individual grade levels, teachers, and individual students. Principals will examine the performance of subgroups of students; these will include: gender; ethnicity; language proficiency (current ELL, former ELL, by NYSESLAT proficiency level); home language; special education status (current special education student, former special education student, entitled services); and length of time enrolled at FLACS. Principals will also disaggregate data based on the academic achievement of students (students that are below, meeting, or above grade level standard) and by interventions that students are receiving.

Principals will examine multiple data sources, including assessments, student work products and observational data. The assessments that will be used to monitor student achievement are discussed in detail in *Response 06b - Assessment System.*

Response 09b - Teacher Support and Supervision

FLACS views teacher supervision as an ongoing, active process. At FLACS IV, like all other FLACS schools, principals and assistant principals will regularly observe teaching and provide immediate feedback to teachers with the goal of improving their practice.

Informal observations will occur continuously and provide administrators small snapshots of instruction in each classroom. There will be a short debrief after each observation. These will highlight one or two things the teacher is doing well and one or two areas in which the teacher can improve. Formal observations will occur at least twice each year, once in the fall and once in the spring. During these formal observations, the *Danielson Framework for Teaching* will be used. This is described fully in *Response 09d - Teacher Evaluation and Accountability*. The observation in the fall will serve as a basis for goal setting for teachers.

While the feedback from the school leaders is invaluable, each teacher will also receive frequent support from an instructional coach. The coaches will observe teacher practice, model effective instructional practice, and provide corrective feedback to teachers in order to help teachers become highly effective. This structure will allow each teacher to get specific professional development related to their unique needs as teachers. At times, the principal and assistant principal may also serve in a coaching capacity to teachers.

Response 09c - Professional Development

“Professional development and professional learning communities that enrich teaching” is one of the key design elements at FLACS. FLACS will use the same framework for professional development that is used in all FLACS schools. Professional development, or professional learning, is designed to build the capacity of FLACS teachers, teaching assistants, and administrators by broadening their content and pedagogical knowledge. Professional learning opportunities will be embedded in the daily operation of the school and grounded in day-to-day teaching practice. Professional development at each school will support network mission and goals, but also will be tailored to the needs of individual teachers and

schools. The specific nature of the professional development to be offered will be based on individual teacher instructional weakness, teacher interest, and analyses of student assessment data.

The FLACS network and individual schools will collaborate to provide high quality professional development. School and network administration will work together to ensure that all professional learning opportunities are integrated to support common goals. The network will secure external educational consultants, train and work with school-based instructional coaches, aid data analysis efforts, and provide support to the school in implementing its professional development plans. Instructional coaches and the school leadership will lead in the implementation of professional learning communities, internal professional development sessions, and individualized professional development, such as coaching.

FLACS will coordinate its professional learning at the network level to maximize the opportunities and tap into the collective knowledge and expertise across the network. By coordinating the efforts of external consultants and instructional coaches, schools expenditures for professional development will be greatly lessened. For example, rather than a consultant repeating a training for individual schools, staff from each school can attend a common training and turnkey this training to other staff in their buildings. Likewise, schools can maximize the time of a consultant by having cohorts (by grade level or teacher experience) meet across schools. The network will determine the relative strengths of each school and leverage these to improve instruction at all schools. Some examples of this work include having staff from one school present a workshop to members of another school, having teachers conduct instructional rounds and other inter-visitation opportunities between schools, or replicating a successful practice in professional development across all schools. Coordinating the professional learning through the network will also allow for accountability in providing effective, efficient professional development that will impact student achievement. Both student data outcomes and observation of teachers will drive the planning for professional development.

Professional learning activities will occur in several different formats, which are interrelated and build upon one another. The following is a list of professional learning activities that occur at FLACS schools.

Coaching, Observation, Modeling, and Feedback
This is described in *Response 09b - Teacher Supervision and Support*

Professional Learning Communities
FLACS schools will implement professional learning communities (PLCs) in which groups of teachers engage in a sustained process of intensive reflection on instructional practices and desired student benchmarks, and the monitoring of outcomes. These groups will study an issue in their practice, select and implement instructional strategies to address this issue, and monitor the outcomes of implementing these strategies. PLCs focus intensely on using student work as the basis of study. PLCs will enable teachers to continually learn from one another and allow for teacher leadership, active involvement, and commitment to improving their own practice.

Small and Large Group Traditional Professional Development Sessions
At times, small or large group training in new curriculum, instructional techniques, or other topics will occur. These trainings will occur in the context of the broader professional development program so that they have accountability and impact beyond the sessions themselves. If an external consultant or internal staff member conducts a session with teachers, there will be a follow up on this session in the

form of observation or coaching by school leaders, coaches, or external consultants. FLACS does not believe in "one-shot" professional development sessions.

Instructional Rounds

In instructional rounds, teachers will have the opportunity to observe the practice of other teachers. The goal of instructional rounds will not be to give feedback to the observed teacher, but rather, for observing teachers to compare their own instructional practices with those that they observe to reflect upon and improve their own instruction.

Horizontal and Vertical Teams

Horizontal meetings across the school and/or network will allow educators from same grade levels to work collaboratively to develop and implement curriculum and identify best practices in the classroom. School leaders will also meet in horizontal teams to discuss issues related to leadership. In vertical teams, educators from different grade levels work collaboratively to develop and implement curriculum, and identify best practices. By looking at curriculum and instructional issues across grade levels, teachers will deepen their understanding of their own content and/or grade level and how it fits into the larger school curriculum.

Data Meetings

Teachers will meet in common grade level or vertical teams to closely analyze student data. These meetings will focus on the effective use of data from assessments to identify areas of student growth and need. The results of these meetings will be action plans, developed collaboratively between teachers. After discussing individual student needs, teachers will leave with an increased ability to use student data to plan for instruction and additional instructional strategies to implement in their classrooms.

Child Study Meetings

Throughout the year, teachers will meet to discuss the needs of individual struggling 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/or be a step in possible referral for special education services. After discussing individual student needs, teachers will leave with a repertoire of new strategies to implement in their classrooms.

Regular Articulation with ENL and Special Education Teachers

During some common planning sessions, classroom teachers will articulate with ENL and special education teachers to ensure that teachers share best practices in supporting ELL and special education students. All teachers will be expected to develop and expand the repertoire of instructional strategies they can use to support ELL students and special needs students in the context of their own classrooms.

Professional learning also serves as a mechanism for capacity building across the schools. As teachers and administrators grow as educators, the network will grow an experienced cadre of educators who can become future leaders and instructional support personnel. As a network, FLACS has as a goal to continue to increase internal capacity of staff and gradually rely less on external consultants to come into the buildings for professional development.

While many different members of the organization are involved in professional development, several staff members will be tasked with ensuring that professional development efforts within each school and between schools are coordinated and aligned with the professional development goals at the

network and school levels. The director of professional learning, with the executive director of academics, will coordinate professional development across all schools, including the work of external consultants, school-based instructional coaches, principals, and other staff. The instructional coaches will support all teaching staff in the implementation of the school's instructional programs. The instructional coaches will work directly with teachers in the school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The instructional coaches will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement and the ownership of the learning process. The instructional coach will work with administrators and teachers to collect and analyze data, interpret it, and use it to guide instructional decisions.

To support professional learning, dedicated time will be reserved for professional learning. The school leaders, in collaboration with the instructional coaches and director of professional learning will determine what activities occur during these dedicated time slots.

- *Preservice and In-service Days:* All FLACS instructional staff will participate in professional development for 10 days in August prior to the start of the school year and one day in November. These days will allow for whole staff training sessions and as well as small group (such as new or veteran teachers, common grade band, etc.) professional development.
- *Monday Afternoons:* Every Monday afternoon, teachers will have a dedicated hour of professional development from 4:00 to 5:00 pm. During this time, professional learning communities, whole or small group training sessions, or other professional development opportunities will occur.
- *Common Teacher Preparation Periods:* Weekly grade level common preparation periods for teachers will improve cohesiveness and consistency of practice in collaboration with peers, coaches, consultants, and administrators.
- *Professional Learning Half-Days:* Selected Friday half-days will occur to implement school based or network professional development initiatives.
- *Ongoing Individualized Professional Development:* Throughout the regular school day, teachers will routinely be observed by school administrators, coaches, and consultants, and given real-time feedback about observed effective instructional practices as well as next steps for individual improvement. During these observations, coaches, consultants and administrators will model effective instructional practices for teachers to help develop a teacher's instructional skills in a given content area.

Response 09d - Teacher Evaluation and Accountability

The foundation for teacher evaluation (which in turn drives professional development) is the *Danielson Framework for Teaching*. The *Danielson Framework for Teaching* is set of a research-based components of instruction, divided into 22 components in four domains of teaching. The framework provides rubrics for each domain that define teaching at four proficiency levels: highly effective, effective, developing and ineffective. These domains and components are:

Domain 1: Planning and Preparation ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students ● 1c Setting Instructional Outcomes ● 1d Demonstrating Knowledge of Resources ● 1e Designing Coherent Instruction ● 1f Designing Student Assessments	**Domain 2: Classroom Environment** ● 2a Creating an Environment of Respect and Rapport ● 2b Establishing a Culture for Learning ● 2c Managing Classroom Procedures ● 2d Managing Student Behavior ● 2e Organizing Physical Space
Domain 3: Instruction ● 3a Communicating with Students ● 3b Using Questioning and Discussion Techniques ● 3c Engaging Students in Learning ● 3d Using Assessment in Instruction ● 3e Demonstrating Flexibility and Responsiveness	**Domain 4: Professional Responsibilities** ● 4a Reflecting on Teaching ● 4b Maintaining Accurate Records ● 4c Communicating with Families ● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally ● 4f Showing Professionalism

All FLACS staff will receive professional development around these domains. In this way, the expectation for teacher performance will be established and communicated to staff. All of the professional development provided at FLACS will touch on at least one of these domains.

Teachers will be evaluated during their formal observations. Formal observations will occur at least twice each year, once in the fall and once in the spring. During these formal observations, the framework will be used. There will be three stages to the observation: a pre-observation conference, the observation, and a post-observation conference.

All teachers will also be expected to help all students in their classes grow academically. As such, one element of the teacher evaluation process will be an analysis of the academic performance and growth of all of their students. To support this effort, student data will be disaggregated based on classroom, among many other factors.

Response 10a - Culture and Discipline

School culture and climate have a profound impact on students' academic progress, as well as on their relationships with peers and adults. Every FLACS school promotes a positive school culture that provides students with a supportive, caring learning environment in which they will grow socially, emotionally and academically. Two of the FLACS key design elements speak explicitly to culture and discipline: "consistent and caring discipline" and "a shared school culture, traditions and core values focused on excellence." FLACS IV will implement the same strategies to create a culture of excellence as do all FLACS schools.

All aspects of the school culture at FLACS further high expectations for children and promote the development of holistic young people who affirm human values. Various school-wide traditions, including award ceremonies, essay contests, and community projects, celebrate students and build community. Core values such as respect for other people and cultures, self-discipline, active citizenship, volunteerism, school pride, fairness, caring, responsibility, and trustworthiness, are encouraged in all students at FLACS. The uniform policy serves to as a way to help students identify as a community of scholars and take pride in themselves.

FLACS IV has a strong commitment to caring classroom management that values scholarly behavior. Each FLACS school takes a proactive role in nurturing students' prosocial behavior through embedding social-emotional learning throughout the curriculum and culture of the school. Effective social-emotional learning helps students develop fundamental life skills including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling situations constructively and ethically.

In addition to setting up proactive structures, FLACS has established a network-wide framework of behavioral supports and interventions to implement progressive discipline. The goal of progressive discipline is the prevention of the recurrence of negative behavior by helping students learn from their mistakes. In progressive discipline, the school helps students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and recognize the harm it has or may have caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Have the opportunity to learn prosocial strategies and skills to use in the future; and:
- Understand the progression of more stringent consequences if the behavior recurs.

This approach fosters resilience, helps students understand and follow school rules, and supports them in developing the skills they need to meet behavioral expectations in and out of school.

Schoolwide and classroom procedures are taught to students and reinforced by all staff members. Staff members are responsible for addressing inappropriate student behaviors that disrupt learning. Staff members are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Response 10b - Discipline Policy

FLACS IV will use the same discipline policy that is used at the other FLACS schools. This policy has resulted in consistently safe learning environments at each FLACS school; one indicator of this is a low rate of suspensions. In 2017-2018, there were only 16 in-school and 4 out-of-school suspensions across 1,038 students at all schools; the student suspension rate was 1.5% for in-school suspensions and 0.4% for out-of-school suspensions (less than 2% combined). In 2017-2018, the suspension rate for CSD 7 and 9 was 6.3% and 4.2% respectively.[1]

Each FLACS school uses progressive discipline. The goal of progressive discipline is the prevention of the recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and recognize the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn prosocial strategies and skills to use in the future ; and
- Understand the progression of more stringent consequences if the behavior recurs.

Every reasonable effort must be made to correct student behavior through guidance, intervention and other school-based strategies. School officials must consult the *FLACS Discipline Code of Conduct*, which follows this narrative, when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, the school evaluates the totality of the circumstances surrounding the conduct. The following facts are to be considered prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (including the nature of any guidance intervention measures applied for each);
- The nature, severity, and scope of the behavior;
- The circumstances/context in which the conduct occurred;
- The frequency and duration of the behavior; and:
- The student's IEP (Individualized Education Plan, BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.[2]

In–School Disciplinary Actions

The discipline code of conduct lists a range of disciplinary responses that can be used to hold students accountable for inappropriate behavior. A school's decision to use a disciplinary response will take into consideration a number of factors, including the nature and severity of the misconduct. In-school disciplinary actions may include detention, exclusion from extracurricular activities, or communal lunchtime (at no time is a student to be denied a meal or recess). If these consequences are used, they will not take place during class time, and cannot result in student missing instruction.

Suspensions

[1] https://chalkbeat.org/posts/ny/2018/12/03/new-york-city-suspension-heat-map/

[2] The discipline policy for Special Education Students is described in *Response 10c - Special Education Policy*.

A school can remove a child from school for any period of time only if the child has been suspended. All suspensions must be done substantively and procedurally in accordance with relevant FLACS regulations, state education law, and federal law. A child may only be suspended from school when he or she has engaged in behavior that violates the *FLACS Discipline Code of Conduct* and is insubordinate, disorderly, violent, disruptive, or endangers the safety, health, or welfare of others, and if suspension is an appropriate penalty for that violation.

A principal has authority to suspend a student for one to five days 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 must be provided with instruction including homework and classwork at an alternative instructional site within the network, under the supervision of a certified teacher.

Suspensions of more than five days may be imposed for students by the CEO. A student who receives a suspension by the CEO must be provided with the opportunity for a hearing. At the hearing, the student will have the opportunity to present evidence and witnesses on his/her behalf, and will have the opportunity to question the witnesses presented by the school. If the school proves the charges and the suspension is upheld, the CEO may impose the following:

a) SUSPENSION FOR A FIXED PERIOD OF 6-10 DAYS: The CEO may suspend the student from school for a fixed period of 6-10 school days during which the student receives alternative education from a certified teacher at a location that will be outside the school building.
b) EXPULSIONS (pertains only for general education students)*:* The CEO may expel a student only if the student is in general education. In order for the CEO to make a decision about whether or not the student's behavior merits expulsion, the school must provide a comprehensive file of the child's behaviors and misconducts, as well as disciplinary consequences.

The following procedures will be followed when an incident occurs with the potential of a suspension:

<u>Actions to be followed immediately after an incident</u>

1. Separate children involved (place with school personnel in separate offices).
2. Ensure that all witnesses are separated and are instructed to refrain from discussing the incident.
3. If an entire class (including staff/adults) witnessed the incident they are to immediately be asked to refrain from conversations about the incident and asked to write a statement that is dated and signed by the student and/or witness.
4. Immediately meet with each child involved in the incident separately.
5. If necessary to ask clarifying questions bring both children together but only after speaking to each child individually.
6. After hearing each child's version of incident and asking questions have the child write a statement.
7. Witnesses are to be questioned after each child involved in the incident is given an opportunity to share their version of the incident. Read the witness's statement and ensure that what he/she shared is what is stated in the statement.
8. Upon completing the investigation the principal will refer to the *Discipline Code of Conduct* to determine the disciplinary measure to be used.
9. If a principal's suspension is warranted then, the principal will contact the CEO and her designee (network hearing officer) stating the incident, the infraction, other pertinent

information, the number of days of suspension and the arrangements for alternative instruction for the suspended student.

10. After informing the CEO/Designee the student/s should be informed of the decision. The parent/s of the student(s) will be called immediately and informed of the incident, infraction, reason for the suspension, and start and end dates of suspension period. A meeting with the parents should be discussed and scheduled as soon as possible. Parents have right to due process for all suspensions and may request a hearing prior to or shortly after the commencement of the suspension.

CEO SUSPENSION: All principals are to call the Office of the CEO after investigating an incident that may warrant a CEO suspension to discuss the incident and the results of the investigation. Based on the facts and severity of the incident a CEO suspension may be granted.

FLACS Discipline Code of Conduct

The *FLACS Discipline Code of Conduct* holds students accountable for their behavior. Infractions are grouped into five levels based on the severity of the infraction. Each level of infractions provides a minimum to a maximum range of possible disciplinary responses that may be imposed by a principal or designated staff. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response.

Principals, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. The *FLACS Discipline Code of Conduct* is divided into two sections – Section A: Grades K-5 and Section B: Grades 6-8 – to ensure that the age and general maturity of the student are considered. Some infractions may not apply to students in grades K-3.

INFRACTION LEVELS	
Level	**Description**
1	Uncooperative/Noncompliant Behavior
2	Disorderly Behavior
3	Disruptive Behavior
4	Aggressive or Injurious/Harmful Behavior
5	Seriously Dangerous or Violent Behavior

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, principal, or designated staff based on violation of school rules. To ensure that staff, students, and parents are aware of all expected standards of behavior, school rules and the consequences for violation of these rules must be in writing and available to all students. The *FLACS Discipline Code of Conduct* is distributed to all parents and students at the beginning of the year as part of the parent-student handbook, which is available in English and Spanish and which will be translated as needed for families with other language needs.

The *FLACS Discipline Code of Conduct* provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. More severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses and use guidance interventions.

The standards set forth in the FLACS Discipline Code apply to behavior:

- In school during school hours;
- Before and after school, while on school property;
- While traveling on vehicles funded by the NYCDOE or FLACS;
- At all school-sponsored events; and:
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communications, gestures, or expressive behavior, the infraction applies to oral, written, or electronic communications, including but not limited to texting, emailing, and social networking.

Following are the Standards of Intervention and Discipline Measures used by the administration of the FLACS Schools. They detail the prohibited actions of students and the intervention measures that would be appropriate for each infraction. Please be aware that the school's administration will always follow applicable state and federal laws regarding student discipline issues.

SECTION A: KINDERGARTEN-GRADE 5

Level 1 - Uncooperative/Noncompliant Behavior

Infractions Uncooperative/Noncompliant Behavior	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
A01. Failing to wear the required school uniform A02. Being late for school A03. Failing to be at one's assigned place on school premises A04. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway) A05. Engaging in verbally rude or disrespectful behavior A06. *Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process A07. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission *Unless such clothing is deemed to be part of religious expression	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime)

SECTION A: KINDERGARTEN-GRADE 5
Level 2 - Disorderly Behavior

Infractions **Disorderly Behavior**	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
A08. Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A-D only) A09. Gambling A10. Using profane, obscene, vulgar, or lewd language, gestures, or behavior A11. Lying to, giving false information to, and/or misleading school personnel A12. Misusing property belonging to others A13. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (for Grades K-3 only; see Infraction A23 for Grades 4-5. For shoving, pushing, etc., see A19) A14. Violating FLACS' Internet Use Policy A15. 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 un-administered 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 in advance of the test) 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) (grades 4-5) c) Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) A16. Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime)

SECTION A: KINDERGARTEN-GRADE 5

Level 3 - Disruptive Behavior

Infractions Disruptive Behavior	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
A17. Defying or disobeying the lawful authority or directive of school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant, or disorderly behavior, such as using profane language, A10: or wearing prohibited clothing, A06: (for grades K-3, A-E; grades 4-5, A-F) A18. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (grades K-3, A-E; grades 4-5, A-H) A19. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (grades K-3, A-E; grades 4-5, A-F) A20. Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (grades K-3, A-E; grades 4-5, A-H) A21. Knowingly possessing property belonging to another without authorization (grades K-3, A-E; grades 4-5, A-H) A22. 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 (grades K-3, A-E; grades 4-5, A-H) A23. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body (grades 4-5 only; see infraction A13 for grades K-3 For pushing, shoving, etc., use A19) A24. Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti**, making gestures or signs) (grades 4-5 only) A25. **Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (grades K-3, A-E; grades 4-5, C-H) A26. Posting or distributing libelous material or literature (grades K-3, A-E; grades 4-5, C-H) *Principals must obtain written approval from the CEO prior to authorizing a principal's suspension in Grades K-3 **If there is substantial damage to property requiring extensive repair, the CEO may impose a longer suspension	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days* G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days

SECTION A: KINDERGARTEN-GRADE 5

Level 4 - Aggressive or Injurious/Harmful Behavior

Infractions **Aggressive or Injurious/Harmful Behavior**	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
A27. Posting or distributing, displaying, or sharing 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 (incl. posting such material on the Internet) A28. Engaging in physically aggressive behavior other than minor altercations as described under A19, which creates a substantial risk of or results in minor injury A29. Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others A30. Engaging in behavior on the school bus which creates a substantial risk of or results in injury A31. Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying): such behavior includes but is not limited to: physical conduct that threatens another with harm: seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass A32. Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm: seeking to coerce or compel a student or staff member to do something: hazing; taunting; exclusion from peer groups designed to humiliate or isolate: using derogatory language and making derogatory jokes or name calling to humiliate or harass A33. Making sexually suggestive comments, innuendoes, 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 grades 4-5 only) A34. Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol *Principals must obtain written approval from the CEO prior to authorizing a principal's suspension in Grades K-3	D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days* G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

SECTION A: KINDERGARTEN-GRADE 5

Level 4 - Aggressive or Injurious/Harmful Behavior (continued)

Infractions Aggressive or Injurious/Harmful Behavior	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
A35. Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. A36. Falsely activating a fire alarm or another disaster alarm A37. Making a bomb threat A38. 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, umbrella, or laser pointer) A39. 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, umbrella, or laser pointer) A40. Inciting/causing a riot A41. Possessing or selling any weapons as defined in Category II** A42. Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol *Principals must obtain written approval from the CEO prior to authorizing a principal's suspension in Grades K-3 **Before requesting a suspension for possession of an article listed Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.	D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days (for Grades K-3 authorization from CEO required) G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

SECTION A: KINDERGARTEN-GRADE 5

Level 5 - Seriously Dangerous or Violent Behavior

Infractions Seriously Dangerous or Violent Behavior	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
A43. Starting a fire (grades K-3, D-I: for grades 4-5, H-I only) A44. Threatening to use or using force to take or attempt to take property belonging to another (grades K-3, D-I: for grades 4-5, H-I only) A45. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (grades K-3, D-I: for grades 4-5, H-I only) A46. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (grades K-3, D-I: for grades 4-5, H-I only) A47. Planning, instigating, or participating with another or others, in an incident of group violence (grades K-3, D-E only; grades 4-5, D-I) A48. Engaging in threatening, dangerous or violent behavior that is gang-related** (for grades K-3, D-I; for grades 4-5, H-I only) A49. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (for grades 4-5, H-I only) A50. Selling or distributing illegal drugs or controlled substances and/or alcohol (for grades K-3, D-I; for grades 4-5, H-I only) A51. Possessing or selling any weapon, other than a firearm, as defined in Category I (for grades K-3, D-I; for grades 4-5, H-I) A52. 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 (for grades K-3 D-I; for grades 4-5, H-I only) A53. Using weapon, other than a firearm, as defined in Category I, to threaten injury upon school personnel, students, or others (For grades K-3, D-I; for grades 4-5, H-I only) A54. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others (for grades K-3, D-I; for grades 4-5, H-I only) A55. Possessing or using a firearm (I only) *Principals must obtain written approval from the CEO prior to authorizing a principal's suspension in Grades K-3	D. Parent conference (K-3 only) E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) (K-3 only) F. Principal's suspension for 1-5 days* G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

SECTION B: GRADE 6-8

Level 1 - Uncooperative/Noncompliant Behavior

Infractions Uncooperative/Noncompliant Behavior	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
B01. Failing to wear the required school uniform (applies only to students in grades 6-12 in schools that have adopted a school uniform policy and whose parents have not secured an exemption) (A - D only) B02. Cutting classes (reporting to school and failing to attend one or more programmed classes) (A-E only) B03. Being late for school or class (A-E only) B04. Bringing items to or using items in school in violation of FLACS' Policy (A-E only) B05. Failing to be in one's assigned place on school premises (A-E only) B06. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) B07. Engaging in verbally rude or disrespectful behavior B08. Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process (A-E only) B09. Posting or distributing material on school premises in violation of written FLACS policy and/or school rules (A-E only) B10. Using school computers, fax machines, telephone or other electronic equipment or devices without appropriate permission (A-E only) *Unless such clothing is deemed to be part of religious expression	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime)

SECTION B: GRADE 6-8
Level 2 - Disorderly Behavior

Infractions Disorderly Behavior	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
B11. Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A-D only) B12. Gambling B13. Using profane, obscene, vulgar, or lewd language, gestures, or behavior B14. Lying to, giving false information to, and/or misleading school personnel B15. Misusing property belonging to others B16. Engaging in or causing disruptive behavior on the school bus B17. Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) B18. Leaving class or school premises without permission of supervising school personnel	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime)

SECTION B: GRADE 6-8
Level 3 - Disruptive Behavior

Infractions Disruptive Behavior	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
B19. *Defying or disobeying the lawful authority or directive of school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant, or disorderly behavior, such as using profane language, B13: or wearing prohibited clothing, B09; or bringing prohibited items to school, B04 (A-E,F with authorization) B20. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability B21. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (A-F only) B22. Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules B23. Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti**, making gestures or signs) B24. 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 B25. **Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others B26. Knowingly possessing property belonging to another without authorization B27. Violating FLACS' Internet Use Policy *Principals must obtain written approval from the CEO prior to authorizing a principal's suspension for B19 **If there is substantial damage to property requiring extensive repair, the CEO may impose a longer suspension	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days

SECTION B: GRADE 6-8

Level 3 - Disruptive Behavior (continued)

Infractions Disruptive Behavior	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
B28. 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 administered 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) b. Plagiarizing (approaching 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) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) B29. Posting or distributing libelous material or literature (including posting such material on the Internet)	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimands by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days

SECTION B: GRADE 6-8

Level 4 - Aggressive or Injurious/Harmful Behavior

Infractions **Aggressive or Injurious/Harmful Behavior**	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
B30. Engaging in sexual conduct on school premises or at school-related functions (D-I only) B31. Making sexually suggestive comments, innuendoes, 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) B32. Posting, distributing, displaying, or sharing 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 B33. Engaging in physically aggressive behavior other than minor altercations as described under B21, which creates a substantial risk of or results in minor injury B34. Engaging in an act of coercion or threatening or instigating violence, injury or harm to another student or others B35. Engaging in or causing disruptive behavior in school bus which creates a substantial risk of or results in injury B36. Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying): such behavior includes but is not limited to: physical conduct that threatens another with harm: seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass B37. Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm: seeking to coerce or compel a student or staff member to do something: hazing; taunting; exclusion from peer groups designed to humiliate or isolate: using derogatory language and making derogatory jokes or name calling to humiliate or harass B38. Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol	D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

SECTION B: GRADE 6-8

Level 4 - Aggressive or Injurious/Harmful Behavior (continued)

Infractions Aggressive or Injurious/Harmful Behavior	Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions
B39. Falsely activating a fire alarm or other disaster alarm (D-I only) B40. Making a bomb threat (D-I only) Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D-I only) 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, umbrella, or laser pointer) (D-I) 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, umbrella, or laser pointer) (G-I only) Inciting/causing a riot (G-I only) Possessing or selling any weapons as defined in Category II* (G-I only) Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol (D-I) *Before requesting a suspension for possession of an article listed Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.	D. Parent conference E. In-school disciplinary action (e.g., formal conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. CEO's suspension that results in immediate reinstatement H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

SECTION B: GRADE 6-8

Level 5 - Seriously Dangerous or Violent Behavior

Infractions **Seriously Dangerous or Violent Behavior**	**Range of Possible Disciplinary Responses to Be Used in Addition to Guidance Interventions**
B47. Starting a fire B48. Threatening to use or using force to take or attempt to take property belonging to another B49. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents B50. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others B51. Planning, instigating, or participating with another or others, in an incident of group violence B52. Engaging in threatening, dangerous or violent behavior that is gang-related B53. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity B54. Possessing or selling any weapon, other than a firearm, as defined in Category I B55. Using any weapon, other than a firearm, as defined in Category II, to threaten or to attempt to inflict injury upon school personnel, students, or others B56. Using weapon, other than a firearm, as defined in Category I, to threaten injury upon school personnel, students, or others (J) B57. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon alcohol personnel, students, or others (I only) B58. *Possessing or using a firearm (I only) *This disciplinary measure may be modified on a case-by-case basis	H. CEO's suspension that results in continued suspension for a fixed period of 6-10 school days I. Expulsion

WEAPONS DEFINITIONS

WEAPONS	
Category I	**Category II**
● Firearm, including pistol and handgun, silencers, electronic dart, and stun gun. ● Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun ● Air gun, 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 blade, box cutter, case cutter, utility knife and all other knives ● Billy club, blackjack, bludgeon, chucka stick, and metal knuckles ● Sandbag and sandclub ● Slingshot (small, heavy weights attached to or propelled by a thong) and sling shot ● Martial arts objects including kung Fu stars, nunchucks and shirkens ● Explosives, including bombs, fire crackers and bombshells	● Acid or dangerous chemicals (such as pepper spray, mace) ● *Imitation gun or other imitation weapon ● Loaded or blank cartridges and other ammunition ● Stun weapons ● Any deadly, dangerous, or sharp pointed instrument which can be used as a weapon (Such as scissors, nail file, broken glass, chains, wire). *Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.

Response 10c - Special Education Discipline Policy

The FLACS discipline policy described in *Response 10b - Discipline Policy* will be generally applicable for all students although there are special considerations and modifications to the policy for students in special education to ensure that the policy is in conformity with the federal Individuals with Disabilities Education Act (IDEA) and regulations.

IDEA gives protection to students with disabilities facing suspension. These protections apply to students who have IEPs and to students whom the school has reason to suspect may have a disability. There are also protections available for students who have Section 504 Plans. In general, the law says that schools cannot suspend a student for more than ten days for behavior that is closely related to that student's disability. All FLACS schools must comply with the requirements of IDEA.

Which Students Are Protected by IDEA

All students that have an IEP or are suspected to have a disability are protected by IDEA. The school is deemed to have knowledge of a disability if:

- The parent expressed concern in writing to the appropriate school personnel (supervisory or administrative); or:
- The parent has requested an evaluation of the student either through the charter school or through the CSE; or:
- The teacher or student or other school personnel expressed specific concerns about a pattern of behavior to the CSE.

The student is not presumed to have a disability if:

- It was determined that the student is not a student with a disability; or:
- The parent has not allowed an evaluation; or:
- The parent refused to allow the provision of special education services.

Removals for 10 or Fewer Consecutive Days/Cumulative Days

If a student with disabilities violates the code of conduct that would result in the removal for 10 or fewer consecutive days, and 10 or fewer cumulative schools days in a school year, the school may remove the student. Due process is required. The school must provide services to the student with the disabilities and alternative instruction must be provided for a minimum of two hours a day.

Removals for More than 10 Consecutive Days/Cumulative Days

If a student with disabilities violates the code of conduct with a behavior that would result in the removal for more than 10 cumulative schools days in a school year, the school must determine if a pattern of disciplinary removals exists, by holding a Manifestation Determination Review (MDR).

The MDR Team must conduct an MDR within 10 days of the removal or the decision to remove and change the placement of the student, whichever comes first. If the student has not been removed yet, the MDR must happen before the removal can take place. School personnel, knowledgeable about the student's history, must provide at the MDR documents and information about the event, precipitating events and other behavioral issues. The MDR team includes, but is not limited to, the parents, relevant school personnel (including the student's teachers), and relevant members of the student's IEP team.

The MDR team reviews the student's file and determines whether the misconduct was a manifestation of the student's disability by answering the following two questions:

1) Was the conduct in question a direct result of the school's failure to implement the IEP?
2) Was the conduct in question caused by or did it have a direct and substantial relationship to the disability of the student?

If the answer to either question is yes, then the school may not remove the student. A disciplinary change of placement has occurred. Instead, the CSE and school must remedy the deficiencies in the IEP and the implementation of the IEP, the CSE must conduct a Functional Behavior Assessment and develop or modify a Behavioral Intervention Plan and the charter school must implement the Behavioral Intervention Plan, and the school must return the student to the original placement. The charter school must send a notice of discipline and a procedural safeguards notice to the parents.

If the answer is no, then the school may remove the student. The school must determine and provide special education services so the student continues to make progress towards his/her IEP goals and continues to participate in the general education curriculum.

If the removal is for more than 10 consecutive school days, then a disciplinary change of placement has occurred.

Response 10d - Dress Code Policy

FLACS IV will implement the dress code policy currently used across all other FLACS schools. The rationale for this policy is that FLACS desires students to understand and internalize the importance of appearance and the impression one makes when properly dressed. Being well-dressed and taking pride in their school culture is a value FLACS wishes to impart to its students. Uniforms also help create a connection for students throughout all FLACS schools. The wearing of uniforms by the students ensures that parents do not have to worry about keeping up with expensive and frequent fashion changes. Uniforms also eliminate the competitiveness that can sometimes arise amongst children and detract from learning.

The FLACS Mandatory Uniform Policy requires all children to wear uniforms during the school year. The specific options for uniform appear below - there is range of options at each grade band.

FLACS supports families that cannot afford the school uniform or are homeless. The CFO sets aside a certain amount in the network's annual budget to cover these costs. The family liaison is given guidance to help ensure the principal is made aware of those families in need. FLACS has an agreement with the vendor used by all FLACS schools to ensure they support the schools in supporting the families. FLACS has made decisions on behalf of the families so that the cost of the uniform is not prohibitive. The number of uniform items that require the FLACS logo is small. Most of the items that are part of the school uniform can be purchased in numerous stores in the city or online (JCPenney, Kmart, Sears, Old Navy, Amazon, etc.).

Table 10-1: FLACS Academic Uniform

	Grades K-5	**Grades 6-8**
Outwear	Navy Uniform Blazer w/ Logo Navy Uniform Sweater w/ Logo	Navy Uniform Blazer w/ Logo Navy Uniform Sweater w/ Logo
Tops	White/Light Blue Dress Shirt White/Light Blue Polo Shirt w/ Logo Khaki Dress/Jumper w/Logo	Light Blue Dress Shirt Light Blue/Navy Polo Shirt w/ Logo
Bottoms	Khaki Pants Khaki Uniform Shorts* Khaki Skirt/Skorts**	Khaki Pants Khaki Uniform Shorts* Khaki Skirt/Skorts**
Socks	White/Navy Socks**	Black/Navy Socks**
Footwear	Black/Navy Shoes	Black/Navy Shoes
* Early Fall and late Spring only ** Knee Highs or Stockings with skirts		

Table 10-2: FLACS Physical Education Uniform		
	Grades K-5	**Grades 6-8**
Outwear	Navy Crewneck Sweatshirt w/ Logo Navy Track Jacket w/Logo	Navy Crewneck Sweatshirt w/ Logo Navy Track Jacket w/Logo
Tops	White/Navy Gym T-Shirt w/Logo	Navy Gym T-Shirt w/ Logo
Bottoms	Navy Track pants w/ Logo Navy Sweatpants w/ Logo Navy Gym Shorts w/ Logo*****	Navy Track pants w/ Logo Navy Sweatpants w/ Logo Navy Gym Shorts w/ Logo*****
Socks	White/Navy/Black Socks	White/Navy/Black Socks
Footwear	Solid White, Navy or Black Sneakers	Solid White, Navy or Black Sneakers
* Early Fall and late Spring only		

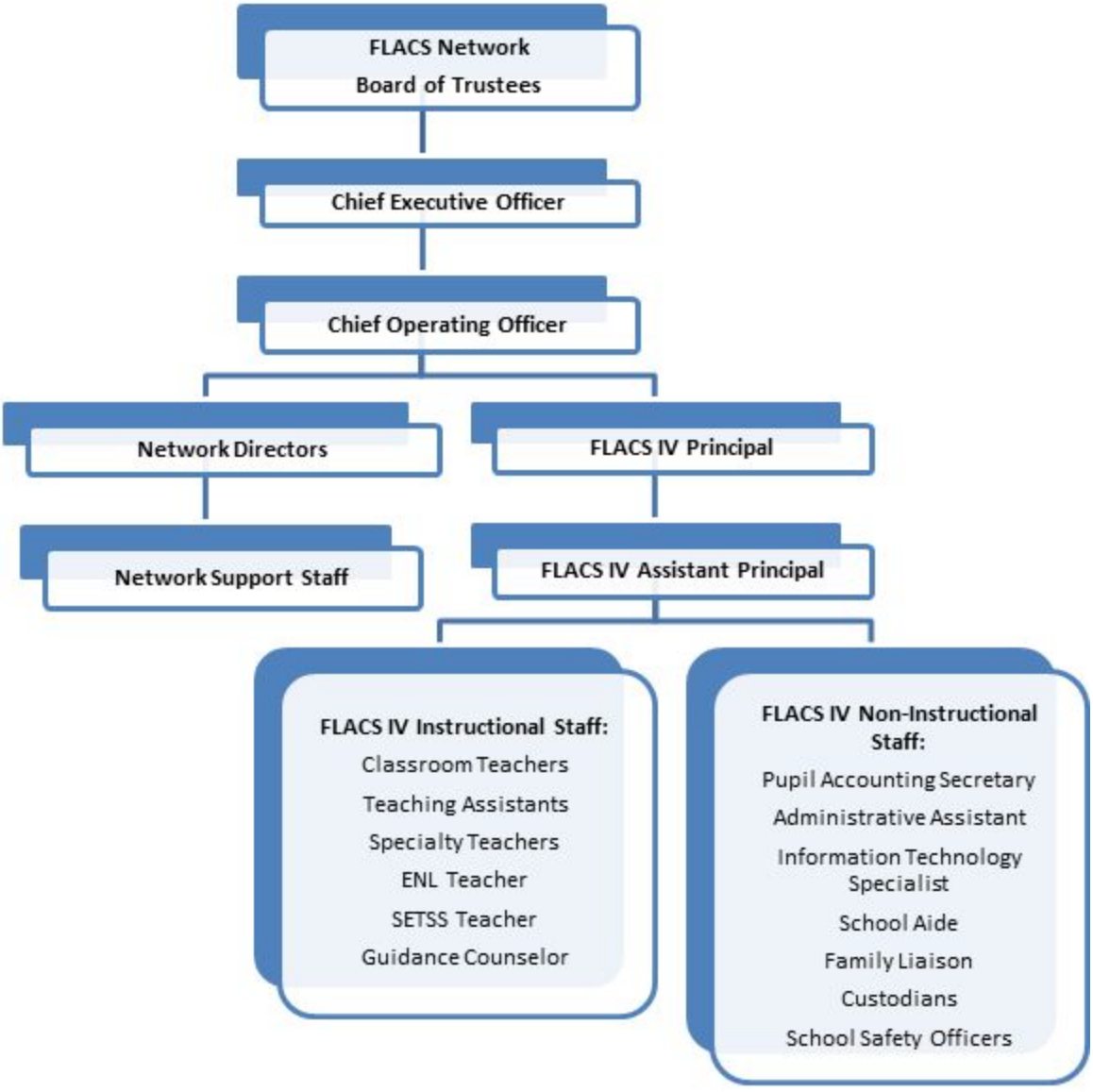
These additional policies are also part of the FLACS uniform policy:

- Hair, jewelry, make-up and hats
  - Hair is to be neat, trimmed, and well-groomed at all times.
  - Temporary tattoos are not permitted.
  - Makeup is not permitted during regular school days with the exception of picture day.
  - Jewelry, other than watches and rings, are not permitted.
  - Hoops and dangling earrings and all forms of face and mouth jewelry are prohibited.
  - Hats, caps, do-rags, bandanas, and hoods are not to be worn inside the school.
  - Head coverings worn for religious beliefs are permissible.
- Shoes
  - Sandals, moccasins, slippers, and boots are not permitted.
  - Sneakers are permitted only on days that students have physical education.
  - Students are only permitted to change from boots to shoes inside the school during inclement weather.
- Dresses, jumpers, skirts, skorts and shorts
  - Skirts/skorts must be worn unrolled at the waist.
  - The length should be no shorter than 4 fingers above the knee.
- Pants
  - Uniform pants that are clean, pressed and neat are required.
  - Jeans, denim-like pants, cargo or work pants, or pants with jean-like rivets are not permitted.
  - Pants must be worn properly around the waist.
  - Pants which are ripped or frayed at the bottom are not allowed to be worn in school.
- Shirts
  - Shirts must be tucked into the pants/skirts/skorts at all times.
- Belts
  - Belts must be worn properly at all times if pants have belt loops.
  - Dangling belts are not permitted.
  - Excessively large or unusual belt buckles are also not permitted.
- Uniform blazer and sweaters
  - Navy blue blazer or sweater with school logo is to be worn at all times between November and April.

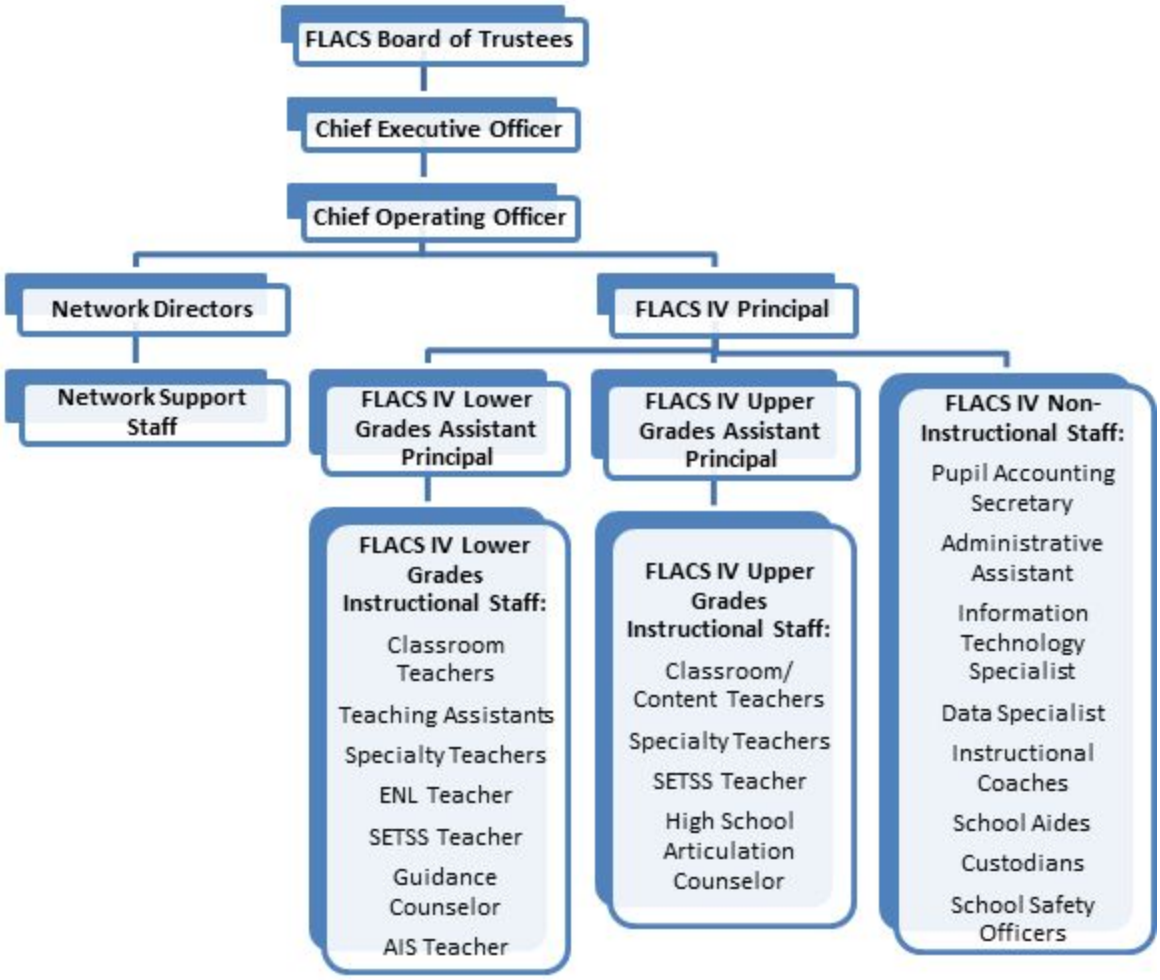
Response 11a - Organizational Chart

Two sets of organizational charts are included here. One set reflects the organization of the school in its first and fifth years. The second set is the proposed organization of the FLACS network in the first and fifth years of the operation.

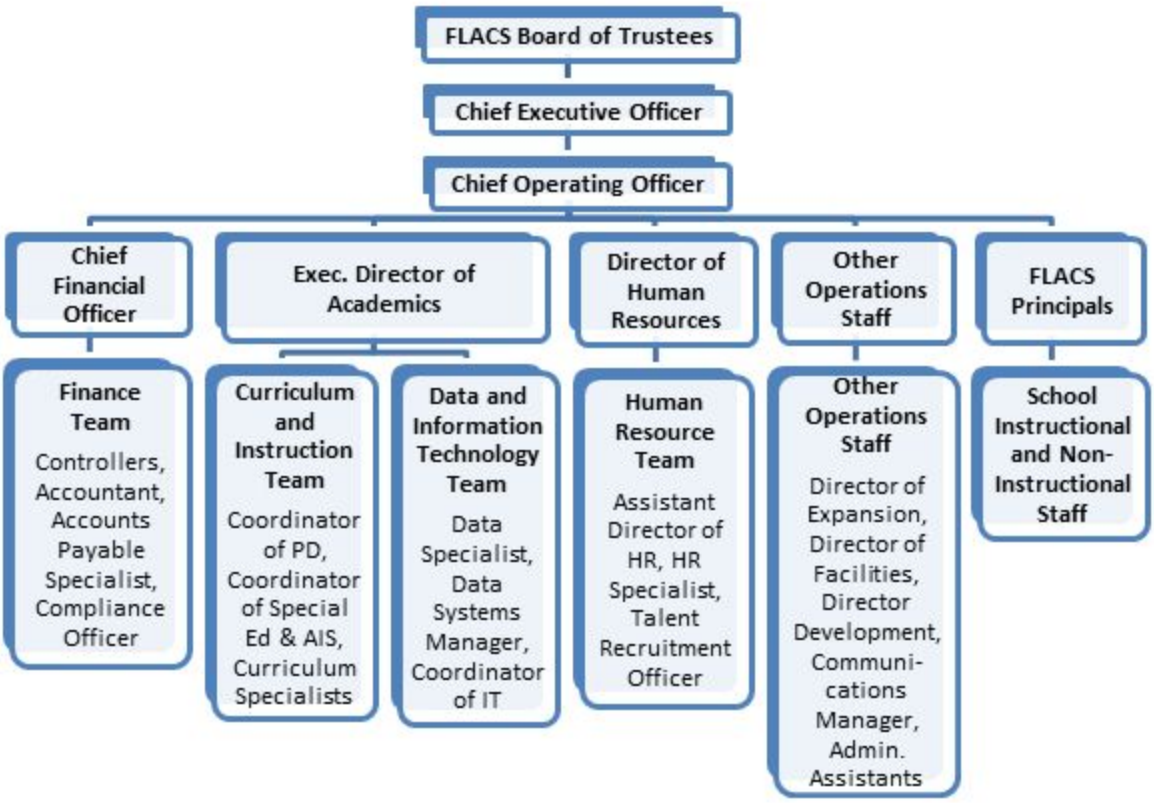
FLACS IV Organization Chart - Year 1



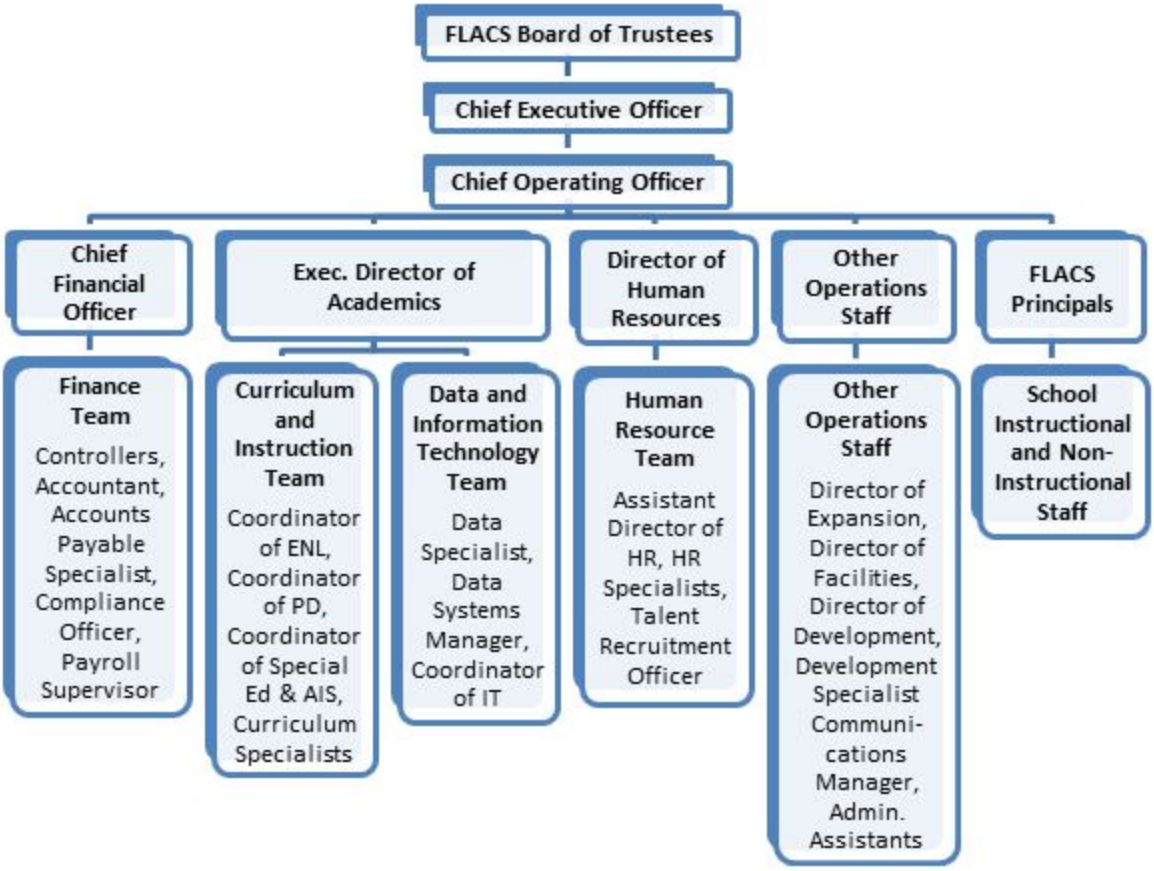
FLACS IV Organization Chart - Year 5



FLACS Network Organization - Year 1



FLACS Network Organization - Year 5



Response 11b - School Leadership and Management Structure

Reporting and Accountability

The day-to-day operations of the FLACS network are entrusted to the CEO and COO by the board of trustees. These two network leaders hire and oversee the activities of each school's administrators and the network staff. The CEO and COO oversee the network's budgeting, facilities, operations, curriculum, data, professional development and community outreach.

The school principal is the instructional leader in his or her building. The principal hires school based staff, including assistant principals, teachers and teaching assistants and oversees the day-to-day operations and instruction of each school. The principals are responsible for ensuring that the school environment and FLACS culture of community, family and excellence is inherent in all aspects of the school. The principals are also responsible for ensuring that the network curriculum, which is developed together with all of the school principals, is executed efficiently. School staff reports directly to assistant principals and the principal. The principal reports to the COO and CEO.

This structure is already in place in the FLACS network. It works to allow each principal autonomy over the day-to-day decision making in the school, while ensuring that all principals are in sync with the overall FLACS vision, mission, and educational program.

Management Practice and Procedures

Priorities are set at both the school and network level. The school principals set instructional priorities for their individual schools that are in line with the school's accountability goals, current performance, and the network mission and vision. They solicit input from their assistant principals and key school and network staff in making these decisions. These priorities are in turn approved by the CEO and communicated to and discussed with other network and school staff. Likewise, each network department, including curriculum and instruction, finance and human resources, is responsible for setting priorities annually that align with the schools' and network's current performance and accountability goals. These priorities are made with input from the school principals and communicated clearly to the school principals. These priorities are reviewed at key points in the school year. No matter what the priority, there is input from both the school and network.

Likewise any key organizational decision is made with input from the schools and network, with final approval by the CEO. Decisions around curriculum, instruction, and assessment are made by each principal with the executive director of academics. Decisions around operational structures, procedures and policies are made by these network department heads with the school principals. One structure that supports this is that the principals meet in a monthly principals meeting with the CEO and other network staff. During this meeting, key decisions that affect all schools are discussed.

Evaluation Procedures for Staff in Management Positions

There are three different evaluation processes: one for the CEO, one for the school principals, and one for the network staff in management positions (i.e., directors of departments).

The CEO is evaluated annually by the board of trustees. The following areas are evaluated:

- Relationship with board
- Community relations
- Staff relationships
- Business and finance
- Instructional leadership
- Results

As part of the evaluation, the CEO also completes a self-evaluation. The end result includes a narrative evaluating the performance in the previous year and establishing clear goals for the upcoming year.

The school principal is evaluated by the CEO. This includes a self-evaluation from the principals, as well as a formal written evaluation from the CEO addressing the following areas:

- Academic performance
- Personal and strategic leadership
- School culture

- Family involvement and engagement
- Structures for growth and goals

As part of the evaluation, each principal also completes a self-evaluation. The end result includes a narrative evaluating the performance in the previous year and establishing clear goals for the upcoming year.

The network directors are evaluated by the CEO using a rubric and narrative that has been developed. This rubric takes into account the following areas:

- Quality of job
- Job knowledge
- Attendance
- Personal characteristics
- Work Habits and attitudes

The end result includes a narrative evaluating the performance in the previous year and establishing clear goals for the upcoming year.

School Leader Recruitment Plans

FLACS already has developed a job posting and job description that highlight the criteria and qualifications for a FLACS principal. The job description for the principal is included in *Response 12b - Staff Qualifications and Responsibilities*.

This job posting will be distributed to current staff members (such as current assistant principals, other school and network staff members who are seeking certification as a school building leader), who will be encouraged to apply if interested. The posting will also be shared via online recruitment sites (i.e., indeed.com) and with local schools of education (i.e., Hunter College, Teachers College). The selection committee will involve members of the network staff and at least one current FLACS principal. The position may also be recruited for via education job fairs held in the New York City area. The CEO, COO, and executive director of academics will review the resumes and identify candidates that will be invited to a first round interview.

A first round interview team will consist of the CEO, COO, executive director of academics, and a representative from the current principal group at the school. Prior to the meeting, this team will create a list of interview questions and norm ideal responses to these questions. A scoring rubric will be developed for each question to aid in this process. Candidates that have a successful first round interview, will be invited to a second round interview, with representatives of the board, the Latino Pastoral Action Center, the COO and CEO. Between the first interview and the second interview references will be contacted. The CEO and board president will make the ultimate decision about which candidate will be hired.

Response 12a - Staffing Chart and Rationale

The staffing structure at FLACS IV will mirror that in place at the other FLACS schools. In addition to school based positions, the staffing chart includes fractional portions of shared network staff in the administrative personnel category. The fractional amount is determined by the school's proportional share of total student enrollment across the network.

Table 12-1: Staffing Chart for FLACS IV					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Academic Years	2020-21	2021-22	2022-23	2023-24	2024-25
Grades	K-1	K-2	K-3, 6	K-4, 6-7	K-8
Enrollment	156	234	390	546	702
Administrative Personnel FTE					
Executive Management	0.2	0.3	0.4	0.5	0.6
Instructional Management	2.0	2.0	2.0	3.0	3.0
Deans, Directors & Coordinators	0.6	2.0	2.6	5.1	5.4
CFO / Director of Finance	0.1	0.1	0.2	0.3	0.3
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	6.6	8.3	11.2	14.7	17.2
Total Administrative	**9.5**	**12.8**	**16.4**	**23.6**	**26.5**
Instructional Personnel FTE					
Teachers - Regular	6.0	9.0	15.0	21.0	27.0
Teachers - SPED	1.0	1.0	1.0	2.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	6.0	9.0	12.0	15.0	15.0
Specialty Teachers	3.0	5.0	7.0	10.0	12.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
Total Instructional	**17.0**	**25.0**	**37.0**	**50.0**	**60.0**
Non-Instructional Personnel FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	2.0	5.0	6.0	6.0
Security	1.0	2.0	3.0	4.0	4.0
Other	0.0	0.0	0.0	0.0	0.0
Total Non-Instructional	**3.0**	**5.0**	**9.0**	**11.0**	**11.0**
TOTAL PERSONNEL SERVICE FTE	**29.5**	**42.8**	**62.4**	**84.6**	**97.5**

Administrative Staff

In year one, there are 0.2 FTE positions for executive management. This includes the fractional amount of two network positions: chief executive officer and chief operating officer. While no new executive management positions are added in years two through five, the FTE increases to 0.3 in year two, 0.4 in

year three, 0.5 in year four, and 0.6 in year five, due to the increased fraction of FLACS IV students of the entire network population.

In year one, there are 2.0 FTE positions for instructional management. This number includes two school-based positions: principal and assistant principal. There are no network positions in this category. In year four, a second assistant principal is added to support the increasing student population.

In year one, there are 0.6 FTE positions in the deans, directors, and coordinators category. At the network level, this includes a fractional amount of seven positions: the executive director of academics; the coordinator of special education and academic intervention services; the coordinator of professional development; the director of development; the director of facilities; the director of expansion; and the director of human resources. In year two, there are 2.0 FTE positions. This includes the addition of one full time instructional coach at the school level and the addition of a coordinator of English as new language at the network level. In year three, there are 2.6 FTE positions; but no new staff members are added. In year four, there are 5.1 FTE positions. This includes one additional instructional coach and one dean at the school level, and no new network positions. No new positions are added in year five, although the FTE increases to 5.4 because of FLACS IV's increased share of the total network student population.

In year one, there are 0.1 FTE positions for CFO/Director of Finance. This includes a fractional amount of the chief financial officer. The number of staff will not increase in years two through five, although the FTE increases from 0.1 in year two, 0.2 in year three, 0.3 in year four, and 0.3 in year five due to the increased fraction of FLACS IV students in the entire network population.

For all years, there are zero FTE positions for operation/business manager. This position is fulfilled by other positions in the network.

In year one, there are 6.6 FTE positions for administrative staff. At the school, this includes five staff members: an administrative assistant, an pupil accounting secretary, a family liaison, one school aide, and an information technology specialist. At the network, this includes a fractional amount of the following 17 positions: in the finance department, one controller, one assistant controller, one accountant, one accounts payable specialist, and one compliance officer; in the human resources department, an assistant director of human resources, a talent recruitment coordinator, and human resources specialist; two curriculum specialists; a data specialist and a data systems manager; a information technology manager; a development specialist and a communications manager; and two administrative assistants, one for the network and one assistant to the CEO. In year two, there are 8.3 FTE positions; this reflects the addition of the following positions: a full-time data liaison at the school level and an additional curriculum specialist at the network level. In year three, there are 11.2 FTE positions and the following positions are added: an additional aide at the school level and an additional accountant, and additional data specialist, and an additional human resource specialist at the network level. In year four, there are 14.7 FTE positions and the following positions are added: an additional school aide and a second family liaison at the school level and an additional curriculum specialist at the network level. In year five, there are 17.2 FTE positions and the following positions are added: an additional data liaison at the school level and an additional accountant and an additional curriculum specialist at the network level.

Instructional Personnel

In year one, there are 6.0 FTE positions for teachers-regular. This includes the kindergarten and grade one teachers. In year two, three second grade teachers are added. In year three, the following six positions are added: three third grade teachers and English language arts, mathematics and science/social studies teacher for grade six. In year four, the following six positions are added: three fourth grade teachers and teachers of English language arts, mathematics and social studies/science for grade seven. In year five, the following six positions are added: three fifth grade teachers and teachers of English language arts, mathematics and social studies/science for grade eight.

In year one, there are 1.0 FTE positions for teachers-sped. This includes one special education teacher. In year four, a second special education teacher is added. In year five, a third teacher is added.

There are zero FTE positions for substitute teachers. FLACS IV will cover teacher absences with alternative structures, including using teaching assistants, out of classroom personnel and/or splitting classrooms.

In year one, there are 6.0 FTE positions for teaching assistants. This includes six school staff members: teaching assistants for kindergarten and grade one. In year two, three teaching assistants for second grade are added. In year three, three teaching assistants for third grade are added. In year four, three teaching assistants for fourth grade are added. In year five, no new staff is added.

In year one, there are 3.0 FTE positions for specialty teachers. This includes three school staff members: one English as a new language (ENL) teacher, one physical education teacher and one music or art teacher. In year two, two school-based positions are added: one academic intervention services (AIS) teacher and a music or art teacher. In year three, two school based positions are added: a foreign language teacher and a physical education teacher. In year four, three positions are added: a second ENL teacher, an additional art or music teacher, and a health teacher. In year five, the following two positions are added: an additional AIS teacher and an additional art or music teacher.

In year one, there are 1.0 FTE positions for therapists and counselors. This includes one guidance counselor. In year three, the following position is added: a high school articulation counselor. In year five, the following positions is added: a second guidance counselor.

There are zero FTE positions for aides or other instructional personnel.

Non-Instructional Personnel

In year one, there are 1.0 FTE positions for nurse. This number does not increase over the charter term.

In year one, there is 1.0 FTE positions for custodian. This number is relatively low because the school will be co-locating in the FLACS II Middle School. In year two, this number increases to 2.0. In year three, this number increases to five total custodians. In year five, one additional custodian is added.

In year one, there is 1.0 FTE position for security. In year two this increases to two positions. In year three, this increases to three positions. In year five, one additional position is added.

In year all years, there are zero FTE positions for librarian or other. FLACS does not intend to have a dedicated librarian over the course of the charter term.

Because of the relative small size of the school in year one, it is impractical to hire someone for each staffing position in year one. The sequence in which these positions are added is purposeful and the school has a plan for filling the duties of the positions that are missing in year one. In its first year, there will be no AIS teacher. The functions of this teacher will be carried out by the ENL and special education teacher in the first year, as their caseloads are likely to permit extra time to provide academic intervention to students. There is no instructional coach in the first year; the school leadership and network curriculum and instruction staff will provide coaching for teachers in this first year. There is no data specialist in the first year; the assistant principal and data specialists will take one these functions for this one year. There will be no high school articulation counselor until year three; this is also the first year the school will enroll middle school students. The dean position is added in year four because of the increasing middle school population.

Response 12b - Qualifications and Responsibilities

The following pages detail the qualifications and responsibilities of each position in the staffing chart above. The school-based positions are listed first, followed by the network-based positions. Within each group, the positions have been organized by are are presented in the order of the categories on the staffing chart. All positions share the same set of professional responsibilities - for space sake, these are not copied for each position. Theses professional responsibilities are that the staff member:

- Upholds the FLACS' mission, core beliefs, and educational philosophy;
- Reflects on their practice and is a lifelong learner who strives to improve effectiveness and guide professional growth;
- Engages and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning;
- Demonstrates self-motivation, willingness to be a team player, strong organizational and interpersonal capabilities;
- Creates ongoing communication with internal and external stakeholders (including families and the community) to enhance student development and success; and:
- Serves as a full-time and engaged member of staff, supporting school and network operations, and working with other staff members to ensure fulfillment of the FLACS mission.

Position Title: Principal, school

Reports to: CEO and COO

Job Overview: Under the direct supervision of the CEO and COO, the principal is the instructional leader of the school and promotes the success and safety of all staff and students. The principal articulates and promotes the FLACS mission, key design elements that drive the vision for teaching and learning and caring schools. The principal is an active leader and facilitates the successful implementation of rigorous standards-based FLACS curricula to ensure all students master the state standards and meet the academic goals. The principal creates a consistent and caring school culture focusing on excellence. The principal creates local school procedures and policies and implements network procedures and policies.

Key Responsibilities:

- Oversees the day-to-day operations of the school.
- Leads staff, students and parents in shaping a clear and strategic vision for academic success for all learners including general education, students with disabilities and english language learners.

- Directs the planning, development, organization, coordination and supervision of strategic leadership for the instructional program and activities; effectively implements charter network approved curriculum.
- Implements a rigorous academic curriculum with a focus on literacy in classroom instruction so that staff is committed to this vision, receives strong professional development, and works together to improve the school and close the achievement gap.
- Coaches, mentors, models, develops and evaluates teachers using the *Danielson Framework for Teaching*.
- Drives a data driven culture with planning fueled by a rigorous system of assessment and accountability.
- Creates a shared culture, with traditions and core values focused on excellence.
- Ensures that the school is safe and orderly.
- Ensures that teachers have high expectations for students and provides students with the overall skills, knowledge and experience to succeed academically and socially.
- Coaches, develops and evaluates teachers using the *Danielson Framework for Teaching*.
- Builds strong family and community ties that establish and maintain trusting relationships that will enable students, families, and teachers to take risks for success.
- Oversees the delivery of rigorous student curriculum and ensures that teachers and students are driven by high educational standards emphasizing the application of knowledge to close the achievement gap.
- Leads the entire school community establish and maintain trusting relationships that will enable students, families, teachers, and staff to take the risks necessary to mount ambitious improvement efforts.
- Participates in teacher and staff recruitment efforts and liaisons with network office of human resources.

Qualifications:

- Master's Degree in Education required.
- New York State Certification as a School Building Leader and or New York State Certification as School Building Leader and/or School Administrator and Supervisor (SAS) certificate and/or School District Leader (SDL) certificate and/or School District Administrator (SDA) certificate.
- Experience as an effective assistant principal or other leadership position.
- At least five years of successful teaching.
- Clearance for fingerprint and criminal background check.

Position Title: Assistant Principal, School

Reports to: Principal

Job Overview: Under the supervision of the principal, the assistant principal supports the principal in promoting the success and safety of all staff and students. The assistant principal articulates and communicates the FLACS mission, key design elements that drive the vision for teaching and learning, and shaping a caring school. The assistant principal ensures the successful implementation of rigorous standards-based FLACS curricula to ensure all students master the state standards and meet the academic goals. The assistant principal fosters a consistent and caring school culture focusing on excellence. The assistant principal follows local school procedures and policies and implements charter and network procedures and policies.

Key Responsibilities:

- Supports the principal in leading staff, students and parents in shaping a clear and strategic vision for academic success for all learners including general education, students with disabilities and English language learners.
- Supervises, with the principal, the effective implementation a rigorous, network academic curriculum with a focus on literacy in classroom instruction so that staff is committed to this vision, receives strong professional development, and works together to improve the school and close the achievement gap.
- Coaches, mentors, models, develops and evaluates teachers using the *Danielson Framework for Teaching*.
- Coaches teachers, teacher leaders, on data analysis and use, including identification of strategies for improving student learning.
- Contributes to a shared culture, with traditions and core values focused on excellence
- Identifies, creates and designs school programs aligned with State guidance regarding academic requirements.
- Ensures that the school is safe and orderly.
- Ensures that teachers have high expectations for students and provide students with the overall skills, knowledge and experience to succeed academically and socially.
- Builds strong family and community ties that establishes and maintains trusting relationships that will enable students, families, and teachers to take risks for success.
- Establishes and maintains trusting relationships that will enable students, families, teachers, and staff to take the risks necessary to mount ambitious improvement efforts.
- Oversees state and local test administration and training.
- Participates in teacher and staff recruitment efforts and liaisons with network office of human resources.

Qualifications:

- Master's Degree in Education required.
- New York State Certification as a School Building Leader and or New York State Certification as School Building Leader and/or School Administrator and Supervisor (SAS) certificate and/or School District Leader (SDL) certificate and/or School District Administrator (SDA) certificate
- Experience as an effective assistant principal or other leadership position, preferred
- At least five years of successful teaching
- Clearance for fingerprint and criminal background check

Position Title: Instructional Coach, School
Reports to: Principal and the Executive Director of Academics[1]

Position Overview: Under the supervision of the principal and the executive director of academics, the instructional coach will support all teaching staff in the implementation of the school's instructional programs. The instructional coach will work directly with teachers to provide classroom-based modeling and demonstrations, one-on-one coaching and mentoring, facilitation of teacher inquiry groups, and other professional development. The instructional coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement and the ownership of the learning

[1] This position dually reports to both the principal and a network position. This is done both to ensure consistency between schools and to build strong relationships between the schools and network.

process. The instructional coach will work with administrators and teachers to collect and analyze data, interpret it, and use it to guide instructional decisions.

Key Responsibilities:

- Supports and furthers the network and school curriculum goals.
- Works with the school leader and the director of professional development to create a school-wide needs and goals for professional development that supports student achievement in alignment with the network mission and vision.
- Provides individualized, classroom-based support to implement comprehensive programs, including modeling of best teaching practices, planning and supporting the delivery of lessons in all content areas.
- Leads teacher teams and professional learning communities to improve professional practice to ensure all students reach their highest potential.
- Collaborates with the director of professional development and instructional coaches at other sites to build capacity and share best practices.
- Participates in and/or leads data meetings to examine student work and monitor progress on assessments to assist teachers in creating action plans to address needs.
- Participates in child study meetings concerning the academic progress of at-risk students who are not responding to interventions.
- Participates in network meetings with the director of professional learning and the executive director of academics.
- Develops and implements professional development sessions for groups of teachers at the school and/or for the FLACS network.
- Participates fully in professional development opportunities and professional research to stay up-to-date with current educational research.

Qualifications:

- Master's degree required
- NYS teaching certification in a relevant area
- At least 5 years of successful elementary or middle school classroom teacher experience.
- Previous coaching or mentoring experience strongly preferred
- Clearance for fingerprint and criminal background check

Position Title: Dean of Students, School

Reports to: Principal

Position Overview: Under the supervision of the principal, the dean of students provide supports students' academic achievement and personal and social development. The dean of students works cooperatively with the principal, guidance counselor, nurse, staff, students and parents towards a positive school climate. This person has the responsibility of protecting the health and welfare of students, assisting students in establishing high standards of conduct, maintaining student attendance, and supervising the administration of school activities, programs, athletics and extracurricular programs.

Key Responsibilities:

- Assists students in establishing high standards of conduct.
- Properly addresses the improvement of student attendance and discipline.
- Reports illegal acts to principal and assistant principal.

- Confers with students and parents on security matters.
- Coordinates with outside organizations and agencies.
- Assists in developing and administering practices dealing with campus control and security.
- Meets with school safety officers to outline daily needs for patrols throughout the building and grounds.
- Works closely with the guidance counselor, teachers and other staff members in developing social emotional support in the classroom to ensure that students and teachers have the adequate resources and support to be successful in the learning environment.
- Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.
- Develops and administers disciplinary procedures in accordance with FLACS discipline policies and state laws; receives disciplinary referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion committee as assigned.
- Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines.
- Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or late students; provides leadership for attendance improvement efforts.
- Participates as needed in IEP meetings and child study teams.
- Serves as a liaison to all after school programs, student government, extracurricular activities, the student athletics program, and other competitive or performance programs and events.
- Supervises activities, including evening activities, as assigned.
- Performs a variety of administrative duties to assist the principal and assistant principal in managing the school.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- 3 years satisfactory teaching or guidance experience preferred
- New York State Teacher Certification or Certification as a School Counselor
- Clearance for fingerprint and criminal background check

Position Title: Administrative Assistant, School

Reports to: Principal

Position Overview: Under the supervision of the principal the administrative assistant is part of the FLACS school office team. The administrative assistant supports the principal by maintaining accurate records, scheduling meetings and maintaining the principal's calendar, and typing memos and emails.

Key Responsibilities:

- Is responsible for ensuring the smooth and efficient operation of the school office.
- Maintains accurate files for the principal including personnel files, teacher observation files, and other various categories.
- Maintains confidentiality of information.
- Schedules meetings, teacher observations, phone conferences, webinars, and weekly meetings for the principal and other school leaders.

- Assembles documents when necessary for teacher professional development; board of trustee and parent meetings.
- Acts as liaison between the principal and network departments/staff within the organization;
- Identifies, prepares, and compiles necessary materials to ensure the principal has appropriate information for meetings, reports, presentations, and special projects.
- Creates, processes and tracks purchase orders.
- Supports the principal with various ad-hoc projects and other administrative duties as needed.
- Performs other task as assigned by the principal.

Qualifications:

- An associate's degree or bachelor's degree is preferred
- Prior administrative assistant experience is a plus
- Clearance for fingerprint and criminal background check

Position Title: Pupil Accounting Secretary, School
Reports to: Principal

Position Overview: Under the supervision of the principal, the pupil accounting secretary registers and discharges students and is responsible for the maintenance of data in and access to ATS and student record files. They act as the liaison with NYCDOE OPT in ensuring all students receive transportation to school via school bus or with MetroCard access. They work with the school nurse to ensure student health records are complete, accurate and up-to-date.

Key Responsibilities:

- Registers and discharges students as needed, including contacting incoming parents, reviewing registration packets as they arrive, creating or updating records on ATS, and conducting exit interviews.
- Maintains attendance records, including inputting daily and retroactive attendance on ATS.
- Monitors student attendance data and alerts the school leadership if students have been absent or late often.
- Serves as the point person for ATS, ensuring that data is correct and up-to-date, change student's biographical data, as needed, and running ATS reports for members of the school community as needed.
- Works with the school nurse to ensure all student medical and immunization records are up-to-date and complete.
- Tracks medical administration updates for the nurse's records, including permission for administration of student medications.
- Communicates student's medication needs with parents, teachers and staff to ensure that any mandatory physical constraints are in place for students.
- Works closely with the nurse to keep track of the medication needs of any student staying beyond 3:30 pm.
- Serves as the school liaison with NYCDOE Office of Pupil Transportation (OPT).
- Works with NYCDOE OPT to coordinate busing for students who are eligible.
- Collects all necessary transportation reports from ATS to identify students who qualify for either full or half fare MetroCards, issue MetroCards to qualifying students and submits MetroCard numbers to ATS.
- Communicates with parent in a courteous and professional manner; and answers parent questions as required.

- Checks for head lice or bed bug bites, if needed.
- Performs additional duties as assigned by the principal, such as covering late-pick ups, or maintaining school culture by supervising lobby and hallway traffic.

Qualifications:

- An associate's degree or bachelor's degree is preferred
- Prior administrative assistant experience is a plus
- Clearance for fingerprint and criminal background check

Position Title: Family Liaison, School
Reports to: Principal

Position Overview: Under the supervision of the principal, the family liaison is part of the FLACS office team. This position will engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations, community groups and parent advisory councils. The family liaison focuses on creating a welcoming environment for parents. The family liaison will identify parent and school/community issues and work with the principal to see they are addressed in a timely manner. The family liaison provides information on programs/services available to students and families as well as school and/or district activities and procedures; refers families to other agencies; and fosters an ongoing partnership between the home and school.

Key Responsibilities:

- Increases parent involvement in the school by working closely with the school, parent and community organizations.
- Serves as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
- Conducts outreach to engage parents in their children's education.
- Convenes regular parent meetings and events around topics of key concerns to parents.
- Attends parent meetings along with the principal, where appropriate.
- Works with the school parent association.
- Maintains ongoing contact with community organizations that are involved with providing services to the school's educational program.
- Organizes back-to-school night, workshops, and other events to increase parental and community involvement and creates a welcoming school environment to parents.
- Translates written communications into Spanish.
- Translates at parent meetings.
- Supports the student recruitment effort by representing the school at daycares, head-starts, and preschool programs.
- Attends conferences and workshops to learn new ways of supporting families.

Qualifications:

- An associate's degree (or equivalent); bachelor's degree preferred.
- Two years of experience in community work in an area related to the duties described above.
- Proficiency in Spanish is required.
- Clearance for fingerprint and criminal background check.

Position Title: School Aide, School

Reports to: Principal

Job Overview: Under the supervision of the principal, school aides support the operation of the school by performing various clerical activities and student support activities. This position focuses on creating a welcoming, safe environment for students and supporting smooth operation of the school.

Key Responsibilities:

- Performs clerical duties: copying, faxing, filing, distributing teaching materials such as textbooks, paper, and workbooks, etc.
- Purchases materials for special events, school activities as needed for daily function of school
- Answers telephones and performing light reception work
- Makes phone calls to parents, companies, or other stakeholders, as needed
- Completes inventories and and stocking supplies
- Welcomes teachers, students and parents
- Performs breakfast, lunch and dismissal duty
- Organizes and supervising games and other recreational activities to promote mental, physical and social development during recess
- Performs bus duty, including assisting with monitoring students boarding buses, ensuring that students board their designated buses
- Receives orders, ensures everything ordered has been delivered and signs off on the packing slip and then submits to the administrative assistant who in turn will send to the finance office.

Qualifications:

- High school diploma required
- Food Protection Certificate preferred
- Bilingual in English and Spanish is a plus
- Clearance for fingerprint and criminal background check

Position Title: Information Technology Specialist, School

Reports to: Principal and Network Information Technology Manager[2]

Position Overview: Under the supervision of the principal and the network information technology manager, the school IT specialist will serve as the school's technology coordinator by providing hardware, software and network support services to the school and staff. To work effectively in this capacity, s/he must maintain good communication with staff, and partnering organizations as needed.

Key Responsibilities:

- Possesses knowledge of working with computer networks and related computer applications in a school environment.
- Performs hardware maintenance tasks, such as re-imaging hard drives, repairing hardware and deleting viruses.
- Conducts routine service functions in maintaining, troubleshooting, repairing or replacing

[2]This position dually reports to the principal and to the network information technology manager. This dually reporting serves to ensure that there is consistency between the schools and that there is clear communication between the schools and the network. Since information technology systems are shared between all schools, this is of critical importance.

component parts in school computers on-site.
- Troubleshoots all software installations, such as Microsoft Office Suite, interactive whiteboard software and security camera, etc.
- Provides technical expertise to maintain electronic devices currently in the building, including computers, servers, printers, scanners, LCD projectors and interactive whiteboards.
- Oversees work performed by network system vendor support as necessary.
- Maintains inventory and prepares orders for computer and peripheral equipment purchases.
- Participates in regular technology meetings with curriculum developers and other partner organization staff to advise technology integration into classrooms.
- Advises the principal and instructional staff on technology needs and resources.
- Provides assistance to instructional and school support staff in resolving hardware and software problems and recommends appropriate software corrections.
- Conducts technology related professional development for instructional and support staff.
- Performs network maintenance tasks, such as wi-fi management, troubleshooting network data lines and VOIP phone lines.
- Experience with maintaining and troubleshooting networks.
- Experience or accreditation with database management, and hardware repair and installation.

Qualifications:
- High school diploma and at least 30 semester credits from an accredited college with study in computer operations or related field of study and/or advanced coursework in computer systems, networking and applications across MAC and PC platforms
- One year of satisfactory full-time experience in computer maintenance or repair, mainframe and/or software or technical support
- Prior work experience in an educational setting is a plus
- Clearance for fingerprint and criminal background check

Position Title: Data Liaison, School
Reports to: Principal and Network Director of Academics[3]

Position Overview: Under the supervision of the principal and the network executive director of academics, the data liaison will support the school in the timely collection of data from school-based assessments, network-mandated assessments, and other data streams so that schools and the network can analyze and use this data to impact student achievement. The data liaison is a school based position who will act as a direct liaison to the network regarding all data requirements.

Key Responsibilities:
- Monitors the use of IO Education, NWEA, Fountas and Pinnell, and iReady by teachers and teaching assistants.
- Assists teachers and teaching assistants with regular data entry using IO Education and Google Drive.
- Supports administrators in accessing information in IO Education.
- Ensures that the results of network-wide assessments are recorded in the format and by the dates in accordance with the assessment calendar.
- Assists schools in copying resources for school-wide assessments, such as the F&P assessment.

[3] This position dually reports to both the principal and a network position. This is done both to ensure consistency between schools and to build strong relationships between the schools and network.

- Generates report cards and progress reports from IO education at the times prescribed in the network calendar.
- Attends all data meetings, generate minutes of these meetings, and distribute the minutes to meeting participants, school administrators and network administration.
- Assists in the creation and scanning of answers sheets in IO Education.
- Provides technical support to teachers, teaching assistants, administrators, other school staff in using IO Education.
- Provides technical assistance to parents in using IO Education, including helping to train parents to use the system as necessary.
- Attends monthly network meetings with the executive director of academics.
- Completes and submits required forms to the executive director of academics.
- At the discretion of the principal, performs secondary duties (less than 50% of their time) including: working lunch duty, providing coverage in instances of teacher absence or professional development activities as needed.

Qualifications:

- Associate's or bachelor's degree is required
- Prior experience working with elementary aged children preferred
- New York State Certification in Level I, II or III Teaching Assistant
- Clearance for fingerprint and criminal background check

Position Title: Elementary Classroom Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the elementary classroom teacher, has knowledge of the content they are responsible for teaching and plans daily instruction that ensures the growth and achievement for all students. The elementary teacher supervises students; plans and engages in high-quality rigorous standards based curricula which promotes a culture of excellence and high expectations for their students. The elementary classroom teacher facilitates the successful implementation of rigorous standards based curricula to ensure students master the state standards and meet the academic goals and is responsive to diverse learning needs, strength interests and experiences of all students. The elementary teacher works with the school leader and administrators to implements school procedures and policies and communicates with parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level content curricula to engage students in all content areas.
- Plans, prepares and facilitates daily standards based lessons to engage students using balanced literacy, modeling, inquiry/exploration and other strategies which differentiate teaching based on the diverse and individual needs of all students including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based curricula to ensure students master the state standards and are prepared to enter middle school.
- Focuses on integration of literacy skills across math, science and social studies content areas, which includes explicit vocabulary development, reading, writing, speaking and listening standards.

- Integrates technology into the curricula and classroom.
- Uses assessment data to refine curricula and inform instruction practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Designs and implements assessments that measure progress towards academic standards.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Childhood Education 1-6 and/or New York State Certification in Early Childhood Education Birth-2
- Dual certification in English to Speakers of Other Languages (ESOL) or Students with Disabilities is a plus
- Clearance for fingerprint and criminal background check

Position Title: Middle School English Language Arts Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the middle school English language arts teacher takes a balanced approach to teaching literacy with the goal that students become independent and capable readers, writers, listeners and speakers. The English language arts teacher facilitates the successful implementation of rigorous standards based curriculum to ensure students master the New York State Next Generation Learning Standards and meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The English language arts teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level English language arts content curriculum to engage students using instructional strategies including modeling, and reading to develop mastery in English language arts.
- Develops innovative instructional methodologies to teach middle school students English language, literature, composition, reading, and journalism using FLACS network curriculum maps and *EngageNY* curriculum materials.
- Plans, prepares, and facilitates daily standard based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students, including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based ELA curriculum to ensure students master the state standards and are prepared to enter high school.
- Integrates technology into the curriculum and classroom.

- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with guardians.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in English Language Arts (grades 5-9) and/or English Language Arts (grades 7-12) and/or Generalist in Middle Childhood Education (grades 5-9)
- Dual certification in English to Speakers of Other Languages (ESOL) or Students with Disabilities is a plus
- Clearance for fingerprint and criminal background check

Position Title: Middle School Mathematics Teacher, School

Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the middle school mathematics teacher develops each student's competencies in mathematical skills and a deep conceptual understanding of math through a problem solving curriculum aligned with the New York State Next Generation Learning Standards. The mathematics teacher facilitates the successful implementation of rigorous standards-based curriculum to ensure students master the standards and meet the academic goals and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The mathematics teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level math curriculum to engage students in problem solving, modeling and reading to develop mastery in mathematics.
- Develops engaging standard based problem solving lessons using concrete, pictorial and abstract learning progression through real world and hands-on activities using *Math in Focus* and FLACS network developed curriculum maps.
- Plans, prepares and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based mathematics curriculum to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills across mathematics content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.

- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degrees required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Teaching Certification in Mathematics (grades 5-9) and/or Mathematics (grades 7-12) and/or Generalist in Middle Childhood Education (grades 5-9)
- Dual certification in English to Speakers of Other Languages (ESOL) or Students with Disabilities is a plus
- Clearance for fingerprint and criminal background check

Position Title: Middle School Social Studies Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the middle school social studies teacher takes an inquiry approach to actively engage students in their own learning to foster an understanding and appreciation of their community, city and global world, using a FLACS network developed framework based on the NYS social studies standards and the College, Career and Civic Life (C3) Framework for New York State Social Standards. The social studies teacher facilitates the successful implementation of rigorous standards based curriculum to ensure students master the common core standards, meet the academic goals and is responsive to the diverse learning needs of all students including general education, students with disabilities and English Language Learners. The social studies teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level social studies content curriculum to engage students using strategies through inquiry, modeling and reading to develop mastery in social studies.
- Develops innovative instructional methodologies and strategies to teach middle school students social studies concepts using FLACS network developed curriculum maps to enable the successful implementation of rigorous standards-based curriculum to ensure students master the state standards.
- Plans, prepares, and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based social studies curriculum to ensure students master the state standards and are prepared to enter high school.

- Focuses on integration of literacy skills across social studies content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Social Studies (grades 5-9) and/or Social Studies (grades 7-12)
- Dual certification in English to Speakers of Other Languages (ESOL) or Students with Disabilities is a plus
- Clearance for fingerprint and criminal background check

Position Title: Middle School Science Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the middle school science teacher engages students in an integrated phenomenon based, scientific inquiry and research instructional model using the FLACS middle school curriculum, aligned with the New York State Next Generation Learning Standards. The middle school science teacher actively engages students in scientific inquiry in areas of life, physical and the earth sciences through experimentation, modeling, reading and inquiry. The science teacher facilitates the successful implementation of rigorous standards based curriculum to ensure students master the common core standards and meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The science teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level science content curriculum to engage students using strategies of scientific inquiry through experimentation, modeling and reading to develop mastery in areas of life, physical and earth sciences.
- Develops innovative instructional methodologies to teach middle school students scientific concepts using *Amplify Science* and FLACS network developed curriculum maps to enable the successful implementation of rigorous standards-based curriculum.
- Plans, prepares and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students including general education, students with disabilities and ELLs.

- Establishes a culture of learning to engage students in rigorous standards based science curriculum to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills across science content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Biology (grades 7-12) and/or Biology (grades 5-9)and/or Chemistry (grades 5-9) and/or Chemistry (grades 7-12) and/or Generalist in Middle Childhood Education (grades 5-9) and/or Physics (grades 5-9) and/or Physics (grades 7-12) and/or Earth Science (grades 5-9) and/or Earth Science (grades 7-12)
- Dual certification in English to Speakers of Other Languages (ESOL) or Students with Disabilities is a plus
- Clearance for fingerprint and criminal background check

Position Title: Visual Arts Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the visual arts teacher engages students to become artistically literate citizens that have the knowledge, skills and understanding to actively engage in the arts throughout their lives. The visual arts teacher actively engages students in artistic inquiry through the visual arts framework for students to develop a high level of proficiency using techniques in a variety of media that includes drawing, painting, sculpture, and digital media. The visual arts teacher facilitates the successful implementation of rigorous network curriculum aligned to the the New York State P-12 Learning Standards for the Arts to ensure students master the common core standards and meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The visual arts teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of the visual arts curriculum to engage students in learning of visual arts and uses the materials and resources available for participation in the visual arts activities, including a variety of media such as drawing, painting, sculpture, digital media.

- Develops innovative instructional methodologies that are reflective of research and best practices for K-8 students to engage with artistic discovery, through implementation of innovative arts curriculum programming that fosters learning, deep understanding, and application of core arts content, conceptual understandings, and practices.
- Plans, prepares, and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students, including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based visual arts curriculum to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills across arts content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards visual arts standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Visual Arts (all grades)
- Clearance for fingerprint and criminal background check

Position Title: Music Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the music teacher engages students to become musically literate citizens that have the knowledge, skills and understanding to actively engage in music throughout their lives. The music teacher actively engages students in artistic inquiry through music instruction to develop an interest in and appreciation of the art of music. The teacher will develop the knowledge, skills and talents of students in the field of music utilizing a variety of techniques appropriate to students' interests and abilities. The music teacher facilitates the successful implementation of rigorous curriculum aligned with the New York State P-12 Learning Standards for the Arts to ensure students meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The music teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level music curriculum to engage students to create, perform, respond and connect to music education, utilizing a variety of techniques appropriate to students' interest and abilities.

- Develops innovative instructional methodologies that are reflective of research and best practices for K-8 students to engage in musical discovery, through implementation of innovative guidance, exploration and experience to create music, musical ideas, deep understanding and application of core music content, conceptual understandings, and practices.
- Plans, prepares, and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students, including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based music curriculum to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills across arts content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards music standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Music (all grades)
- Clearance for fingerprint and criminal background check

Position Title: Physical Education Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the physical education teacher is responsible for implementing and promoting a physical education curriculum through exercise, organized games and challenges appropriate for each grade level. The physical education teacher motivates students through age appropriate student physical fitness; appropriate social and emotional adjustment; dual and team physical activities and sports. The physical education teacher will, in accordance with each individual student's ability, develop motor skills, strength, agility, poise, and coordination. The physical education teacher facilitated the successful implementation of the FLACS physical education curriculum aligned with the New York State Health, Physical Education and Career Standards. He or she is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The physical education teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level physical education activities including individual, dual and/or team sports to promote physical activity and develop motor skills, physical development, and proper exercise through physical fitness.
- Develops innovative instructional methodologies that are reflective of research and best practices for students to engage in physical education and takes all precautions to provide for the health and safety of the students and to protect equipment, materials and facilities.
- Plans, prepares, and facilitates daily standards based lessons that utilize and adapt a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students, including general education, students with disabilities and ELLs.
- Focuses on integration of literacy skills across physical education content, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Establishes a culture of learning to engage students in rigorous standards based physical education curriculum to ensure students master the state standards and are prepared to enter high school.
- Designs and implements assessments that measure progress towards physical education standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ENL students.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Physical Education (all grades)
- Clearance for fingerprint and criminal background check

Position Title: Middle School Foreign Language Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the foreign language teacher engages middle school students in learning a foreign language from the conversational level through fluency. To be successful, a teacher of foreign language must be fluent in the language(s) to be taught. Using FLACS middle school foreign language curriculum aligned with the New York State Learning Standards for Languages Other Than English, students will be able to use a language other than English for communication and students will develop cross-cultural skills and understandings. The foreign language teacher facilitates the successful implementation of rigorous standards based curriculum to ensure students master the state standards and meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English language learners. The foreign language teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level curriculum to teach students a specific language other than English in reading, writing, listening and speaking.
- Develops innovative instructional methodologies to teach several levels of language from beginning speakers of foreign languages to students who are approaching fluency.Instruction in foreign languages includes vocabulary, grammar, and accent as well as spelling and other mechanics of language.
- Instructs students in global citizenship to understand and appreciate the culture of countries where the studied language is spoken.
- Evaluates each student's progress in oral comprehension speaking, reading and writing the foreign language.
- Plans, prepares and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based foreign language curriculum to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards language standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Language other than English (grades 5-9) and/or Language other than English (grades 7-12)
- Clearance for fingerprint and criminal background check

Position Title: Middle School Health Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the middle school health teacher is responsible for creating a classroom environment that fosters, promotes and develops an understanding that emphasizes teaching functional health information (essential knowledge); shaping personal values and beliefs that support healthy behaviors; exploring group norms that value a healthy lifestyle and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.The health teacher uses FLACS K-8 health education curriculum aligned with

the New York State Health, Physical Education and Career Standards and the CDC Standards (Centers for Disease Control and Prevention). The health teacher facilitates the successful implementation of rigorous standards based curriculum to ensure students master the common core standards and meet the academic goals, and is responsive to diverse learning needs of all students including general education, students with disabilities and English Language Learners. The health teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level health curriculum to foster an understanding of personal health and fitness, a safe and healthy environment and understand community resources to manage personal health.
- Develops innovative instructional methodologies that are reflective of research and best practices for students to engage in health education including bullying, health risk factors, alcohol use, unintentional injuries, violence, suicide and how these elements affect students and their personal academic achievements.
- Plans, prepares, and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of all students, including general education, students with disabilities and ELLs.
- Establishes a culture of learning to engage students in rigorous standards based health curriculum to ensure students master the state standards and are prepared to enter high school.
- Integrates technology into the curriculum and classroom.
- Designs and implements assessments that measure progress towards health standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Health Education
- Clearance for fingerprint and criminal background check

Position Title: Special Education Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the special education teacher provides legally mandated services to students with IEPs as well as services to students who are identified as needing at-risk interventions. The teacher of special education also pulls out small groups of students and works collaboratively in a teacher team model with the general education teachers to implement the FLACS curricula, aligned with the New York State Next Generation Learning Standards. The teacher of special education to facilitates the successful implementation of rigorous standards

based curricula to meet the particular needs students with disabilities. The SETSS teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level content curricula to engage students in all content areas as indicated on students' IEPs.
- Develops innovative instructional methodologies to teach students in all content areas using FLACS network developed curriculum maps.
- Co-plans, prepares and facilitates daily standards based lessons that utilize a variety of instructional strategies which differentiate teaching based on the diverse and individual needs of students.
- Develops IEP goals and tracks progress.
- Attends all IEP meetings and completes session notes on SESIS.
- Establishes a culture of learning to engage students in rigorous standards based curricula to ensure students master the state standards and are prepared to enter high school.
- Focuses on integration of literacy skills across content areas, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curricula and classroom.
- Designs and implements assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.
- Works closely with the network coordinator of special education and at-risk services to coordinate services for students.
- Meets with the network coordinator of special education and at-risk services once a month to review delivery of services and to make decisions about future support.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Certification in Students with Disabilities (birth-grade 2); Students with Disabilities (grades 1-6); or Students with Disabilities (grades 7-12)
- Clearance for fingerprint and criminal background check

Position Title: Teaching Assistant, School

Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal and direction of the classroom teacher, teaching assistants support teachers in implementing high-quality rigorous standards based curricula which promotes a culture of excellence and high expectations. Teaching assistants

reinforce lessons presented by teachers by reviewing material with students one-on-one or in small groups. Teaching assistants enforce school and class rules and maintain an attractive and orderly classroom. They assist teachers with recordkeeping, such as tracking attendance and entering student data into school and network databases.

Key Responsibilities:

- Assists the teacher in setting up and maintaining a clean and orderly classroom.
- Under the direction of the teacher, creates and maintains bulletin board displays inside and outside the classroom.
- Manages and secures all materials in the classroom environment.
- Works with individual children or groups of children on special instructional projects and activities, as planned by the teacher.
- Uses and promotes positive guidance and behavior management techniques.
- Assists teacher with conferencing during independent reading, writing, and mathematics activities.
- Communicates to the teacher observations or concerns regarding student's academic and social-emotional progress.
- Assists teacher with keeping individual students on task during instructional activities.
- Grades assignments involving multiple choice or unambiguous short answers, under the direction of the teacher.
- Writes individual anecdotal records that support the teacher in the planning of instructional activities.
- Assists teachers with entering data on Skedula and other data sources.
- Assumes the position of teacher in the absence of the certified classroom teacher (Kindergarten through grade 4).
- Promotes healthy eating habits of students in the cafeteria.
- Maintains a safe and orderly environment in the lunchroom.
- Assists teacher in the orderly transition of students at arrival and dismissal.
- Escorts students to bus dismissal.
- Maintains a professional relationship with assigned teacher.
- Participates in staff meetings and professional learning, as scheduled.
- Adheres to the prescribed schedule set by the administration.

Qualifications:

- Associate's or Bachelor's degree is required
- Enrollment in a teacher preparation program is preferred
- Prior experience working with elementary aged children preferred
- New York State Certification in Level I, II or III Teaching Assistant required
- Clearance for fingerprint and criminal background check

Position Title: English as a New Language (ENL) Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the ENL teacher provides legally mandated services to identified English Language Learners, as well as students who are identified as needing at-risk interventions. The ENL teacher pulls out small groups of students and works collaboratively in a teacher team model with the general education teachers implementing the FLACS K-

8 curricula, aligned with the New York State Next Generation Learning Standards. The ENL teacher works with the school administrators to implement school procedures and policies and communicates with students' parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level content curricula to engage students in all content areas and differentiate curriculum and instruction to support all ELLs.
- Develops innovative instructional methodologies to teach students all content areas using FLACS network developed curriculum maps.
- Co-plans, prepares and facilitates daily standards based lessons that utilize a variety of ENL instructional strategies which differentiate teaching based on the diverse and individual needs of all students.
- Co-teaches with general education teachers and supports student learning through modelling, lesson planning, team teaching, data analysis and ongoing feedback through dialogue and reflections.
- Manages both regulatory and instructional requirements as an ENL teacher.
- Administers Home Language Questionnaires and administers NYSITELL to determine student eligibility for ENL services.
- Administers NYSESLAT test annually.
- Establishes a culture of learning to engage students in rigorous standards based curricula to ensure students master the state standards and are prepared to enter middle and high school.
- Focuses on integration of literacy skills across math, science and social studies content areas, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curricula and classroom.
- Designs and implement assessments that measure progress towards academic standards.
- Use assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students including general education, students with disabilities and ELLs.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities, grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.
- Works closely with the network coordinator of ENL services to coordinate services for students.
- Meets once a month with network executive director of academics and with the network coordinator of ENL to share and develop different and better ways to support and meet the needs of their students.
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Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Prior satisfactory teaching experience preferred
- New York State Teaching Certification in English to Speakers of other Languages (all grades)
- Clearance for fingerprint and criminal background check

Position Title: Academic Intervention Services Teacher, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the academic intervention services (AIS) teacher has knowledge of the content they are responsible for teaching and plans interventions that ensure the growth and achievement of at-risk students. The AIS teacher supervises students; plans and engages in high-quality rigorous standards based curricula which promotes a culture of excellence and high expectations for their students. The AIS teacher teacher facilitates the successful implementation of rigorous standards based curricula with small groups of students who have identified instructional gaps and work to close this gap so that all students master the state standards and meet the academic goals. The AIS teacher is responsive to diverse learning needs, strength interests and experiences of all students. The AIS teacher works with the school leader and administrators to implement school procedures and policies and communicates with parents, guardians and/or caregivers.

Key Responsibilities:

- Demonstrates knowledge of grade level content curricula to engage students in all content areas.
- Plans, prepares and facilitates systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards and differentiate teaching based on the diverse and individual needs of at-risk students.
- Participates in child study meetings and in the Response to Intervention identification process.
- Establishes a culture of learning to engage students in rigorous standards based curricula to ensure students master the state standards and are prepared to enter middle and high school.
- Focuses on integration of literacy skills across math, science and social studies content areas, which includes explicit vocabulary development, reading, writing, speaking and listening standards.
- Integrates technology into the curricula and classroom.
- Designs and implement assessments that measure progress towards academic standards.
- Uses assessment data to refine curriculum and inform instructional practices to create a classroom culture of data driven decision making to close the achievement gap for all students.
- Creates a classroom environment of respect and rapport to ensure a safe, caring and orderly school environment which nurtures the unique needs of each student.
- Participates in collaborative curriculum and professional development, professional learning communities; grade-level activities and school wide functions.
- Seeks to actively know students' strengths and challenge areas and communicates effectively with parents.
- Works closely with the network coordinator of special education and at-risk services to coordinate services for students.
- Meets once a month with network executive director of academics and with the network coordinator of special education and at-risk services to share and develop different and better ways to support and meet the needs of their students.

Qualifications:

- Bachelor's degree is required; master's degree is preferred

- At least two years of prior satisfactory teaching experience is required
- New York State Teaching Certification in Childhood Education (grades 1-6), Early Childhood Education (birth-grade 2), Literacy (birth-grade 6), Students with Disabilities (birth-grade 2), or Students with Disabilities (grades 1-6)
- Clearance for fingerprint and criminal background check

Position Title: Guidance Counselor, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the guidance counselor applies their professional knowledge and skills to ensure that curricula and programs address the developmental and educational needs of all K-8 students. The guidance counselor supervises students, coordinates a comprehensive counseling program and works closely with administration and parents to best serve every child so that they will achieve success in their academic achievement as well as their personal and social growth. The guidance counselor facilitates the successful implementation of rigorous standards based FLACS guidance curricula within the elementary and middle schools, provides mandated services, and meets with students to ensure they have access to grade appropriate resources necessary for academic and social development. The guidance counselor is responsive to the diverse learning needs, strengths, interests and experiences of all students. The guidance counselor works with the school leader and administrators to implement school procedures and policies and communicates with parents, guardians and/or caregivers.

Key Responsibilities:

- Creates and implements data-driven school counseling programs based on the needs of the student body.
- Provides mandated counseling services to students with IEPs and counseling to at-risk students.
- Demonstrates knowledge of grade level guidance topics to engage students in age appropriate counselling programs.
- Implements a classroom guidance program for bully awareness.
- Conducts daily conflict resolution interventions with students who demonstrate need.
- Provides support to students struggling with peer relationships, coping strategies and effective social skills.
- Participates in child study meetings and in the response to intervention, IEP meetings and student school study teams.
- Supports the attendance of students as a member of the school attendance team.
- Provides individual/family/school crisis intervention for students and their families, including supporting students in shelters.
- Supports the principal as mandated reporter for attendance referrals, educational neglect, child abuse and neglect, suicide reports and enrollment/transfer of students.
- Collaborates with teachers, administration and parents exploring interventions to help students achieve academically, social and emotionally.
- Consults with parents, teachers, administrators and supporting agencies concerning the needs of students and acts as liaison with ACS when necessary.
- Participates in meetings with parents/guardians and administration regarding school concerns such as academic concerns, lateness and attendance concerns.

Qualifications:

- Bachelor's degree required; master's degree preferred
- Prior satisfactory counseling or teaching experience preferred
- New York State Certification in School Counseling
- Clearance for fingerprint and criminal background check

Position Title: High School Articulation Counselor, School
Reports to: Assistant Principal and Principal

Position Overview: Under the supervision of the assistant principal and principal, the high school articulation counselor develops partnerships with local high schools to implement a comprehensive high school placement and preparation program in middle school, providing effective, ongoing guidance and support to students and their parents throughout all stages of the high school admissions process. This person helps students identify their strengths and interests, and connects middle school students to high schools that will support these strengths and interests. The high school articulation counselor administers an alumni program that continues to support FLACS scholars after they graduate.

Key Responsibilities:

- Implements a comprehensive high school placement preparation program that provides effective, ongoing guidance and support to students and their parents throughout all stages of the high school admissions process.
- Conducts individual student and parent conferences to conduct interest inventories and discuss individual plans, goals, and needs.
- Creates and manages student portfolios and works with students to ensure enrollment in quality high schools.
- Regularly attends high school open house sessions and meets with admissions officers to determine the qualifications that high schools seek in prospective students.
- Seeks scholarship and financial aid opportunities offered by schools and education oriented organizations and matches students with those opportunities.
- Facilitates test prep and mock interviews to prepare students for the admissions process, and compiles portfolios which reflect students' exam scores, awards, recommendation letters, personality and career interest data, and letters of recommendation.
- Designs and implements workshops for middle school families and students on topics such as the high school application process, types of high schools, and applying for financial aid.
- Schedules meetings with school representatives and/or admissions officers in an ongoing effort to promote FLACS and establish partnerships.
- Reviews and inputs data as needed for all public high school applications for 8th graders.
- Plans trips for students to visit to high schools, including independent schools and catholic schools.
- Coordinates test prep for the SHSAT for students applying to the NYC specialized high schools.
- Administers the alumni support program including organizing workshops about applying to college, taking the SAT, and applying for financial aid; matching mentors to students; and hosting meetings for alumni.
- Supervises high school volunteers that assist in implementing the alumni support program.

Qualifications:

- Bachelor's degree is required; master's degree is preferred
- Three years satisfactory high school articulation experience preferred

- New York State Certification as a School Counselor or experience working in high school articulation and/or advising students
- Clearance for fingerprint and criminal background check

Position Title: Custodian, School

Reports to: Principal and Director of Facilities[4]

Position Overview:
Under the supervision of the principal and the director of facilities, the custodian provides custodial services at assigned site; ensures an attractive, sanitary and safe environment for students, staff and visitors; oversees the preparation of facilities for classroom activities and campus events; and ensures that assignments are completed in a safe, proper and timely manner.

Key Responsibilities:

- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, gym, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment while adhering to OSHA and maximum safety procedures.
- Consults with administrative personnel and network for the purpose of planning, prioritizing and scheduling custodial activities and achieving site maintenance objectives.
- Delivers a variety of items (e.g. supplies, packages, furniture, etc.) for the purpose of distributing materials to the appropriate parties.
- Distributes custodial supplies and equipment for the purpose of disseminating materials to custodial staff and/or storage locations.
- Inspects facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, identifying necessary repairs to facilities and/or equipment, etc.
- Maintains necessary supplies and equipment for the purpose of ensuring the availability of custodial items required to properly maintain facilities.
- Maintains exterior of the sites, including snow/ice removal, trash removals as needed
- Monitors students and staff in and around work areas (e.g. halls, multipurpose rooms, lunch room, restrooms, grounds, etc.) for the purpose of preventing injuries and ensuring site safety.
- Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform job functions.
- Performs maintenance building repairs (e.g. electrical, plumbing, carpentry, etc.) for the purpose of maintaining a safe and attractive building. Replenishes classroom and restroom supplies (e.g. paper towels, soap, etc.) for the purpose of ensuring adequate quantities for daily use.
- Prepares written materials (e.g. supply orders, safety inspections, work orders, inventory, over time sheets, etc.) for the purpose of documenting activities and/or relating activities to administration for action.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, snow removal etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.

[4] This position dually reports to both the principal and a network position. This is done to allow for flexible scheduling of staff as needed between school buildings.

- Maintains facilities and grounds (e.g. doors, gates, alarms, lights, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Schedules and reports service visits as needed to assure the sound operation of the schools
- Communicates the operation schedule of the school with the director of facilities to assure fiscal soundness.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Qualifications:

- Valid Certificate of Fitness
- Very good physical condition and strength
- Valid Driver's License issued by state of residence and in good standing preferred
- Clearance for fingerprint and criminal background check

Position Title: School Safety Officer, School
Reports to: Principal and the Director of Facilities[5]

Position Overview: Under the supervision of the principal and the network director of facilities, the school safety officer will be assigned to a single or multiple posts during their shift to enforce school rules and security protocol; ensure the security of the students, staff, parents and visitors; and to prevent damage to the school facilities. The school safety officer will establish a rapport with the students, staff and visitors to provide an atmosphere that is safe, secure and conducive to the proper functioning of the school. The school safety officer will provide assistance to all students, parents, staff members and visitors by either personally resolving problems or referring them to the appropriate person for assistance.

Key Responsibilities:

- Monitors the main lobbies and entrances and other areas of school building while on post in person and or by utilizing the CCTV system.
- Controls access to all building entrances and exits.
- Welcomes and greets students, staff and visitors with courtesy, professionalism and respect and conveys a positive image of the school.
- Confronts unauthorized persons for questioning, rerouting or detaining them as appropriate and issuing verbal trespass warnings to people not on school premises for legitimate reasons; calls for assistance as needed.
- Reports any inappropriate activities or unauthorized persons on or around schools.
- Escort students as may be required to ensure students are at appropriate locations.
- Resolves student conflicts in a safe and professional manner, making referrals involving student misconduct as appropriate.
- Assists other personnel as required to ensure a safe, efficient and effective work and learning environment.
- Communicates school policies and enforcement procedures to students, staff and visitors to ensure their understanding of policies and the potential consequences of violation.

[5] This position dually reports to both the principal and a network position. This is done to allow for flexible scheduling of staff as needed between school buildings.

- Offers observations that will improve and safeguard the schools.
- Effectively presents information and respond to questions, inquiries and/or complaints.
- Displays courtesy, professionalism and respect when dealing with others and displays sensitivity to cultural differences among individuals and groups of persons.
- Reacts well under pressure, handle multiple demands at one time, work with frequent interruptions.
- Observes accurately, recalling faces, names, descriptive characteristics and facts of incidents and places.

Qualifications:

- High school diploma or its equivalent is required
- Current New York State security guard license required
- Minimum of two years' experience or security experience in a school setting or substantial contact with youth in a recreational setting
- Ability to administer first aid in emergency situations (training will be provided)
- Clearance for fingerprint and criminal background check

Position Title: Chief Executive Officer, Network
Reports to: Board of Trustees

Position Overview: The CEO is responsible for providing strategic leadership for the company by working with the board of directors and the executive management team to establish long-range goals, strategies, plans and policies. The CEO is responsible for ensuring that charter schools' academic programs and operations are successful and faithful to the terms of the charter. The CEO hires and manages all network department heads and school leaders.

Key Responsibilities:

- Preserves, promotes and leads the organization and accepts accountability for the continuous implementation and improvement of the mission, vision, goals and policies of the education corporation and its schools.
- Provides the board with regular updates of the school's activities regarding curriculum implementation, board directives and fiscal matters.
- Sets clear academic, growth, operational, and financial goals and oversees the implementation of effective accountability systems to assess and drives progress toward these goals.
- Works with the board and the chief financial officer to ensure that FLACS is currently fiscally stable and has a viable long-term financial plan, and to provide fiscal reports to the Board, state and other agencies as required.
- Works with the board, the chief operations officer, school leaders and network team to create, refine, and implement a strategic operations plan that develops a stable sustainable corporation that supports the success of the FLACS charter schools and the stakeholders it serves.
- Works with the board, the chief operations officer, school leaders and network team to create, refine, and implement a strategic academic plan, that supports high academic achievement for all students and ensures all schools meet the accountability goals set forth in their charters.
- Collaborates with network and school leaders to strategize, develop, and implement plans for staff recruitment, development, and retention.
- Collaborates with the board to hire and evaluate all principals.
- Champions and inspires people with the organization's vision, goals, plans, results, and success stories.

- Ensures that decisions made by the education corporation and schools are student centered and provide equitable education for all students.
- Builds a strong, cohesive culture of openness, transparency, fairness, and respect.
- Maintains a culture of high standards of excellence for all staff and students.
- Promotes the innovation, testing, piloting, and scaling of new solutions that drive student achievement.
- Ensures the safety of all students and staff members.
- Represents and communicates on behalf of the FLACS and its schools at authorizing agencies, local school districts, local and state government agencies, and business partners, as directed by the board.
- Develops strong external relationships and presence by developing meaningful partnerships and relationships with key local and national leaders, government officials, school districts, parents, and the community.

Qualifications:

- Master's degree in a related education field
- Over 10 years of educational leadership experience
- New York State Certification as a School District Leader (SDL) certificate and/or School District Administrator (SDA)
- Experience in multiple roles in education (for example, teaching, school leadership, educational policy, etc.)
- Experience in charter schools preferred
- Successful experience in leading, designing and/or launching new schools is preferred
- Clearance for fingerprint and criminal background check

Position Title: Chief Operating Officer, Network
Reports to: Chief Executive Officer

Position Overview: The chief operating officer provides the leadership, management and vision necessary to ensure that the company has the proper instructional and operational controls, administrative and reporting procedures, and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency. The position accomplishes this through a respectful, constructive and energetic style, guided by the FLACS mission and vision.

Key Responsibilities:

- Provides day-to-day operational leadership and management aligned to the mission and core values of FLACS.
- Develops strategic systems to be used across the network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls.
- Supervises network operations staff and provides operational support to principals.
- Manages the process of securing and maintaining facilities.
- Oversees the ongoing maintenance of information systems and infrastructure, including hardware, software, and applications.
- Coordinates business insurance and maintain best practices for risk management and safety.
- Ensures compliance with all reporting requirements in a timely and accurate manner.
- Is responsible for driving the company to achieve and surpass sales, profitability, cash flow and business goals and objectives.

- Spearheads the development, communication and implementation of effective growth strategies and processes.
- Collaborates with network and school leaders to develop and implement plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the rapid growth objectives of our organization.
- Makes student-centered decisions for academic performance that ensure equitable education for all students, promote the success of all students, and keep the charter corporation focused on learning and achievement.
- Collaborates with the CEO to develop academic goals and performance benchmarks with executive director of academics and principals.
- Executes sound performance management of instructional leaders to ensure student achievement gains are being realized.
- Builds a high-performing, consistent, data-driven culture among all the schools in the corporate community.
- Ensures that academics, school culture and climate, community engagement, and external partnerships are positive, effective, and tightly aligned to the organization's mission and goals.
- Demonstrates knowledge and understanding of FLACS K-8 education practices and policies within the state and encourage best practices in the corporation's schools.

Qualifications:

- Master's degree in education or business or a related field
- At least eight years of strong operational experience, preferably in a school district setting.
- School District Leader (SDL) certificate and/or School District Administrator (SDA) certificate preferred
- Demonstrated experience in financial planning and analysis with previous experience overseeing human resources, information technology, and legal.
- Clearance for fingerprint and criminal background check.

Title: Executive Director of Academics, Network
Reports to: COO and CEO

Position Overview: Under the supervision of the COO and CEO, the executive director of academics is responsible for overseeing the effective implementation of curriculum, instruction, and assessment across all schools to produce high academic achievement. The executive director will oversee a team of curriculum, instruction and data specialists and will provide the leadership and the direction to ensure school communities are successful. The executive director works closely with school leaders, teachers, other instructional staff and network staff.

Key Responsibilities:

- Creates, revises, and evaluates network policy documents related to curriculum, instruction and assessment.
- Leads in the selection, adoption, evaluation, and revision of curriculum, assessments, and programming across the network.
- Ensures that there is an appropriate and logical alignment between the academic program, curricula, assessment, the network's mission, each school's accountability goals, and the State and Federal accountability programs.
- Monitors the rigor of the curriculum, instruction, assessment, and programming in all schools to ensure all students are prepared for college and/or career success.

- Maintains, manages, and analyzes student, teacher, and organizational data at the school and network related to student assessments, academics, attendance, demographics, and behavioral data.
- Oversees the analysis of outputs from student information system, student assessments, teacher evaluations, data warehouse, and other organizational data platforms to inform instructional practices, curriculum, programming, and organizational decisions.
- Oversees the implementation and monitor the use of real-time data dashboards and platforms to support strategic decisions at the network and school level.
- Builds capacity at the schools around the use of academic data, analytical tools, instructional technology, and rigorous analyses to improve instructional planning, monitor student and school progress, and drive student growth and achievement.
- Ensures that all learners receive appropriate differentiation, intervention and/or enrichment in curricula, instruction, and assessment, including English language learners, students with special needs, struggling students, and gifted students.
- Develops short- and long-term goals related to curriculum, instruction, and assessment goals and participate in planning and implementing of strategies for meeting goals.
- Addresses the complexity of moving the curriculum instruction, assessment and technology programs from traditional practices to that of integrated, performance-based practices.
- Leads the planning, oversight and implementation of relevant K-8 professional development, especially in improving the consistent and rigorous implementation and delivery of the curriculum and in the analysis of data to improve student performance.
- Provides support to principals in monitoring and improving the quality of instruction teacher effectiveness and competencies through the teacher observation and feedback process.
- Provides oversight on the coordination, compliance and administration of school-developed, network-mandated, and state assessments.
- Oversees the completion and submission of mandated academic reporting to NYS Education Department, SUNY, and the Board of Trustees.

Qualifications:

- A master's degree required.
- At least 5 years' experience as a teacher, coach or other instruction-based experience.
- Clearance for fingerprint and criminal background check

Position Title: Coordinator of Special Education and At-Risk Services, Network
Reports to: Executive Director of Academics

Position Overview: Under the supervision of the executive director of academics, the coordinator of special education and at-risk services is responsible for supporting the successful implementation of special education and at-risk services across the network. The coordinator of special education and at-risk services works closely with the executive director of academics, the principals, the special education teachers and AIS teachers to ensure fidelity to the FLACS approach to special education and at-risk services. He or she is responsible for ensuring that all students with IEPs receive their mandated services and that FLACS schools are in compliance with all laws and statutes related to special education. The coordinator of special education and at-risk services coordinates professional development for special education and AIS teachers. This position also supports school based staff in the administration of all state testing.

Key Responsibilities:

- Oversees the implementation of the IEP/504 plans of all special education students and ensures appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.
- Ensures compliance by the schools with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education.
- Gathers data and completing all reporting requirements concerning students with IEPs/504 plans.
- Completes all required reports to CSI, NYSED, Federal Government, grant applications, annual report, etc.
- Works with the network data staff to maintain school and network tracking and data system that includes: student information related to IEPs, services, service hours, evaluations, referrals, etc.
- Coordinates with student's special education team to ensure all documents are completed in a timely manner (according to state, local, and school policies and procedures) prior to review meetings.
- Coordinates with special education team to complete IEP progress reports and provide IEP progress reports to parents/guardians.
- Works with the finance department to ensure the proper billing and reimbursement for special education services is provided and to gather information required for the per pupil funding
- Trains new special education teachers in the use of computer systems for the special education process, writing of goals, progress reports, annual reviews and parent communication.
- Organizes and/or leads professional development sessions for special education teachers across the network in pedagogy, compliance, etc.
- Conducts professional development with general education teachers and coaches working with general education teachers in implementing strategies to support at-risk and special education students in the general education classroom.
- Supports the planning of special education initiatives and the implementation of initiatives.
- Supports the executive director of academics, the principals, and special education teachers in the development of appropriate curriculum and school based assessments to support the academic growth of students with IEPs/504 plans.
- Develops, with other network staff and principals, child study procedures at the network and school levels.
- Supports schools in implementing the child study procedures and other at-risk identification procedures.
- Gathers and reviews student data, with school and network based staff, to support identifying students at risk.
- Supports schools in identifying materials and programs to support students who are identified as at risk.
- Supports schools in identifying students who are promotion in doubt
- Coordinates the ordering, delivery, administration, and scoring of all state assessments (NYSITELL, NYSESLAT, ELA, Math, Science, and Regents Exams) with school based staff.
- Develops internal policies for test administration in alignment with all state regulations with the executive director of academics.
- Oversees the internal monitoring process at all schools.
- Ensures the training staff members across all three schools in proper administration of the testing program.

Qualifications:

- Master's degree is required
- At least three years prior satisfactory teaching experience in special education required
- New York State Certification in Special Education required
- Clearance for fingerprint and criminal background check

Title: Director of Professional Learning, Network
Reports to: Executive Director of Academics

Position Overview: Under the supervision of the executive director of academics, the director of professional learning coordinates professional development throughout the year, (including pre-service professional development in August) across all schools, including the work of external consultants, school-based instructional coaches, principals, and other staff, with the goal of furthering the Network mission and vision to produce high academic achievement. The director of professional learning works closely with school leaders, teachers, other instructional staff and Network staff.

Key Responsibilities:

- Establishes evidence-based network priorities and plans for professional development.
- Monitors the creation and revision of professional development plans at each school and in collaboration with school leaders and instructional coaches to improve the consistent and rigorous implementation of delivery of the curriculum and in the analysis of data to improve student performance.
- Coordinates the scheduling and content of external professional development across all schools in line with the network priorities and school professional development plans.
- Develops and delivers network professional development sessions.
- Monitors the efforts of instructional coaches and provide individual training and feedback to the instructional coaches, through observation, feedback, modeling, and training sessions.
- Monitors and assesses other school-based professional development efforts for rigor and alignment with network and school professional development plans.
- Meets regularly with instructional coaches from each school to review professional development efforts and determine areas for collaboration and connection between the schools.
- Organizes cross-school teams across grade levels and individual subject areas to increase collaboration and sharing of best practices between schools.
- Manages the professional development budget for the network and monitor the budget of each individual school.
- Assists instructional coaches and school leaders in establishing professional learning communities that further network and school professional development efforts.

Qualifications:

- Master's degree is required.
- New York State Teaching Certification in a relevant area.
- At least 5 years of successful classroom teacher experience.
- Prior experience and success in coaching teachers and/or administrators.
- Clearance for fingerprint and criminal background check

Position Title: Director of Development, Network
Reports to: COO and CEO

Position Overview: Reporting to the COO and CEO, the director of development is responsible for planning, organizing, and directing all of FLACS fundraising including, grant writing, major gifts programs, annual funds, planned giving, special events and capital campaigns. The director of development works closely with the COO and CEO and the board of directors in all development and fundraising endeavors.

Key Responsibilities:

- Works with the CEO and COO to establish the vision, goals, priorities, and plans for FLACS' fundraising efforts.
- Develops ambitious yet feasible goals for revenue, donor quantity, and donor retention and improve the richness of its programs.
- Designs and implements strategies and tactical plans to achieve short- and long-term goals for different donor segments.
- Identifies novel and creative strategies and revenue streams for FLACS.
- Researches and applies for federal, state, and private sector grant opportunities.
- Creates budgets based on funder requirements along with other financial documents.
- Meets with the executive director of academics and school leaders to review school initiatives and find funding sources to support school programs.
- Manages relationships with a growing network of institutional investors and foundations to develop a systematic grant-writing and reporting process including research, proposal writing and reporting requirements.
- Researches and actively engages potential institutional, individual, and corporate donors, including local, state and federal institutions while building, expanding, and cultivating existing relationships.
- Ensures timely and accurate report deliveries to funders.
- Coordinates stewardship activities including, but not limited to, internal/external meetings, school tours, face-to-face solicitations, and cultivation and solicitation events.
- Guides board committees on development and external affairs.

Qualifications:

- Bachelor's degree is required; master's degree preferred
- 3 years minimum experience in professional non- profit fundraising
- Clearance for fingerprint and criminal background check

Position Title: Director of Facilities, Network
Reports to: COO and CEO

Position Overview: Under the supervision of the COO and CEO, the director of facilities is responsible for overseeing the maintenance of the physical facilities in the buildings of all Family Life Academy Charter Schools. The director of facilities will work with the custodial and security staff to identify facilities related requirements and propose and manage cost-effective solutions. The position assists with scheduling facilities team members, school project design and execution, securing estimates of equipment, labor materials and other related costs as needed by the FLACS network schools. The director of facilities also supports the identification, renovation, and construction of new facilities.

Key Responsibilities:

- Promotes a healthy and positive culture by fostering optimum facilities services.

- Monitors fire and HVAC inspections, equipment audits, and building inspections and creates action plans to address findings of these.
- Monitors of time and materials, scheduling and tracking of all maintenance related issues and repairs.
- Provides direct oversight of all repair, maintenance and special project analysis, and decisions.
- Manages contractors' visits and service, including those of general contractors, plumbers, electricians, HVAC specialists, locksmiths, alarm security systems, roofers, etc.
- Tracks and reports status of open projects.
- Monitors and creates estimates, schedules, and timelines for new and existing project deliverables.
- Creates and builds preventative maintenance processes and monitoring systems for extended life of facility related components.
- Maintains and monitors building compliance with building codes, standards for local, city, county, state, and federal agencies.
- Meets with the custodial staff on an ongoing basis to ensure that the needs of principals are being met.
- Ensures adherence to OSHA and maximum safety procedures.
- Performs other duties as delegated by principals and FLACS leaders.
- Provides administrative support to enable the facilities department to function effectively and efficiently by following federal and state laws, as well as company policies.
- Provides first line contact for the facilities department for all internal and external customers/ contractors and attend meetings with landlord of rental units, local businesses, and architects.
- Carries out weekly walk rounds, ensuring that building fabric is in good order, noting any defects and coordinates follow up on action items.
- Monitors and review overtime hours of custodial staff.
- Manages service standards in schools to ensure that schools comply with all statutory regulations and codes of practice; liaise with all local authority, statutory representatives. Assist in the compliance of existing health and safety policy, safe working practices and best practice, liaising closely with the custodians.
- Reviews and makes recommendations to maintain building integrity, maintaining accurate records as required.
- Liaises with building contractors to follow through on approved work and engineering inspectors to ensure compliance.

Qualifications:

- Bachelor's degree or associate degree.
- Technical training in building maintenance or minimum of three to five years of progressive experience and responsibility in a maintenance field, two of which were holding a supervisory position directing a multifunctional maintenance staff.
- Certificate of Fitness for Supervision of Fire Alarm Systems and Other Related Systems, Certificate of Fire and Emergency Drill Conductor preferred
- Certified CPR holder's preferred.

Position Title: Director of School Expansion, Network
Reports to: CEO and COO

Position Overview: Under the supervision of the CEO and COO, the director of school expansion will oversee the development and implementation of successful projects related to the expansion of the

FLACS network. The director of school expansion will ensure that the FLACS mission, vision and key design elements are replicated in all new grade levels and buildings. This includes managing external grants, including reporting and project budgeting, as well as collaborating with network and school leaders to expand the schools.

Key Responsibilities:

- Observes and coordinates all expansion activities to ensure that they are aligned with the FLACS mission, vision and key design elements.
- Supports the outreach and recruitment of students including utilizing marketing materials, website and social media platforms; attending or presenting at various community organizations such as preschools, daycare centers, head start programs etc.; and canvassing the neighborhood and distributing flyers.
- Coordinates and facilitates open houses for parents and school community at-large.
- Provides ongoing outreach and communication with parents and guardians in collaboration with FLACS family liaisons.
- Provides written communication with detailed updates on progress of school opening to various stakeholders.
- Supports the effort to recruit teachers for new campuses and grades in collaboration with human resources department, including utilizing on-line and media postings, job fairs and partnerships with colleges and universities.
- Represents FLACS at community forums, town hall events and meetings with local representatives.
- Collaborates with communications and marketing staff in supporting public relations initiatives.
- Works with the director of development to secure grants for expansion activities and serves as the primary contact for any external grants that support expansion.
- Tracks grant performance measures, targets and objectives and ensures that any external grant project goals and expectations are met
- Collects data for project evaluation and reporting requirements and submits annual grant reporting collaboration with CFO and executive director of academics.
- Works with CFO in reviewing budgeting requirements and modifications related to expansion and ensures compliance under DOE guidelines
- Presents to school and network leaders and the board when required.
- Provides coaching and mentorship to new school leaders about implementing the FLACS mission, vision and key design elements.
- Coordinates activities and events for students in grades 5-8 as cohort in transitioning to middle school campus.

Qualifications:

- New York State certification for School Building Leader or School District Leader preferred
- Master's degree in a relevant area; teaching certification preferred
- At least two years of experience in a supervisory role in an educational setting preferred
- Clearance for fingerprint and criminal background check

Position Title: Director of Human Resources, Network
Reports to: CEO and COO

Position Overview: Under the direction of the CEO and COO, the director of human resources will be responsible for the smooth and productive operation of a company's human resources department.

They supervise and provide consultation to management on strategic staffing plans, compensation, benefits, training and development, budget, and labor relations. The director of human resources takes a leadership role in developing a culture that enables employees to perform in accordance to FLACS mission, vision, and objectives.

Key Responsibilities:

- Plans, designs, develops and evaluates human resource-related initiatives that support FLACS organizational strategic goals.
- Supervises human resources staff and report to the chief operations officer on issues regarding implementation of policies and procedures, safety of the workforce, recruiting and hiring high-performing employees, and labor, legislative and other human resources issues.
- Directs the development and implementation of employee orientation and training programs, benefits plans, policies and guidelines, database management procedures, equal opportunity employment programs, employee records and documentation policies.
- Evaluates the effectiveness of the department through compiling and analyzing data is another important function.
- Ensures compliance with federal, state and local laws and industry regulations.
- Advises department heads and principals on legal implications of human resources issues related to discipline and employee grievances.
- Plans and oversees the human resources department budget can be an additional duty of the Director of HR.
- Uses excellent interpersonal, communication, customer service, and problem solving skills to build relationships with staff members and diffuse conflicts.

Qualifications:

- Bachelor's degree is required
- Certification with the Society of Human Resources Management
- Demonstrated ability to build and cultivate relationships and work collaboratively in a complex environment.
- Minimum of 5 years of experience

Position Title: Network Coordinator of English as a New Language (ENL), Network
Reports to: Executive Director of Academics

Position Overview: Under the supervision of the executive director of academics, the coordinator of ENL is responsible for supporting the successful implementation of ENL services across all schools. The coordinator of ENL works closely with the executive director of academics, the principals, and the ENL teachers to ensure fidelity to the FLACS approach to ENL. The coordinator of ENL coordinates professional development for ENL and general education teachers in working with ELLs.

Key Responsibilities:

- Supports schools in the successful implementation of the ENL program at FLACS.
- Ensures compliance by the schools with all local and federal laws and regulation relating to ELLs.
- Gathers data and completing all reporting requirements concerning students with ELLs.
- Completes all required reports to CSI, NYSED, federal government, grant applications, and annual reports related to ELLs.
- Works with the network data staff to maintain school and network tracking and data system that includes student information related to ELLs.

- Organizes and/or leads professional development sessions for ENL teachers across the network in pedagogy, compliance, and other areas.
- Conducts professional development with general education teachers and coaches working with general education teachers in implementing strategies to support ELLs in the general education classroom.
- Supports the planning of ENL initiatives and the implementation of initiatives.
- Supports the executive director of academics, principals, and ENL teachers in the development of appropriate curriculum and assessments to support the academic growth of ELLs.
- Supports other network staff and principals, in implementing child study procedures at the network and school levels.
- Gathers and reviews ELL data, with school and network based staff.
- Supports schools in identifying materials and programs to support ELLs.
- Serves as an advocate for ELLs across the FLACS network.

Qualifications:

- Master's degree is required
- At least three years of prior satisfactory teaching experience in ENL required
- New York State Certification in TESOL required
- Clearance for fingerprint and criminal background check

Position Title: Chief Financial Officer (CFO), Network
Reports to: CEO and COO

Position Overview: Under the supervision of the CEO and COO, the chief financial officer plays a critical role in the overall strategic management of the charter corporation. The CFO will implement the financial strategy for the FLACS operating budget while also designing and delivering effective financial systems across the organization. The CFO will serve as a strategic partner to organizational leaders, providing strong and accurate financial director to guide decisions regarding long term financial forecasting and budgeting. The CFO is responsible for directing the fiscal functions of the corporation in accordance with generally accepted accounting principles issued by the Financial Accounting Standards Board, New York State, New York City, Charter School Institute and other regulatory and advisory organizations in accordance with financial management techniques and practices appropriate within the industry.

Key Responsibilities:

- Oversees day-to-day fiscal leadership and management aligned to the mission and core values of FLACS.
- Plans, develops, organizes, implements, directs and evaluates the organization's fiscal function and performance.
- Participates in the development of the corporation's plans and programs as a strategic partner.
- Evaluates and advises on the impact of long range planning, introduction of new programs/strategies and regulatory action.
- Develops credibility for the finance group by providing timely and accurate analysis of budgets, financial reports and financial trends in order to assist the CEO, COO, the Board and other senior executives in performing their responsibilities.
- Enhances, develops, implements and enforces policies and procedures of the organization by way of systems that will improve the overall operation and effectiveness of the corporation.
- Provides technical financial advice and knowledge to others within the financial discipline.

- Continual improvement of the budgeting process through education of department managers on financial issues impacting department budgets.
- Provides strategic financial input and leadership on decision making issues affecting the organization; i.e., evaluation of potential alliances acquisitions and/or mergers and pension funds and investments.
- Optimizes the handling of bank and deposit relationships and initiate appropriate strategies to enhance cash position.
- Develops a reliable cash flow projection process and reporting mechanism that includes minimum cash threshold to meet operating needs.
- Serves as an advisor from the financial perspective on any contracts into which the corporation may enter.
- Evaluates the finance division structure and team plan for continual improvement of the efficiency and effectiveness of the group as well as provide individuals with professional and personal growth with emphasis on opportunities (where possible) of individuals.
- Prepares and maintains a manual of all relevant financial policies and procedures
- Manages all employees in the finance department.

Qualifications:

- Bachelor's degree is required; MBA is preferred.
- At least 10 years of related experience and/or training; or equivalent combination of education and experience in a related field.
- Clearance for fingerprint and criminal background check

Position Title: Controller, Network
Reports to: Chief Financial Officer

Position Overview: Under the supervision of the CFO, the controller will ensure internal controls are performed and implemented to maintain the accuracy and integrity of financial reporting and overall accounting operations. This individual must be detail oriented with strong organizational and communication skills. The controller will be required to access and perform duties using various accounting systems and should have a background using accounting applications.

Key Responsibilities:

- Analyzes and prepares the needed schedules in connection with the annual finance audit
- Conducts routine budget reconciliation, tracking and analysis for all grant and general funds
- Develops systems for effective projecting, monitoring and analyzing expenses, revenue, assets, cash flow against budgets and forecasts
- Enhances systems for monthly quarterly and annual reconciliations and execute necessary items on close-out checklists as needed
- Oversees the entry of payroll into the accounting systems in a timely manner
- Maintains general ledger through identifying and explaining accounting inconsistencies and initiating corrective actions
- Oversees all accounts payable and accounts received functions, including recording and tracking income and expenses related to contracts, grants, Federal entitlements and other contributed income.
- Prepares monthly and quarterly journal entries for the network and school, and reconcile balance sheet and other accounts monthly as appropriate.
- Prepares payroll related entries and provide proper supporting documentation.

- Supports with preparation of monthly financial and management reports, including cash flow forecast and variances analysis as well as other reports as needed.
- Performs other duties as assigned by the director of finance.
- Manages the accuracy and productivity of day-to-day activities of accounts payable, cash disbursements, invoicing/ billing, payroll, fixed assets records.
- Coordinates and directs the preparation of the budget and financial forecast and report variances.
- Prepares, develops, improves and issues timely monthly financial records for CFO, Finance committee and Board of Directors.
- Provides financial analysis tools to evaluate company ventures or special projects when necessary.
- Projects assets by establishing, monitoring, and reinforcing internal controls.
- Completes operational requirements by scheduling and assigning employees and follows up on work results.
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publication; establishing personal networks; participating in professional societies.
- Ensures quality control over financial transactions and financial reporting.

Qualifications:

- Bachelor's degree in accounting is required
- Advanced knowledge of Microsoft Excel and proficiency in Microsoft Word, Outlook and PowerPoint is required, including ability to filter and sort data, create pivot tables, create and link formulas
- Extensive knowledge of accounting programs required
- Strong understanding of GAAP for non-profits required
- Five or more years of experience in accounting or financial management
- Experience working in non-profit accounting required, charter school experience preferred
- CPA experience preferred
- Clearance for fingerprint and criminal background check

Position Title: Assistant Controller, Network
Reports to: CFO

Position Overview: Under the supervision of the chief financial officer, this individual will support the Controller in ensuring internal controls are performed and implemented to maintain the accuracy and integrity of financial reporting and overall accounting operations. This individual must be detail oriented with strong organizational and communication skills. The assistant controller will be required to access and perform duties using accounting applications.

Key Responsibilities:

- Supports the analysis and preparation of the needed schedules in connection with the annual finance audit.
- Supports in conducting routine budget reconciliation, tracking and analysis for all grant and general funds.
- Supports entering payroll into the accounting system in a timely manner
- Supports the maintenance general ledger through identifying and explaining accounting inconsistencies and initiating corrective actions

- Supports the preparation monthly and quarterly journal entries for the Network and school, and reconcile balance sheet and other accounts monthly as appropriate
- Supports the preparation of payroll related entries and provide proper supporting documentation
- Supports the recording and tracking of income and expenses related to contracts and grants, including Federal entitlements and other contributed income
- Supports with preparation of monthly financial and management reports, including cash flow forecast and variances analysis as well as other reports as needed
- Performs other duties as assigned by the Director of Finance
- Supports the Controller in preparing, developing, improving and issuing timely monthly financial records for CFO, Finance committee and Board of Directors
- Supports in providing financial analysis tools to evaluate company ventures or special projects when necessary
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publication; establishing personal networks; participating in professional societies.
- Ensures quality control over financial transactions and financial reporting

Qualifications:

- Bachelor's degree in accounting
- Advanced knowledge of Microsoft Excel and proficiency in Microsoft Word, Outlook and PowerPoint is required, including ability to filter and sort data, create pivot tables, create and link formulas
- Extensive knowledge of QuickBooks or similar accounting program
- Strong understanding of GAAP for non-profits required
- Experience working in non-profit or charter school accounting preferred
- CPA experience preferred
- Clearance for fingerprint and criminal background check

Position Title: Accountant, Network
Reports to: CFO

Position Overview: Under the supervision of the CFO, the accountant will be responsible for assisting with the day to day financial operations of FLACS, including accounts payable, accounts receivable, maintaining vendor relations, and supporting the network office. This position provides support in the financial reporting and recordkeeping processes. The accountant will interact with various staff and departments across FLACS to ensure smooth processing of all transactions.

Key Responsibilities:

- Supports most aspects of accounting management (such as accounts payable).
- Assists in the formulation of internal controls and policies to comply with legislation and established best practices.
- Assists in the preparation of financial statements in compliance with official guidelines and requirements.
- Assists in development of reports for FLACS Management, CSI, NYSED, and other outside entities.
- Assists with managing journal entries, invoices etc. and reconcile accounts for the monthly or annual closing.
- Assists in the preparation of budgets or forecasts.

- Coordinates and participates with financial audits with the CFO and Controller.
- Helps in development of reports for management and CSI NYSED.
- Reviews accounting systems to identify and resolve inaccuracies or imbalances.
- Assists with the processing of invoices.
- Reviews financial data on a quarterly basis and consult with Controller about problems or discrepancies.
- Trains all staff on proper company procedures with regards to purchasing materials.
- Responds to CFO as assigned with accurate and timely work to facilitate his financial needs.
- Provides input into department's goal setting process.
- Supervises the preparation of monthly journal entries.
- Updates job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations.
- Oversees the process of employee payroll.

Qualifications:

- Bachelor's degree in accounting, finance or relevant field is preferred
- Professional certification (e.g. CPA) is a plus
- Solid knowledge of GAAP (Generally Accepted Accounting Principles) and regulations
- Has a working knowledge accepting accounting practices and financial accounting standards.
- Working knowledge of MS Office (especially excel), accounting software (e.g. FUND EZ), and third party payrolls system.
- Has excellent critical thinking as well as analytical skills and pays close attention to details.
- Demonstrates good interpersonal skills along with excellent verbal and written communication skills.
- Clearance for fingerprint and criminal background check.

Position Title: Accounts Payable Specialist, Network
Reports to: CFO

Position Overview: Under the supervision of the Chief Financial Officer, the accounts payable specialist plans and directs accounts payable activities with the Charter Corporation.

Key Responsibilities:

- Works closely with the schools and vendors to ensure the accurate and timely processing of all invoices
- Fosters positive working relationships between the vendors and schools
- Processes check runs and the set up of new vendors
- Resolves accounts payable issues with vendors
- Matches invoices to checks, obtain all signatures for checks.
- Assists in month end close including identifying necessary accruals.
- Assists in payroll processing.
- Maintains files and documentation thoroughly and accurately.

Qualifications:

- High School diploma required; Associate Degree with Accounting and/or Bachelor's Degree preferred
- Knowledge of Microsoft Excel and proficiency in Microsoft Word, Outlook and PowerPoint is required, including ability to filter and sort data, create pivot tables, create and link formulas

- Knowledge of QuickBooks or similar accounting program; accounting principles, payable/general ledger systems and procedures.
- Knowledge of GAAP for non-profits required
- Experience working in non-profit or charter school accounting preferred
- Clearance for fingerprint and criminal background check

Position Title: Compliance Coordinator, Network
Reports to: CFO

Position Overview: Under the supervision of the Chief Financial Officer, the Contracts and Compliance Coordinator informs senior financial staff of national, state, city and SUNY charter school trends and issues relating to charter schools contracts and compliance; develops, revises, and initiates charter contracts for Board-approved charter school petitioners; conducts evaluations; analyzes data, writes reports, communicates results and makes recommendations on existing and proposed contracts.

Key Responsibilities:

- Represents the Charter as the liaison with school district and charter school institute for operating charter schools and petitioner.
- Provides coordination in the review and interpretation of federal, state and/or city laws, rules, policies and other information applicable to charter schools.
- Performs administrative responsibilities for funding, program administration, data coordination and federal, state, city and CSI assessments.
- Develops, implements reviews contracts to meet laws, rules, and charter corporation and board policy.
- Follows through on ensuring the terms of these contracts are met.
- Coordinates the collection and review of required annual contract deliverables (e.g., insurance, bond, health and safety permits, financial audits and annual reports).
- Reports to CFO on the performance and compliance in areas of finance, operations and governance.
- Interacts with federal, state and city to identify compliance and give technical assistance for charter corporation.
- Solicits requests for proposals and bids for contracts.

Qualifications:

- Bachelor's Degree in Public Administration, Business or Education required, Master's Degree preferred
- Minimum of three years in public policy, charter school management, compliance monitoring, government funding or similar role
- Ability to research and interpret state and federal laws and regulations
- Knowledge of New York State, New York City and national charter school law
- Clearance for fingerprint and criminal background check

Position Title: Assistant Director of Human Resources, Network
Reports to: Director of Human Resources

Position Overview: Under the supervision of the director of human resources, the assistant director of human resources ensures the smooth and productive operation of the charter network human

resources department. He or she is able to direct the Department of Human Resources in the absence of the director. He or she takes initiative, works independently, manages projects effectively, and works as part of a team to drive human resources initiatives across the schools. He or she understands and facilitates change management and organization development strategies. Influences and assists organizational change initiatives.

Key Responsibilities:

- Supports the director of human resources in the development and implementation of employee recruitment, retention, orientation and training programs, benefit plans, policies and procedures, safety of the workforce, and labor, legislative, databases and other human resource issues.
- Supports the director of human resources in ensuring compliance with federal, state and local laws and charter regulations.
- Provides technical guidance, consulting, and problem resolution for human resources related issues.
- Consults with department heads, principals, and employees on employee relations issues.
- Collaborates with managers to identify issues and enhance organizational design, development or training needs.
- Manages salary administration for new hires and reclassification.
- Uses excellent interpersonal, communication, customer service, and problem solving skills to build relationships with staff members and diffuse conflicts.

Qualifications:

- Bachelor's degree or equivalent work experience required
- Minimum of 5 years' relevant human resources experience
- Demonstrated ability to build and cultivate relationships and work collaboratively in a complex environment.
- Society of Human Resources Management certification is preferred.
- Clearance for fingerprint and criminal background check.

Position Title: Talent Recruitment Coordinator, Network

Reports to: Director of Human Resources

Position Overview: Under the supervision of the Director of Human Resources, the Talent Recruitment Coordinator is responsible for leading the effort to staff the FLACS network of schools with high quality teachers, leaders, and staff. The Talent Recruitment Coordinator is responsible for recruiting and attracting new employees to fill open positions and meet the schools' and network workforce needs.

Key Responsibilities:

- Develops a recruitment strategy with clear goals and objectives to staff the network and schools.
- Acts as primary point of contact for candidates throughout the hiring process and ensure that all candidates have a positive experience.
- Fosters strong relationships with school leaders to support staffing of their schools.
- Searches resume databases for the fittest candidates.
- Builds talent networks to find qualified candidates.

- Coordinates with the communications manager to create promotional materials that advertise open positions and to plan and implement recruitment marketing and employer brand strategy to attract high quality candidates
- Organizes internal job fairs for charter schools.
- Informs principals and attend external job fairs to identify key candidates.
- Identifies colleges and universities to visit and meet with career directors and students.
- Builds partnerships with local colleges and universities.
- Partners with school leaders and department head to vet candidates with phone interviews.
- Assists in scheduling candidates for all stages of the recruitment process including but not limited to in-person interviews, demonstration lessons, and school visits.
- Communicates with school leaders and department heads hiring managers and move candidates to interview.
- Determines the effectiveness and success of current recruiting plans and strategies.

Qualifications:

- Bachelor's degree required.
- Proven success in acquiring candidates with the necessary talent for job postings
- Clearance for fingerprint and criminal background check

Position Title: Human Resources Specialist, Network
Reports to: Director of Human Resources

Positions Overview: Under the supervision of the director of human resources, the human resource specialist handles and provides support for various human resources employee programs within the organization. He or she maintains personnel files.

Key Responsibilities:

- Maintains personnel files in compliance with applicable legal requirements.
- Keeps employee records up to date by processing employee status changes in timely fashion.
- Maintains listing of approved positions along with assigned salary grade levels.
- Processes personnel action forms and ensures proper approvals; disseminates approved forms.
- Monitors new-hirings through completion
- Monitors employee time and provides reports to supervisors as necessary
- Maintains the employee handbook with updated resolutions and other pertinent information, as needed.
- Supports in the recruitment of teachers.
- Handles sensitive information and maintains confidentiality.

Qualifications:

- High school diploma or equivalent, with some college or technical school course work and minimum of three years of job-related experience, preferably in a human resource department; or any equivalent combination of education and experience that provides the required knowledge, skills and abilities.
- Ability to operate most standard office equipment.
- Clearance for fingerprint and criminal background check.

Title: Curriculum Specialist, Network
Reports to: Executive Director of Academics

Position Overview: Under the supervision of the executive director of academics, the curriculum specialist coordinates curriculum across all schools in all subject areas to produce high academic achievement and to ensure alignment with NYS Standards and the FLACS charter, mission, and goals. The curriculum specialist works closely with school leaders, teachers and network staff.

Key Responsibilities:

- Has a deep knowledge of major content areas, instruction, and NYS standards.
- Creates, revises, and evaluates network policy documents related to curriculum in collaboration with the executive director of academics.
- With school and network leaders, creates and/or updates curriculum maps and pacing materials for network and school based curricula.
- Evaluates school and network curricula to ensure alignment with the FLACS charter and NYS standards and works with school leaders to identify and build on strengths and address weaknesses.
- Monitors the rigor of the curriculum and assessment in all schools to ensure all students are prepared for college and/or career success.
- Ensures schools' fidelity to the curriculum and equity across related materials.
- With ENL teachers/coordinators, creates, revises, and evaluates materials and approaches used to support the ENL instruction in alignment with the standards.
- Categorizes and evaluates assessments to ensure alignment to the NYS standards and FLACS curricula.
- Collaborates with various stakeholders, such as other curriculum specialists, the director of professional development, the executive director of academics, and school based staff on projects.
- Collaborate with the chief financial officer in developing budgets for curriculum initiatives and the director of development in developing proposals.

Qualifications:

- Master's degree in education
- At least five years of successful classroom teacher experience.
- NYS teaching certification in a relevant area.
- Clearance for fingerprint and criminal background check.

Position Title: Data Specialist, Network
Reports to: Executive Director of Academics

Position Overview: Under the supervision the executive director of academics, the data specialist is responsible for the analysis, and reporting of student and academic data. The data specialist works closely with school leaders, teachers, other instructional staff and network staff.

Key Responsibilities:

- Conducts analytical work on outputs from student information system, student assessments, teacher evaluations, data warehouse, and other organizational data platforms.
- Assists in building capacities at the schools around the use of academic data, analytical tools, instructional technology, and rigorous analyses to improve instructional planning, monitor student and school progress, and drive student growth and achievement supervised by the executive director of academics.

- Assists the executive director of academics and the data support liaisons in the coordination, compliance and administration of school level assessments.
- Serves as a full-time and engaged member of staff, supporting Network operations and assessment administration as needed, and working with other staff members to ensure fulfillment of the FLACS mission.
- Assists in the completion and submission of mandated reporting to NYS Education Department, SUNY, and The Board of Trustees.

Qualifications:

- Bachelor's degree is required.
- Minimum 2 years' experience as a teacher and/or prior experience with data management.
- Experience with MS Excel or other database systems is preferred.
- Clearance for fingerprint and criminal background check.

Position Title: Data Systems Administrator, Network

Reports to: Executive Director of Academics

Position Overview: Under the direction of the executive director of academics, the data systems administrator is responsible the management of student and academic data. The data systems administrator works closely with school leaders, teachers, other instructional staff and Network staff.

Specific Responsibilities:

- Supports the maintenance and management of student, teacher, and organizational data at the schools and network.
- Registers and deregisters users (staff, students) into various informational systems in the schools, including data management sites, curriculum websites and assessment systems.
- Inputs data into various data management systems.
- Works closely with data liaisons and pupil accounting secretaries at the school level and with the data specialists at the network level.
- Assists in the completion and submission of mandated reporting to NYS Education Department, SUNY, and The Board of Trustees.

Qualifications:

- Bachelor's degree is required
- Experience with Microsoft Excel and/or database systems is preferred
- Clearance for fingerprint and criminal background check

Position Title: Information Technology (IT) Manager, Network

Reports to: Executive Director of Academics

Position Overview: Under the supervision of the executive director of academics, The IT manager's role is to ensure the streamlined operation of the IT department in alignment with the business objectives of the organization. The IT manager will plan, coordinate, direct and design IT-related activities of the organization, as well as provide administrative direction and support for daily operational activities of the IT department. The IT manager will work closely with decision makers in other departments to identify, recommend, develop, implement and support cost-effective technology solutions for all aspects of the organization. The IT manager will also define and implement IT policies, procedures and best practices.

Key Responsibilities:

- Leads the IT department's operational and strategic planning, including fostering innovation, planning projects and organizing and negotiating the allocation of resources.
- Manages the deployment, monitoring, maintenance, development, upgrade and support of all IT systems, including telecommunications, servers, PCs, operating systems, hardware, software, peripherals and Office Automation equipment.
- Benchmarks, analyzes, reports on and makes recommendations for the improvement and growth of the IT infrastructure and IT systems.
- Oversees provision of end-user services, including help desk and technical support services.
- Works with stakeholders to define business and systems requirements for new technology implementations.
- Keeps current with the latest technologies.
- Manages financial aspects of the IT department, including purchasing, budgeting and budget review.
- Develops business case justifications and cost/benefit analyses for IT spending and initiatives.
- Approves and oversees projects and project portfolio.
- Develops and implements all IT policies and procedures, including those for architecture, security, disaster recovery, standards, purchasing and service provision.
- Develops requests for proposal for information technology resources.
- Negotiates and administers vendor, outsourcer and consultant contracts and service agreements.
- Practices asset management for IT hardware, software and equipment.
- Manages IT staffing, including recruitment, supervision, scheduling, development, evaluation and disciplinary actions.
- Establishes and maintains regular written and in-person communications with the organization's executives, department heads and end users regarding pertinent IT activities.

Qualifications:

- Bachelor's degree or higher with concentration in IT, IS, Computer Science or other relevant field.
- Advanced knowledge and experience managing network IT solutions, systems and software.
- Competencies in communication, leadership, teamwork, problem solving, and technical capacity.
- Five years of related work experience.
- Clearance for fingerprint and criminal background check.

Position Title: Development Specialist, Network

Reports to: Director of Development

Position Overview: Under the supervision of the director of development, the development specialist supports the planning, organizing, and directing all of FLACS fundraising including, grant writing; major gifts programs, annual funds, planned giving, special events and capital campaigns.

Key Responsibilities:

- Supports the implementation of strategies and tactical plans to achieve short- and long-term goals for different donor segments.

- Supports in the identification novel and creative strategies and revenue streams for FLACS.
- Researches and applies for federal, state, and private sector grant opportunities.
- Supports in the creation budgets based on funder requirements along with other financial documents.
- Manages relationships with a growing network of institutional investors and foundations to develop a systematic grant-writing and reporting process including research, proposal writing and reporting requirements.
- Researches and actively engages potential institutional, individual, and corporate donors, including local, state and federal institutions while building, expanding, and cultivating existing relationships.
- Supports the director of development in ensuring timely and accurate report deliveries to funders.
- Supports in the coordination of stewardship activities including, but not limited to, internal/external meetings, school tours, face-to-face solicitations, and cultivation and solicitation events.

Qualifications:

- Bachelor's degree is required; master's degree preferred
- Three years minimum experience in professional non- profit fundraising preferred
- Clearance for fingerprint and criminal background check.

Position Title: Communications Manager, Network
Reports to: CEO and COO

Position Overview: Under the supervision of the CEO and COO, the communications manager will develop and refine a communications and marketing strategy, which includes the branding of FLACS. This individual promotes the schools' activities via the school's website and social media avenues. He or she works in collaboration with all departments to create or enhance communication materials.

Key Responsibilities:

- Oversees FLACS brand management, including gathering appropriate aligned high interest stories across the charter schools.
- Partners with the data team to assess and position FLACS results and impact on an annual basis.
- Coordinates videography and photography shoots including photographer management and school liaising to include the videography editorial process.
- Creates and executes social media and email campaigns by collaborating with internal stakeholders to incorporate and promote key organizational initiatives and events.
- Creates conversations with key influencers and audiences to extend reach and increase brand awareness.
- Updates, proofreads and maintains web content/copy on all FLACS websites.
- Oversees and executes the complete cycle of email marketing.
- Coordinates initiatives to expand the FLACS email list.
- Develops a learning agenda of tests to be executed within email marketing campaigns to better understand what messages and timing best drive conversion from our email audience.
- Works cross departmentally to drive a comprehensive strategy for each school's initiatives in regards to fundraising.
- Works with other school and network staff to support the staff and student recruitment efforts.
- Presents on best practices in support of new applications, needs and functions.

- Updates and maintain communications brand guidelines across all websites and digital collateral.
- Stays current with market, industry and social trends.
- Coordinates with the principals when participation from school staff when required to support any of the above goals and objectives.

Qualifications:

- Bachelor's degree in Marketing, Communications or Business Management
- Over 5 years of experience preferred
- Excellent ability to create and manage projects to meet deadlines
- Clearance for fingerprint and criminal background check

Position Title: Administrative Assistant, Network
Reports to: COO and CEO and/or Network Department Heads

Position Overview: Under the supervision of the COO and CEO and/or the network department heads The administrative assistants provide direct administrative support to either the CEO and COO, or the network department heads.

Key Responsibilities:

- Writes and distributes email, memos, letters, reports, presentations, and forms.
- Answers, directs and makes phone calls, taking messages when necessary.
- Maintains an electronic shared calendar for the CEO and COO or network departments.
- Schedules appointments and meetings, confirms attendees, and keeps records of attendance.
- Prepare for meetings and take detailed minutes.
- Develops and maintains a filing system, both in paper and electronically.
- Perform general office duties including ordering supplies, maintaining records, and making photocopies.
- Creates, processes and tracks purchase orders for the CEO and other network staff.
- Maintains contact lists.

Qualifications:

- High School Diploma; Associate Degree or Bachelor's Degree a plus
- Effective oral and written communication skills
- Clearance for fingerprint and criminal background check

Response 12c - Staff Recruitment and Retention

FLACS IV will have the same human resources team and adopt the same process and procedures for the recruitment and retention of staff that is used at all FLACS schools. The human resources team will be responsible for the management of employees from recruitment to retirement.

Recruitment of Teachers and Other Staff

FLACS believes teacher quality is one of the most important factors related to students' academic success. Research shows that low-income students benefit most when taught by highly skilled teachers (Boyd, D., Loeb, S., Wyckoff, J., Lankford, H., & Rockoff, J. 2008). As such, FLACS is dedicated to attracting high quality teachers and other staff. Finding the right match between candidates and the school is very important. The recruitment process is critical as it is the first foundational layer in building strong

teacher and staff relationships and supportive culture in a risk free environment for teaching and learning.

FLACS has a focused proactive approach to teacher and staff recruitment. Recruitment of staff is a joint effort between the network human resources department and the school leaders. This effort is spearheaded by the human resources staff members, particularly the talent recruitment officer. The process of recruiting school leaders is described in *Response 09a - Instructional Leadership Roles.* The process of recruiting teachers and other staff members is detailed below.

FLACS employs an aggressive timeline, which projects full staffing for the next year by June 30 of each year, so that it can foster a workplace culture where there can be a strong focus on induction and professional training. The hiring timeline begins a year ahead of each school opening year. The FLACS human resource team, along with the principals and network data specialists, examine the prior year's staffing and analyzes the outcomes and effectiveness of that year's recruitment pipelines, sources and strategies in planning the new year's recruitment drive. Each year, the human resource team will work with the COO, CFO, and principals to forecast the number of employees to be hired each year, including because of teacher attrition, and execute the staffing plan described in *Response 12a - Staffing Plan.*

Job announcements for FLACS IV, and all FLACS schools, will be created by the network team and will reflect the specific job criteria and responsibilities. The network staff will also develop print media, social media and website design to enhance recruitment.

FLACS IV will use established recruitment and outreach strategies currently employed by the human resource team which includes, but is not limited to:

- Analyzing previous hiring patterns (including looking at results of employee referrals, recruitment fairs, student teachers, and recruitment sites) to determine targeted outreach efforts for the future;
- Creating branding and marketing (including website design, printed pamphlets, rack cards, and videos) so candidates can learn about the FLACS mission and culture;
- Creating online systems where applicants submit resume and cover letter;
- Developing and revising job descriptions to share with candidates that accurately reflect the responsibilities and qualifications for jobs;
- Posting jobs across social media and recruitment site platforms (including the FLACS website, college/universities job boards; and recruitment sites such as Handshake, Simplicity and Indeed.com);
- Posting hiring needs to colleges and universities in and out of New York State to attract high quality teachers (postings outside of NYS will include information from NYSED for out of state reciprocity and alternative pathway certifications/programs);
- Advertising that working at FLACS can make teachers eligible for applying for Federal and state student loan forgiveness programs;
- Identifying and attending recruitment fairs at colleges, universities, and other organizations;
- Scheduling an internal recruitment job fair for the FLACS network;
- Developing ongoing partnerships with colleges and universities (including posting positions online, meeting with students, presenting to graduating teacher candidate classes, and participating in panel discussions);
- Reviewing current employee alma maters for potential college outreach;
- Asking high performing staff members to review their social network for referrals for new hires; and:

- Sharing with candidates the extensive professional development, and mentoring opportunities that will support them in building new skills.

FLACS is also committed to creating a pipeline of teachers and future leaders from its own staff. To support this effort, FLACS is:

- Hiring teacher assistants who are on a path to become teachers to build an internal pipeline of teachers;
- Expanding student teacher partnerships with universities and colleges to create a pipeline of high quality teachers via student teacher programs; and:
- Providing professional development, mentorship, and leadership opportunities to current teachers and other staff to create a pipeline for future network and school leaders.

While FLACS has previously recruited teachers and staff from all over the country, special attention will be paid to recruiting teachers in geographic proximity to the South Bronx, including New York City, (especially upper Manhattan, the Bronx and Queens) and Westchester. In selecting final location for the school after year two, special attention will be paid to finding a site that is easily accessible by public transportation. The location identified for years one and two is close to public transportation. To recruit teachers and staff from these areas, FLACS will:

- Make a concerted effort to recruit teachers and staff from local colleges and universities;
- Ensure that student teachers are recruited from local colleges and universities;
- Focus on recruitment fairs that are locally based; and:
- Help support teachers and staff in making carpooling arrangements, when appropriate.

FLACS will also specifically approach universities/colleges that have a diverse student population of potential teacher candidates to attract teachers.
The compensation structure will enable the organization to attract and retain high quality staff. Salaries for teachers will be competitive with that of NYCDOE and be based on years of teaching experience and educational background; salaries for non-teaching staff with be competitive and be based on experience of the staff member. The proposed salary ranges will be comparable to the ranges for NYCDOE.

While proposed salary ranges are competitive to those in some charter schools and the local public schools, FLACS is aware that they are lower than some of the other charter schools in New York City and of the surrounding suburban areas. FLACS expects that what it lacks in financial compensation will be made up for in a positive, supportive professional community with opportunities for career growth. At FLACS, the well-being of teachers is at the forefront of decision making, as teachers play the most direct role in ensuring the academic success of the schools' success. These factors will be emphasized in all recruitment materials and during the interview process.

It is the policy of FLACS to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, gender or prior record of arrest or convictions (except as provided by law), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation, as required by civil rights law.

Application and Interview Process

Applicants submit a resume and cover letter electronically to human resources. Every candidates' resume is reviewed by the human resources team to determine their eligibility, skills and qualifications, including a review of NYS licensing, years of service, background and social media review. Applicants

who are a strong match with the school vision, mission, and teaching background qualifications are scheduled for a short telephone interview by the human resource talent team. The telephone interviews have pre-planned questions and a scoring rubric. Applicants are made aware of the hiring process and timeline during the conversation. After the telephone interviews, the human resource talent team refer qualified candidates to the principals. Principals review the resumes and responses to the telephone interviews, and invite candidates to interview with the principal. Teaching candidates are also asked to prepare a lesson demonstration and email a lesson plan in advance of the scheduled interview.

Each principal establishes an interview team which may include principal, assistant principal, instructional coach, current teachers and/or network staff. The interview team creates a list of interview questions for each position and norms the responses to these questions. For teaching candidates, the team debriefs the standard interview and decides whether or not to invite the candidate to complete the planned demonstration lesson. If the team determines this should occur, the demonstration lesson may occur on the same day or a date soon after the initial interview. The interview team will norm expectations for the demonstration lesson. The interview team interviews candidate after lesson demonstration to debrief the lesson with the candidate.

After the interview (and demonstration lesson for teaching candidates), the interview team discusses candidate and recommendation for hire. If the candidate is a good match, the principal contacts human resources, who will check the candidate's references and certifications. Human resources will prepare an offer letter for the candidate, which includes salary information and the principal contacts candidate and offers position. All offers are contingent based on fingerprint clearance check, verification of certifications and references.

FLACS IV will aim to hire only teachers that have certification, or will soon have certification in the area in which they will be teaching. FLACS IV is aware that a charter school may hire general education teachers who are not certified or otherwise approved by the Commissioner of Education, so long as such teachers do not exceed the number of teachers as calculated by the following: (30 percent of the teaching staff or five, whichever is less) + five teachers + five teachers of mathematics, science, computer science, technology, or career and technical education. If uncertified candidates are hired, they must be on the pathway for teacher certification.

Retention of Teachers and Other Staff

Retention of teachers and other staff is of critical importance. FLACS IV hopes to develop high quality staff members who will stay with the organization for a long time. FLACS IV's principal, supported by the network staff, will work ensure teachers are retained at FLACS. The strategic retention practices will include:

- Recruitment practices that present new hires with accurate understanding of what working at FLACS entails, including job responsibilities and expectations, and provide understanding of the FLACS culture through visitation at site and meeting staff;
- Strong relationships between principals and staff that begin from the first interview to foster trust and confidence;
- A culture of positive communication, cooperation and professionalism in which ideas are shared and innovation is encouraged and traditions and core values focus on excellence;
- Open communication between principal and staff (i.e., open door policy);
- Opportunities for growth for staff;

- A positive work environment, which includes opportunities for employee success to be recognized and celebrated;
- Nurturing staff voice at the school and network levels, and recognizing values, opinions, beliefs, perspective, expertise and cultural background of staff;
- Provision of competitive compensation and benefits, including, but not limited to medical, dental, and retirement plans; and:
- Health and wellness programs to lower stress from overworking and mindfulness of the need for work-life balance for all employees.

For instructional staff, the strategic retention practices also include:

- High quality professional development that is relevant to teacher needs, includes pre-service and on-going development opportunities;
- Coaching and feedback by school leaders, network staff, and the school instructional coach to support teachers for alignment of curriculum and classroom goals including planning, modeling, grade and content level;
- Giving teachers ample planning time, including common planning time to prepare data-driven instruction that best meets the needs of all students;
- Providing opportunities for teachers to learn from each other through inter-visitations and a library of videotaped lessons of best practices;
- Pairing mentors by grade or content to support employee for employee growth with the goal to develop specific competences, provide performance feedback, and individualized employee development.
- Providing clear expectations and structures for a continuous K-8 curriculum, and creating curriculum maps, guides and pacing calendars to support teacher planning;
- Giving teachers a voice in curriculum and professional development; and:
- Creating comfortable teacher spaces where adults can go eat lunch and plan lessons.

On an annual basis, the human resources staff, school leaders, and network leaders will reflect on the strategies for teacher retention. FLACS schools participate in the annual NYC schools survey, which include many questions about teacher satisfaction. All teachers are encouraged to participate in this anonymous survey; typically time is devoted during a staff development to ensure that teachers complete this. From time to time, the organization may also administer additional surveys to gauge teacher satisfaction. The results of these surveys are used to shape how principals and network leaders interact with staff and to shape policies regarding personnel. Likewise, information gathered from exit interviews when staff resign or are dismissed is used to provide insight into teacher satisfaction and provides the school and network with feedback to best support teachers in the future.

Response 12d - Personnel Policies

The following is taken from the existing *FLACS Network Employee Handbook* and applies to all school and network personnel.

PREAMBLE/PURPOSE OF THE MANUAL

The Family Life Academy Charter Schools Personnel Manual is issued by the FLACS network administrative office and it covers the FLACS Network administrative office as well as all personnel working in our schools. The FLACS Network Administrative Office was created to support and enhance our schools in realizing our shared mission by ensuring that all the schools focus exclusively on academic achievement. The network's objectives are to:

- Free schools to focus on instruction;
- Provide the opportunities for shared best practices;
- Support professional and leadership development; and,
- Create administrative and fiscal systems that will support the schools to operate at a higher level at a significantly lower cost.

This manual addresses personnel policy and, as such, is ratified by the board of trustees of FLACS.

This handbook has been prepared to help you become familiar with FLACS' policies and procedures and to serve as a guide to the employer/employee relationship. These guidelines, which are subject to change from time to time, are descriptions of FLACS' policies and are not contractual promises that limit FLACS' discretion in considering employees' needs and our operational needs. No change in our written policies will be effective unless put in writing.

There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. Neither this handbook nor any other FLACS document confers any contractual right, either express or implied, to remain in FLACS' employ, nor does it guarantee any fixed terms and conditions of your employment. Your employment is not for any specific time and may be terminated at will, with or without cause and without prior notice, by FLACS or you may resign for any reason at any time. Second, the procedures, practices, policies and benefits described here may be modified or discontinued from time to time. We will try to inform you of any changes as they occur. Certain policies, however, will never be changed: our employment-at-will policy; our policy of strictly prohibiting discrimination and harassment; and our policy of strictly abiding by the letter and spirit of all applicable laws.

All employees are responsible for knowing the content of this Manual. The provisions in this Manual are guidelines only, and exceptions may be made when, in the opinion of FLACS, circumstances so require. FLACS reserves the right to revise this Manual at any time. Moreover, FLACS reserves the right to implement policies and practices which may not appear in this Manual and to change, interpret, withdraw, or add any policies, practices or benefits at any time and without prior notice. To the extent

that any provision of applicable federal, state, or local law is inconsistent with the provisions of this Manual, such law supersedes the inconsistent Manual provision.

RECRUITMENT; HIRING PROCESS

FLACS' Special Initiatives Manager will receive information on job vacancies from the CEO, COO, Principals and Directors. The Special Initiatives Manager will then ensure the most effective advertisement of the vacancies, depending on the position being sought, is utilized. The Special Initiatives Manager will attend job fairs, and network with other professionals to ensure FLACS has a diverse pool of candidates to interview for a job vacancy.

FLACS selects applications for employment on the basis of such factors as experience, character, belief in the network's mission and philosophy, necessary credentials, and ability to perform the required duties. The networkschool is committed to evaluating each applicant and employee on the basis of personal skill and merit. FLACS will make every effort to fully implement and employ personnel in accordance with the law. The hiring procedures will comply with all federal and state laws, including laws prohibiting discrimination.

The network actively seeks diversity in its student/parent body, faculty, staff and administration. FLACS is committed to equal employment opportunity. As previously stated, the networkschool does not discriminate based 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 networkschool, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, layoff and termination, compensation, employee benefits, discipline and all other terms and conditions of employment.

FOR TEACHING STAFF

ELIGIBILITY TO TEACH IN A CHARTER SCHOOL

Charter school staff members are employees of Family Life Academy Charter Schools, not the School District in which the school 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 fully certified, in accordance with requirements applicable to other public schools. FLACS may employ non-certified teachers with at least three years of elementary, middle, or secondary classroom teaching experience. FLACS may employ up to 30% or 5 teachers (whichever is less) of its teaching staff as being not certified.

Uncertified Teachers hired in 2003 or before are grandfathered in. Their employment will continue considering no other action takes place which may cause a termination, such as insubordination or inappropriate behavior. Being non-certified will affect all teachers hired after 2003 in that the salary increase will not be the same as that of a certified teacher. A teacher who does not obtain a Professional License within five years of having obtained an Initial License will not be invited back to teach at FLACS the following school year after the 5th year is over.

Teaching Assistants are required to be certified before commencing employment. In circumstances where an exception to this rule is necessary, a Teaching Assistant will be required to be certified within a year of being hired. Otherwise employment of the uncertified Teaching Assistant will be terminated at the end of the current school year.

FOR ALL STAFF

HIRING

FLACS' philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards.

Any new hire will be required to have fingerprint clearance from The New York State Education Department and references from former employers will be required. Once hired, the Dept. of Human Resources collects all necessary Personnel information including the IRS W-4 form and I-9 Employment Verification form. The necessary payroll data is then communicated to the outside payroll service provider.

If the information provided by the employee to FLACS changes during the course of employment with FLACS, it is the responsibility and duty of the employee to alert the Dept. of Human Resources 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, the employee must notify his or her supervisor or his or her designee 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 such as a resume may be verified, and falsification of such information may jeopardize an employee's standing with FLACS or a prospective employee's likelihood of being hired.

PERSONAL APPEARANCE/ DRESS CODE

FLACS has a mandatory uniform requirement for its students. The properly groomed and attired employee helps to create a favorable image for FLACS. You are expected to groom and dress in a manner that is considered professional and appropriate for the workplace/school. If you report to work improperly dressed or groomed, the Principal or his or her designee, 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.

After three written reprimands the individual will be suspended for one day without pay. Further infractions may result in additional suspensions and /or termination.

Examples of Non-acceptable attire:

- Shorts, tank tops, flip flops, hats, caps, tee shirts, revealing clothes, leggings/tights without proper covering
- Blue jeans and sneakers
- Heavily scented colognes, perfumes or other shave lotions that may be offensive to others or cause allergic reactions and are not acceptable

FINGERPRINTING

New York State Education Law and Regulations of the Commissioner of Education require Charter Schools to fingerprint prospective employees for the purpose of a criminal history background check.

All employees must have fingerprints clearance on file. All FLACS' employees must be fingerprinted and cleared **before they will be permitted to begin working.** Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted following the instructions given by the Dept. of Human Resources.

PERSONNEL FILE AND EMPLOYEE STATUS

FLACS' Department of Human Resources will maintain a file on each and every employee of FLACS. The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, are confidential and all such files are kept secure in a locked file cabinet. Personnel records are kept for a minimum of three years after termination or resignation. Access to such personnel files is limited to the CEO, COO, the Principals, and the Department of Human Resources.

Employee files are the sole property of FLACS. No employee can review or access his or her own file without the written permission of the Principal of the school to which you are hired. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of his/her Principal, or the Department of Human Resources. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the Department of Human Resources.

FLACS complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of school employees. In order to comply with all the rules and regulations, including the Americans with Disabilities Act (ADA), FLACS will keep all medical records and all other related documents separate from the personnel file. Employees should consult with the Department of Human Resources for further information concerning the school's privacy practices.

You are responsible for notifying the department of Human Resources of any changes in name, address, telephone number, marital status, number of dependents, or any other information in your employment records. Incomplete or outdated information may result in incorrect taxes being withheld from your paycheck, interrupted benefits for you and your family, and difficulty in notifying the appropriate person in the event of an emergency.

EXEMPT AND NON-EXEMPT EMPLOYEES

The Fair Labor Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the school network.

NON-EXEMPT employees are entitled to overtime pay for pre-approved hours worked over forty (40) hours in a workweek under the Fair Labor Standards Act. Non-exempt hourly employees are compensated ½ hour for their lunch break.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act. FLACS pays exempt employees a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply.

FLACS may pay a non-exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all regular hours plus overtime pay for hours over the maximum forty (40) hours.

FLACS pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full or partial-day absences, and any time the employee does not work.

In addition to the above categories, each employee will belong to one other employment category:

REGULAR FULL-TIME employees are those who are not in a temporary status and who are regularly scheduled to work FLACS full-time schedule. A regular full-time employee is one who works forty (40) hours or more hours per week.

PART-TIME employees are those who are not in a temporary status and who work continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than thirty (30) per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).

TEMPORARY employees are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for FLACS' discretionary benefits.

Additionally, employees may be hired as ten (10) or twelve (12) month employees. Ten-month employees include but are not limited to teachers and program staff. Twelve-month employees include most Operations, Administrative and Network employees. This determination is made at the time of hire and is indicated on the employee's hire letter or employment contract, as applicable.

WITHHOLDING STATUS

The completed W-4 form serves as a basis for employee withholding. An employee may amend his/her W-4 form to increase or reduce the number of withholding at any time. Employees are required to notify the Department of Human Resources of any change.

When a W-4 form is received, Human Resources will comply with the new withholding instructions by the following payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 form.

Although not obligated to evaluate an employee's number of exemptions, the networkschool has three duties relating to the contents of the W-4 form:

Disregard invalid W-4 form. A form is rendered invalid if the employee changes or adds language to the form.

Report excessive allowance. The organization is required to send copies of all W-4 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.

Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than $200.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 forms (no copies) for seven years after the annual employment tax returns are filed.

CHANGES TO PAYROLL INFORMATION

Changes to personnel data are initiated with an Employee Change Form. The form is required when making any changes that affect payroll for new hires or terminations, pay rate changes, or payroll deductions. The Department. of Finance authorizes any changes to payroll data.

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. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee's supervisor prior to entering into these arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity.

TIME REPORTING PROCEDURES

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives. All employees are required to record their time worked in the manner requested by Administration. This may be via a biometric device or any other technological equipment or a book requiring a time log and signature of the employee.

Hourly employees are required to clock out for lunch and clock back in at the end of the lunch break. The employee's lunch schedule must be approved by each employee's immediate supervisor.

Clocking in and out is an important responsibility of your job. It is a requirement and not an option. When an employee encounters a problem clocking in or out, or not able to because of matters beyond the employee's control, the employee is responsible to send an email stating the matter to [redacted]. In addition, the employee is to report this matter to his/her supervisor and if necessary fill a sign in sheet until it is confirmed the clock issue has been resolved.

All employees, Exempt and Non-Exempt, are required to receive prior approval from the Principal or immediate Supervisor for any additional hours worked. These hours are to be reported within one payroll cycle of the work having been done. Wages for additional hours are not guaranteed if these rules are not adhered to.

The Department of Human Resources will keep track of all sick days, personal days, vacation days, professional development days (out of the school building), holidays, bereavement or any other days that EXEMPT and NON EXEMPT employees are not at work.

Federal and state laws require FLACS to keep an accurate record of time in order to calculate pay and benefits. FLACS complies with applicable federal, state, and local wage and hour laws. If an employee

suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. FLACS will not tolerate any form of retaliation against an employee who reports violation, files a complaint, or cooperates in an investigation, concerning payment or wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. All employees must accurately record the time they begin and end work, the time they begin and end each meal period, and the beginning and ending time of any split shift or departure from work for personal reasons. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1: the employee is absent from work for one or more full days for personal reasons other than sickness or documented disability;
2: the employee is absent for one or more full days due to sickness or disability and has exhausted or has not yet accrued enough leave time;
3: the deduction is made to offset any amounts received as payments for jury fees, witness fees, or military pay;
4: the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g. rules against workplace harassment or safety rules of major significance);
5: it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.
6: the employee has exhausted or has not yet accrued enough leave time to offset one full day absence from work or lateness.

FLACS makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Department. of Finance, who will investigate the deduction and any discrepancies and advise the employee of the findings. If the Department. of Finance determines that a deduction was incorrectly made, FLACS will reimburse the employee for that deduction within a reasonable period. The same method would apply if an employee receives an overpayment of any kind. Please know if an overpayment has been made, the Dept. of Finance will recoup the funds. There is no time limitations for recouping overpayments made. You will be notified by the Dept. of Human Resources when the funds will be deducted.

ACCEPTANCE OF GIFTS

Employees are not permitted to accept gifts of any kind of a value exceeding fifty 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; (e) lobbyists.

Offer of such gifts in excess of fifty dollars ($50), even when refused, must be communicated immediately by the employee receiving such an offer to the CEO and/or the COO at the Network Office level and to the Principal at the school level.

SOLICITATION

In the interest of efficiency and security, FLACS' 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.

PHASING OUT AND ELIMINATION OF POSITIONS

From time to time, it may become necessary to phase-out or eliminate certain positions previously established within FLACS. An orderly process has been established by FLACS if such phase-out or elimination of positions is necessary. Anyone whose employment with FLACS 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 the manual entitled "Time and Attendance."

RESIGNATIONS AND TERMINATIONS

The CFO and the Director of Human Resources will ensure that any departing employee, whether terminated or resigned, is removed from the payroll immediately after his or her last payment is made.

FLACS will generally schedule exit interviews with the Dept. of Finance and Dept. Of Human Resources at the time of employment terminations. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to FLACS, or return of FLACS-owned property. Suggestions, complaints, and questions can be voiced during this interview.

Employee benefits will be affected by employment termination in the following manner:

- Terminated or resigning employees will receive payment of their accrued days at a rate of 2 for 1 (50%)
- Some benefits may be continued at the employee’s expense if the employee so chooses.
- The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitation of such continuance.

No FLACS proprietary information, including but not limited to FLACS records, files, memoranda, student work, computer-stored items and grade books, may be taken by the employee without the express permission of the Principal (at the school) and by the CEO and COO (at the Network Office).
All terminated or resigned employees are encouraged to participate in an exit conference.

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 within a reasonable time period.

RESIGNATIONS

Employees are strongly encouraged to give notice before resigning. Employees who do not work directly with students should give (2) weeks written notice to the Principal or his or her designee. All employees working directly with students are expected to complete the school year, barring illness or family emergencies. Should the occasion arise in which an employee who works directly with students wishes to resign without completing the work year, such employee is strongly encouraged to give to the Principal or appropriate Supervisor, in writing, a minimum of two months' notice prior to the desired resignation date.

All employees who do not wish to return to work at FLACS the following school year are strongly encouraged to give notice to the Principal or his or her designee, in writing, no later than May 1 of the current school year. Employees who give such notice will be expected to continue working through the end of the current work year. Terminated employees will receive payment of their accrued days at a rate of 2 for 1 (50%)

TERMINATIONS

As an employee of FLACS, 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 policies, laws, regulations or standards for which FLACS is held accountable. Instances requiring termination include, but may not be limited to:

- corporal punishment of students
- use or sale of narcotics
- repeated poor performance
- excessive absences
- excessive lateness
- failure to report child abuse
- intoxication
- demeaning conduct and attitude towards students, other employees, visitors, and/or vendors
- theft
- fighting
- abusive or foul language
- insubordination
- any other conduct deemed inappropriate by the Principal (of school employees), or by the CEO and COO (of Network Office employees)

Employees who are terminated or who resign may be eligible for the following:

COBRA and Premium Assistance

The federal Consolidated Omnibus Budget Reconciliation Act of 1985 gives workers who work for employers with 20 or more employees and their families the right to continue to purchase group health insurance for limited periods of time when they would otherwise lose coverage due to certain events. This coverage extension is often called "COBRA coverage." Qualifying events include voluntary or involuntary job loss, reduction in hours, transition between jobs, death, divorce and other life events.

Qualified individuals may be required to pay up to 102% of the premium cost. The length of time that a person may have federal COBRA coverage depends on why the person is losing coverage and can be from eighteen (18) to thirty-six (36) months. All FLACS property must be returned to the Principal (at the school level) and to the CFO (at the Network Office level).

EQUAL OPPORTUNITY EMPLOYER

FLACS seeks to provide equal employment opportunities to all employees and applicants for employment without regards to race, color, creed, religion, gender, sexual orientation, citizenship, marital status, national origin, age, disability or other protected status. FLACS fully complies with all applicable federal, state and local anti-discrimination laws.

REQUIREMENT TO NOTIFY FLACS OF ARREST

Any person employed by FLACS who has been arrested and charged with a felony, misdemeanor or violation must immediately notify his/her building or office supervisor in writing and provide a copy of the criminal court complaint. FLACS is particularly concerned with alleged conduct which indicates that an individual may pose a threat to children or may affect job performance. Failure to notify may be the subject of appropriate disciplinary action or termination.

CONFLICT OF INTEREST

Any potential conflict of interest which could result in a direct or indirect financial personal benefit to a trustee, officer or key employee must be disclosed in good faith, or known to the Board or committee authorizing a contract or other transaction. The interested individual may participate in the information-gathering stage of the Board's or the committee's discussion, but will retire from the room, in which the Board or committee is meeting, and will not participate in the final decision regarding the contract or other transaction. Interested trustees may be counted determining quorum at the meeting of the Board or committee which authorizes such contracts or other transactions. The minutes of the meeting of the Board or committee will reflect:

(A) That the conflict of interest was disclosed;
(B) That the interested trustee, officer or key employee was not present during the final discussion or vote of the Board or committee; and,
(C) That the interested individual was not present when the Board voted.

All questions as to whether a conflict of interest exists shall be resolved by a vote of the Board in which the interested individual may not vote.

AMERICANS WITH DISABILITY ACT

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. As an employer, 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 will comply with requirements to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on FLACS. Individuals who believe they need an accommodation to perform their jobs should submit a written request to the Chief Executive Officer 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 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 (3) days of your hire date. Failure to provide the appropriate documentation may be grounds for termination.

DRUGS and ALCOHOL

The use, possession or distribution of drugs or alcohol on the work premises is strictly prohibited and is subject to immediate disciplinary action up to and including termination. The possession or distribution of illegal drugs is grounds for immediate dismissal by the school and report to law enforcement authorities.

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 endorses and incorporates this prohibition.

SAFETY PROCEDURES

FLACS holds regular drills to instruct and train the school community in emergency and evacuation procedures so that everyone may leave the school building in the shortest time possible and without panic in the event of an actual emergency. Staff are required to take part in these trainings. On hearing the evacuation signal, all adults and children must exit the building quickly in an orderly manner. This may mean exiting the school without coats, jackets and book bags, but teachers will make every effort to ensure that students are not exposed to cold weather for too long. Visitors must also follow safety procedures.

FLACS maintains appropriate safety plans in compliance with “Project SAVE,” the state’s Safe Schools Against Violence in Education (SAVE) law. These plans outline the operations of the School and its emergency procedures.

Under New York’s Violent or Disruptive Incident Reporting law (“VADIR”), FLACS is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions. Reports are submitted to the New York State Education Department in June of each school year.

PERSONAL INQUIRIES

No one at FLACS other than Board of Trustees, the CEO, the COO, CFO or Dir. of Human Resources is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the school.

INTERNAL INVESTIGATIONS AND SEARCHES

From time to time, FLACS may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so. Whenever necessary, in FLACS' discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for FLACS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to FLACS. FLACS will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so.

GRIEVANCE PROCEDURES

If you have a question, complaint or are bothered by a job-related situation, you should speak with your immediate supervisor. 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 your immediate supervisor, you should contact the Dept. of Human Resources.

Any school 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 arbitrator of such grievances except where the Principal is a subject of the grievance, where the grievance should be directed to Executive Director.

For grievances alleging a violation of law or of the school's charter, an employee may appeal the Principal or Executive Director's decision to the school's authorizer, the State University of New York through its Charter Schools Institute within sixty (60) days of receipt of the notice of the school's resolution of the grievance.

EMPLOYMENT OF RELATIVES

FLACS is committed to hiring the best, most qualified individuals for each position and that does not exclude the hiring of relatives who meet those standards. While FLACS 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 create alternative employment within the school for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligations.

With respect to employment of a relative, FLACS defines relatives as spouse or significant other, parent, children, stepchildren, sibling, in-law, stepparent, aunt, uncle, niece, or nephew.

LANDLINE PHONE USAGE

Telephones are reserved for business calls. Telephones are not to be used for personal business. In case of an emergency a FLACS phone may be used.

CELL PHONES

Use of cell phones during work hours should be limited to urgent or emergency situations only. They are not to be used while you are working for non-job related use. All employees are paid to work and must conduct only school business during their designated hours of employment. In addition, receiving and answering calls while teaching is not allowed and can lead to disciplinary action, up to and including termination of employment.

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 postage and fax machines for personal use.

USE OF FACILITIES AND EQUIPMENT

This policy establishes rules governing employee use of FLACS computer network, and options for e-mail and telephone voicemail services and Internet access. FLACS has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All FLACS equipment, including desks, computers, and computers systems, routers, computer software, e-mail, voicemail and other physical and electronics items are for business use. All communications and information transmitted by, received from, or stored in these systems are school records and property of FLACS. You have no right to personal privacy in any matter stored in, created, received, or sent over FLACS computer, e-mail, internet, or voicemail systems.

FLACS at all times retains the right, without notice, to search all directories, indices, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with FLACS computers, 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 computer server or telephone system. By placing information on FLACS' computer system, you give FLACS the right to edit, delete, copy, republish and distribute such information.

FLACS' Harassment Prevention Policy and FLACS’ policy with respect to Confidential Information found in this Manual both apply to all forms of communication including written, email and voicemail communications.

All FLACS' 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' policy. Every effort to safeguard your password will be made.

Sharing your network access with other users is strictly prohibited.

FLACS provides you access to an Internet service. Such access is only for business use. This restriction includes any Internet service which is accessed on or from FLACS' premises using FLACS computer equipment or via FLACS paid access methods and/or used in a manner that identifies you with FLACS. 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.

All Internet data composed or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using the Internet in a manner contrary to the following (Prohibited Activities):

- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threateningly, q 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 is prohibited as is the use of FLACS' computer resources to create or propagate computer viruses, cause damage to FLACS computer files or to disrupt computer services.

- Making changes to computer configurations without permission from the FLACS Administrators is strictly prohibited and is a violation of FLACS 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 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 does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. FLACS 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 provided email, voice-mail or Internet access to services. FLACS reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in FLACS 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 computer system for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

INTELLECTUAL PROPERTY

You acknowledge that the entire right, title and interest of any and all writings and other creations that you prepare, create, write, initiate or otherwise develop as part of your efforts while employed by FLACS, shall be considered the property of FLACS. This includes but is not limited to any development of 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, and deliver any and all papers or instruments including assignments, applications, power of attorney and other documents, that in FLACS' opinion may be necessary or desirable to secure the school's full enjoyment of all right, title, interest and properties herein assigned.

VISITORS

To maintain safety and security, only authorized visitors are allowed in the school building. NWe request that no visitors come to the school without official prior approval from the CEO or Principal or 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.

ANTI-DISCRIMINATION AND HARASSMENT

FLACS holds itself and its employees to the highest standards of legal and ethical conduct. While this manual is intended to provide some general guidance with respect to acceptable and unacceptable employee behavior, it is also intended to be supplemented by good judgment and common sense to avoid even the appearance of impropriety. FLACS encourages all members of the FLACS community to report all incidents of discrimination, harassment or sexual harassment, regardless of who the offender might be. FLACS will investigate any report of discrimination and/or harassment and will take whatever corrective action is deemed necessary, including disciplining, suspending or discharging any individual who is believed to have violated this policy.

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather ensure a safe and equitable environment for everyone and 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:

- Insubordination
- Foul or abusive language
- Theft or inappropriate removal or possession of FLACS property
- Falsification of timekeeping records
- Use, possession, sale, distribution of intoxicants or illegal drugs on FLACS' premises, or reporting to work while under the influence of intoxicants or illegal drugs
- Fighting or threatening violence in the workplace
- Carrying or possessing weapons of any kind on FLACS' premises
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Violation of safety or health rules
- Violation of any FLACS' rules, policies and procedures
- Smoking in or near FLACS facilities
- Sexual or other unlawful or unwelcome behavior or harassment
- Excessive or unexcused absence or tardiness or leaving work without permission
- Unauthorized use of telephones, mail system, or other employer-owned property
- Using phones and computers to conduct personal business
- Unsatisfactory performance or conduct
- Breach of confidentiality
- Not performing your job or not meeting job performance requirements
- Unauthorized removal of FLACS' or co-worker's property
- Falsifying reports and/or FLACS' records
- Violation of FLACS' Code of Ethics

CODE OF ETHICS FOR FLACS TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees recognizes that sound, ethical standards of are essential for the effectiveness of school board trustees and school staff as educational leaders and recipients of the public's trust. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the applicable provisions of that law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including members of the Board Trustees, shall adhere to the following code of conduct:

1. *Gifts*: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee*: An officer or employee shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board*: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties*: An officer or employee shall not invest nor hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment*: An officer or employee shall not engage in, solicit, negotiate for nor promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment*: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other applicable provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law and the bylaws of the Board of Trustees.

NON-DISCRIMINATION AND HARASSMENT

FLACS is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment based on race, color, creed, religion, sex, age, national origin, alienage or citizenship status, pregnancy, disability, marital or partnership status, veteran status, sexual orientation, gender (including gender identity), status as a victim of domestic violence, stalking or sex offenses, genetic predisposition or carrier status, or any other protected characteristic as established by law. Therefore, FLACS expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment.

Descriptions of Harassment

1. **Sexual harassment** constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail, text message or social media); and other physical, verbal or visual conduct of a sexual nature. Sex-based

harassment — that is, harassment not involving sexual activity or language (e.g., male manager yells only at female employees and not males) — may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

2. **Harassment on the basis of any other protected characteristic** is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material (including through e-mail) that denigrates or shows hostility or aversion toward an individual or group.

Individuals and Conduct Covered

These policies protect all applicants, employees and non-employees (such as contractors, subcontractors, vendors, consultants or other persons providing services to FLACS), and prohibit harassment, discrimination and retaliation whether engaged in by fellow employees, by a supervisor or manager or a non-employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work- related setting outside the workplace, such as during business trips, school outings, business meetings and school-related social events.

Retaliation Is Prohibited

FLACS prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, may be subject to disciplinary action. In the event that the employee believes that he or she will be subject to any sort of
retaliation for notifying the CEO, COO or Principal, the employee may instead notify the Human Resources department or any member of the Board of Trustees.

Harassment Reporting Procedures, Investigation and Consequences

Reporting an Incident of Harassment, Discrimination or Retaliation:

FLACS strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. If you believe you have been harassed on the job, or if you are aware of the harassment of others, you are encouraged to inform the offender that this behavior is unwelcome.

You should also immediately provide a written or verbal complaint to your supervisor, Human Resources, or any other member of management as soon as possible. Your complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

Individuals should not feel obligated to file their complaints with their immediate supervisor first before bringing the matter to the attention of one of the other FLACS-designated representatives identified above.

Early reporting and intervention have proven to be the most effective methods of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, FLACS strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. FLACS will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay or termination, as FLACS believes appropriate under the circumstances.

Liability for Harassment

Any employee, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it may be held personally liable for monetary damages. FLACS does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the

extent permitted by law, FLACS and its affiliated schools reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

- Individuals who have questions or concerns about these policies should talk with the Human Resources department.

- Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of FLACS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

Non-discrimination of students

Consistent with the non-discrimination in employment policy, all students of FLACS are admitted, are accorded rights and privileges, and have access to programs and activities made available to them at FLACS in a non-discriminatory manner. FLACS does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. All testing and evaluation materials and procedures used for the purpose of evaluation, testing, assessments and/or for placement of children with disabilities are selected and administered so as not to be discriminating.

Disability Accommodation Policy Statement

FLACS is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is the policy of FLACS not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, FLACS will provide reasonable accommodations to a qualified individual with a disability who has made FLACS aware of his or her disability, provided that such accommodation does not constitute an undue hardship on FLACS

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the supervisor and Human Resources. FLACS encourages individuals with disabilities to come forward and request reasonable accommodation.

General Accommodation Policy Statement

FLACS provides reasonable accommodations for victims of domestic violence, sex offenses or stalking, individuals with pregnancy, childbirth and related medical conditions, religious needs and disabilities. Employees who need an accommodation based on any of the foregoing reasons should contact their supervisor. Upon receipt of a request for accommodation, FLACS shall engage in a cooperative dialogue with the requesting employee regarding the employee's accommodation needs and at the conclusion of the dialogue, provide the employee with a written final determination identifying any

SUSPECTED CHILD ABUSE OR MALTREATMENT

In New York, many members of FLACS' staff are mandated reporters under Section 413 of the New York State Social Services Law. Any FLACS employee who suspected that a student is the victim of child abuse maltreatment, or neglect must immediately bring the matter to the attention of the school's Principal and follow the legal reporting procedures for mandated reporters in New York State.

Although the Family Court Act defines an abused child narrowly—as one whose parent or person legally responsible inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse -- FLACS requires employees to report suspicion of serious physical or mental injury, other than by accidental means, or any suspicion of sexual abuse, to the Principal regardless of the suspected perpetrator. The law defines a maltreated child as any child between birth and eighteen years whose parent or person legally responsible fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where she/he loses control of her/his actions.

See Appendix A for full policy on suspected abuse and maltreatment requirements and information about child abuse in an educational setting.

SOCIAL MEDIA

All FLACS employees and students who use social media are expected to do so in a respectful and professional manner that protects the safety and well-being of everyone in our community, along with the culture, values, and reputation of our schools. Employees should not use an organizational social media account to create, discuss, or otherwise disseminate anything that could be viewed as malicious or improper, or that disparages students, parents, community members, FLACS employees, or schools. Employees also should not disseminate confidential, private, or proprietary items, including information related to assessments, curriculum, personnel issues, or student information. Anyone who believes that FLACS social media policies have been violated should contact the Principal or Operations Director. Any employee who violates FLACS social media policies may be subject to disciplinary action, up to and including dismissal.

***Definitions*:**

- Professional Social Media: work-related internet use that is either instructional (i.e. school Facebook page; teacher blog for class) or organizational (i.e. Twitter handle for FLACS's arts program)
- Personal Social Media: non-work-related, not representing FLACS

Professional Social Media:

- Staff use FLACS email accounts, ensure websites are identified as FLACS-sponsored, and take responsibility for adhering to this policy
- Websites are designed to address instructional, educational or extra-curricular programs, and are approved in advance by Principal, CEO or COO
- Protection of Student Privacy

  - No personally identifiable student information may appear on websites open beyond the classroom
  - Students may only appear in online photo or video if media release form is on file
  - Students may only post on websites with teacher/staff permission
  - Staff must understand and ensure proper privacy settings are in place to restrict access to desired audience only
- Principals, the CEO and COO have the right to remove sites that don't adhere to this policy

Personal Social Media:

- Photos, videos, and any personally identifiable student information may not be posted on personal sites
- Staff should not communicate with students who are currently enrolled at FLACS on personal social media sites with 2 exceptions: 1- communication with relatives and 2- if an emergency situation arises, in which case the Principal should immediately be made aware. Staff who are already engaged in private social communication with students or are "friends" with students online must remove students as "friends" and block further access
- Staff are expected to use good judgement when making and/or accepting a "friend", "connection" or "recommendation" requests to or from school colleagues, to reduce the potential for both parties to feel pressured to accept the request, potentially impacting the work relationship (as well as raising a conflict of interest, unequal treatment, discrimination, or similar concern).
- Staff are encouraged to use appropriate privacy settings. Staff should not "tag" photos of other staff without their permission, and not to use the FLACS logo, link to the FLACS website, or post FLACS materials without Principal's permission
  - Please note that staff are encouraged to share official FLACS posts that come from recruitment

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, in the case of school employees and by the CEO/COO in the case of network employees, both orally and by letter. In some cases, such employees will be subject to disciplinary action. The Principal or the CEO/COO shall, at his/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 on FLACS property, drugs or alcohol; stealing or willfully damaging FLACS' property; assaulting or threatening to assault a FLACS 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' 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.

With regards to the pedagogical staff**, FLACS 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 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 videotaping, 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.

For all FLACS employees, Position Descriptions will be reviewed annually for accuracy at the time of the performance evaluation and will be updated if necessary. 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

Attendance & Punctuality
Employee attendance and punctuality is vital to any organization, especially in a school. It is important that the habits we have as staff are exemplary. **Clocking in and out is an important responsibility of your job. It is requirement and not an option.** 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, are needed to support each other by being present and on time to work every day. 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 will be required to fulfill their tasks in addition to completing their own tasks. Therefore, your punctuality and attendance greatly matters in our school community.

All employees are expected to be on time. All employees who exhibit a pattern of absences or lateness (being absent or late in excess of five times during a semester) will be asked to meet with their immediate supervisor.

ALL employees with excessive lateness and absences will be given a warning letter and may be subject to dismissal/termination.

Please note that employees cannot come in late and then decide to 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 emergency. We need consistency at all times. Your absence and lateness record is part of your employment history.

If an employee is going to be out for any reason, a phone call informing the immediate supervisor of the absence must be made by 7:30 AM. If a message is left, a follow-up call must be made to ensure the message was received. **Texting is NOT a means to communicate an absence. After calling the immediate supervisor, please send an email to [redacted] to also inform of your absence for Time and Attendance tracking.**

If you are planning to come to work late, for any reason, you must be in the building prior to 11:00 AM; otherwise you will be charged with a personal day absence. Staff lateness prior to 11:00 AM will be deducted from your Personal Time Bank. For example: if your work schedule is from 8:00 AM to 4:00 PM and you come in at 11:00 AM, then 3 hours will be deducted from your Personal Time Bank. If you leave early, although pre-approved, it will also be deducted from your Personal Time Bank. Traffic and weather delays will be the exception to this policy and approval from the principal is required.

School Release Time

During the fall and spring semesters, FLACS will not be granting any release time during the work day, per week with pay for study and/or travel to an accredited college.

The FLACS employee must use their bank time for attending undergraduate/graduate study to be eligible for release time.

If during the school year you have exceeded the number of days in your time bank to utilize for Personal Time or Sick Day your wages will be deducted for this time loss. You will be notified in writing by Human Resources when the money will be deducted.

Work Year

The Work Year for each employee will be defined on a schedule to be determined by his or her immediate supervisor. For the school year commencing, the Work Year shall run from no earlier than the third week in August through the last week of June for all teaching staff. All other regular full-time employees are twelve (12) month employees.

Work Schedule

All teaching staff is expected to be in the school by 8:00 AM and must not sign out before 4:00 PM, except on Mondays when they will be required to work until 5:00 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 is expected to be at work at their scheduled time.

Part Time /Hourly Employees

It is the responsibility of the employee to sign in and out (or utilize the time recording system in place) at the beginning and end of the day. All unpaid breaks, including a sixty (60) minute lunch break will be recorded. If for any reason, an employee forgets to sign in or out it is their responsibility to have their immediate supervisor correct their time. All overtime must have been pre-approved by the appropriate supervisor. The supervisor will be responsible to alert the Dept. of Finance and Dept. of Human Resources.

Holidays

FLACS will be closed on certain days throughout the year as designated and announced via the official FLACS' School Year Calendar. On such days, the school will be closed and the employees will have the day(s) off with pay. A part-time/hourly employee will be entitled to a paid holiday when the holiday falls on a day when he or she would otherwise be required to work or take leave. This does not include overtime work.

It is the policy of FLACS to accommodate employees' religious observances and practices. When an employee requests time off for religious observance, such request shall be considered by the network CEO/COO or, in the case of a school, by the principals or his/her designee.

Time taken for religious observance will be charged against the employee's personal time bank. Where the employee has no accrued time, the day(s) will be deducted as an absence without pay.

Please note: Absences before or after a Holiday are highly discouraged and are subject to the employee's supervisor's approval

Weather Days and Other Closings

FLACS may be closed due to inclement weather or other situations. An orderly process for notification to the public media will be used. FLACS follows the City School System for the closing of schools. However, FLACS CEO and COO have the discretion of closing the school although NYC Department of Education will open. Immediate supervisors will inform employees of closings. In order to meet the required amount of school days a change in a recess/break (e.g. Spring Break) may be made or extending the last day of the school year may occur.

After consultation with CEO and the COO, the Principal has the discretion to make up the number of days lost to closure due to inclement weather or other reasons to be made up by adding an equal number of days to what was scheduled to be the end of the school year. Full time and part-time hourly employees will get paid their regularly schedule hours on weather related closings.

Pay Periods

Pay periods are bi-weekly, resulting in twenty-six (26) pay periods per year. The Director of Human Resources or his/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 Director of Human Resources or his/her designee. For those receiving a live check, early check cashing will result in a penalty fee.

Offer Letters

When offer letters are given to employees, the salary will be in effect as of the employee's equated date (hire date). This applies to all categories (Teachers, Operations, etc.)

Higher Education

When a teacher acquires an additional degree related to education and is under eight years of teaching experience, the increase will be given the following school year according to FLACS' salary schedule. Unless the degree was issued between September and December whereas, this entitled increase will be given in February of the next calendar year. Salary increases are not final until approved by CEO, COO and CFO.

Overtime

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that general require time-and-one-half the employee's regular rate of pay for any hours worked beyond forty (40) hours in a workweek. Overtime pay is based on actual hours worked.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Exempt employees, as defined by law or other regulations 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 teaching staff can receive per session pay for special programs such as Summer school, Saturday school, Study Groups, etc. and network administrative staff can, on a per case basis, receive compensatory time for days worked in excess of the normal work schedule. All such arrangements should be previously arranged with the supervisor.

PLEASE NOTE: *All employees Exempt and Non-Exempt are required to receive prior approval from the Principal or immediate Supervisor for any additional hours worked. In addition these hours are to be reported within one payroll cycle of the work having been done. Wages for additional hours are not guaranteed if these rules are not adhered.*

If you are a non-exempt staff employee, overtime consists of extra hours worked in a given work week with prior approval of the supervisor, 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 forty (40) earned hours in a workweek.

You receive overtime pay only for time in excess of forty (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, eight (8) hours per day, you will be paid at the regular rate for forty (40) hours and at one and one half the normal rate for the additional time worked in excess of forty (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 in response to a garnishment notice received from a court or other legal authority.

BENEFITS AND TIME OFF

Accrual of Personal Days

- Each 10-month employee is granted 1 Illness/Personal Day per month effective on the 15th of each month, for a total of ten (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 twelve (12) days.
- Illness/Personal Days may be used for matters of an employee's choosing, but must be approved in advance by immediate supervisor in the case of Personal Days. In the case of sick days, the employee must call in as soon as s/he knows they will be out due to illness.
- Part-time employees accrue 1 hour for each twenty (20) hours in a pay status.

Employees who exceed ten (10) days (for Instructional Staff) and twelve (12) days (for Operational Staff) in their Time Bank will be paid out the variance in days after the current year ends. This payment will be issued no later than the first week in September. The payout will be based on the employee's salary amount of the school year ending.

Use of Personal Days

- Illness/Personal Days are defined as time off work with pay.
- Illness/Personal Days are to be used by regular full-time employees in accordance with the following provisions:
- Personal Days need prior approval by your immediate supervisor. 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.
- The granting of such leave is conditional upon the approval of the Principal at the school level or his or her designee or the CEO or COO at the Central Office level or his or her designee.

Vacation

School employees should review the school's vacation policy; Network employees should review the network's vacation policy.

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 up to three (3) days and five (5) days if you are traveling out of state. For the purposes of this section, "immediate family" is defined as a spouse, domestic partner, child, sibling, parent, or grandparent, or any other relative residing in staff member's personal household.
- Bereavement Leave is to be used to attend the funeral or mourn the death of a relative outside immediate family member or household up to two (2) days. For the purposes of this section, "outside immediate family" is defined as a brother-in-law, sister-in-law, son-in-law, daughter-in-law, nephew, niece, uncle, or aunt not residing in employee's personal household.
- All employees must advise of the use of Bereavement Leave by informing the supervisor of the intended day for absence.
- The school requires a note from the location of the funeral verifying attendances be submitted to the Department of Human Resources once the employee returns to work. This requirement pertains to all employees of the FLACS schools/Network.

Unauthorized Absences

An employee who is absent for a period of twenty-one (21) consecutive work hours (three days) without notifying their immediate supervisor 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 immediate supervisor. If an employee is absent without notifying the school for one or more work days, he/she will be deemed as being on a leave without approval and/or on an unpaid absence. This can be constituted as abandonment of position.

Verification of Absence

An employee may be ask to provide a physician's note or other verification as to an employee's claimed reason for absence in any situation in which it is believed valid grounds do not exist for the staff member's claim for absence. Such verification shall be submitted to the Dept. of Human Resources 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). Employees called to active duty should notify their supervisor and submit copies of the orders as soon as possible. Employees who are granted military leave will be reinstated in accordance with state and federal law.

Jury Duty

You will be granted jury duty leave when summoned for jury duty. FLACS 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 actual time served on jury duty. You are required to report to work whenever court is not in session.

You must report your anticipated jury duty to the Director of Human Resources immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of a Jury Duty" notice to the Director of Human Resources for inclusion in your personnel file.

FLACS encourages you to fulfill your civic responsibilities to serve jury duty; however, FLACS may ask you to request a postponement excuse from jury duty if, in FLACS' judgment, your absence would create serious operational difficulty. You will continue to earn all your benefits and, if applicable, vacation and annual leave during jury duty leave.

Subpoenas

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify the Director of Human Resources. All subpoenas involving possible testimony about FLACS, and your employment at FLACS, must be immediately reported to the Chief Executive Officer and/or Chief Operations Officer. The party issuing the subpoena is responsible for compensating you for appropriate witness fees and for your absence from work (FLACS will not pay you for hours/days not worked).

Nursing Mothers

Nursing mothers will be accommodated with reasonable break time (up to 20 to 30 minutes each break at least once every three hours), and a private place to express milk in the workplace. Employees are expected to take such breaks at a time that does not interfere with their duties, which may require postponing a break for no more than 30 minutes. Such breaks are unpaid for non-exempt employees, except to the extent the employee uses a regular paid break. The employee may also utilize her meal period for this purpose, if she wishes. Employees who anticipate the need to arrange for such breaks should contact their supervisor as far as possible in advance of the employee's return to work after childbirth, so that appropriate arrangements can be made.

Family Medical Leave Act

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve (12) work weeks of leave in a 12-month period for:
  - the birth of a child and to care for the newborn child within one year of birth.
  - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement.
  - to care for the employee's spouse, child, or parent who has a serious health condition;
  - a serious health condition that makes the employee unable to perform the essential functions of his or her job.
  - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or**

  - Twenty-six (26) work weeks of leave during a single 12-month period to care for:

- a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).
- Any leave whether, FMLA or Short term disability or any other leave will affect the employee's equated date (hire date).

Please see Appendix B for information on leave entitlement under the Family Medical Leave Act (FMLA).

New York Paid Family Leave (NYSPFL)
Please see Appendix C for information on leave entitlement under the New York Paid Family Leave Policy.

Verification of Absence
A supervisor may 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 for the staff member's claim for absence. Such verification must be submitted to the Dept. of Human Resources within five working days of absence. After three consecutive absences, an official note from a doctor's office, lawyer, or other professional is mandatory for your file.

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
FLACS provides a medical insurance plan. This 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. Employee contributions for health care coverage will be automatically withheld from employee paychecks on a bi-weekly basis. 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 the next benefits "open enrollment" period.

Declination of Medical Insurance
Employees have the right to not participate in the medical plan. Waiver of these benefits must be documented by the method FLACS utilizes. This could be written or electronically.

Retirement Plan
Regular, full-time employees are offered retirement benefits through a 401K Plan. Please ask the Human Resources Department for additional information.

Workers Compensation
Injury to employees resulting from accidents that occur while performing official duties, on behalf of the FLACS schools/Network are covered by Workman's Compensation Insurance. Any employee who suffers an injury as a result of such an accident must file a report with their immediate supervisor as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other

information as required by applicable law. FLACS, in accordance with New York State Law, will provide Workmen's Compensation to its employees.

Disability Insurance

FLACS 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 as directed by the Director of Human Resources. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Reservation of Rights

FLACS 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.

The rules and policies in this manual are in place to benefit all employees. This contributes to building a strong working environment for all. The goal is always to have a structured and successful learning environment for those who are being served by FLACS' employees, who are the STUDENTS and FAMILIES.

APPENDIX A: CHILD ABUSE

A. 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) 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, causing the child to be placed in imminent danger.

As mandated reporters, 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 FLACS 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 immediately to the SCR hotline at 1-800-635-1522 and make a verbal report.
2. The FLACS employee should ask the SCR representative his or her name and the "Call I.D."
3. Within 24 hours of the verbal report to the SCR hotline, the school employee must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A 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.
4. If a school employee 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 SCR specialist.
5. The school employee 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 SCR.
6. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

B. CHILD ABUSE IN THE EDUCATIONAL SETTING PURSUANT TO EDUCATION LAW ARTICLE 23-B

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any 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:

- The name of the child's parent;
- The name of the person who reported the abuse and their relationship to the child;
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations.

The report must be given to the School Leader(s) 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:

- 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.

- If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
- 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.
- If a public school administrator received the written report alleging abuse, the administrator must promptly provide the School's Board Chair with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- 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.
- 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 School Leader(s).

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.

APPENDIX B: LEAVE UNDER THE FAMILY MEDICAL LEAVE ACT

The Family and Medical Leave Act (FMLA) provides eligible employees with up to 12 work weeks of unpaid leave for certain family and medical reasons during a 12-month period and/or because of a "urgent or necessary demand" arising out of the fact that a family member is a "covered military member" called to active duty on behalf of the United States. In addition, an eligible employee may be entitled up to 26 weeks of unpaid FMLA leave to care for certain family members who are "covered service members" in the U.S. Armed Forces who become seriously injured or ill while on active duty. During this FMLA leave, an eligible employee is entitled to continue group health plan coverage as if the employee had continued to work. At the conclusion of the FMLA leave, subject to some exceptions, an employee has a right to return to the same or to an equivalent position.

A. Employee Eligibility Criteria

To be eligible for FMLA leave, an employee must have been employed by FLACS:

1. for at least 12 months (which need not be consecutive, but employment prior to a continuous break in service of 7 years or more will not be counted except in certain circumstances);

2. for at least 1250 hours during the 12-month period immediately preceding the commencement of the leave; and

3. at a worksite (a) with 50 or more employees; or (b) where 50 or more employees are located within 75 miles of the worksite.

B. Events Which May Entitle an Employee to FMLA Leave

FMLA leave may be taken for any one, or for a combination of, the following reasons:

1. the birth of the employee's child or to care for the newborn child;

2. the placement of a child with the employee for adoption or foster care or to care for the newly placed child;

3. to care for the employee's spouse, child (including a child for whom the employee stands in loco parentis) or parent (which does not include in-laws but does include persons who stand in loco parentis) with a serious health condition;

4. the employee's own serious health condition (including pregnancy-related disability, pre-natal medical care and childbirth) that makes the employee unable to perform one or more of the essential functions of his or her job;

5. qualifying exigent circumstances arising out of the fact that the employee's spouse, son, daughter or parent is a "covered military member" on active duty or is on call for such duty in the United States National Guard or Reserves in support of a "contingency operation;" and/or

6. to care for the employee's spouse, child, parent or other relative who is next-of-kin, who is also a "covered service member" of the United States Armed Forces (including a member of the National Guard or Reserves) with a serious injury or illness incurred in the line of duty on active duty (a/k/a "military caregiver leave") that may render the service member medically unfit to perform his or her duties and for which he or she is undergoing medical treatment, recuperation or therapy; or is in outplacement status; or is on the temporary disability leave list.

For purposes of 3 and 4, above, a "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the "continuing treatment" requirement may be met by a period of incapacity of more than 3 consecutive full calendar days combined with: (1) at least two visits to a health care provider within 30 days, the first of which must occur within 7 days of the first day of incapacity; (2) or one visit and a regimen of continuing treatment; (3) or incapacity due to pregnancy; (4) or incapacity due to a chronic condition. Other treatments may also meet the definition of continuing treatment.

For purposes of this policy, phrases such as "next of kin", "covered service member", "covered military member", "eligible family members of covered service members and covered military members", and "contingency operation" are terms of art defined in governmental regulations. If you have any questions as to what these terms mean and/or whether they apply in your circumstances, please contact the Human Resources Department.

Leave for "qualifying exigent circumstances" includes: the need to take time off due to (1) the need to take time off due to short notice deployment of a family member (limited to seven or less calendar days prior to the date of deployment); (2) need to attend military events and related activities; (3) need to make arrangements for childcare and school activities; (4) need to make financial and legal arrangements; (5) need for counseling; (6) a family member being released from service for rest and recuperation (limited to 5 days of leave for each instance up to a maximum of 12 weeks in a 12-month period); (7) need to attend post-deployment activities; and (8) additional activities (if agreed upon by the employer and the employee).

C. No Limitation on Rights

Nothing in this FMLA policy limits any employee leave rights under the Company's Military Leave Policy, in accordance with applicable federal or state law. See that Policy or the Human Resources Department for further details.

D. How Much FMLA Leave May Be Taken

An eligible employee may take up to 12 workweeks of unpaid leave during a 12 month period for the FMLA qualifying reasons described in Section B 1-5 above. However, leave to care for a newborn or for a newly-placed child must conclude within 12 months after the birth or placement of the child.

When both spouses are employed by FLACS, they are together entitled to a combined total of 12 workweeks of FMLA leave within the designated 12-month period for the birth, adoption or foster care placement of a child with the employees, or for aftercare of the newborn or newly placed child. Each spouse may be entitled to additional FMLA leave for other FMLA qualifying reasons, but not more than a total of 12 workweeks, or 26 workweeks, as appropriate, per person.

An eligible employee may be entitled to take up to 26 workweeks of unpaid military caregiver leave (Section B 6 above). Such leave is available in a single 12-month period commencing on the first day of leave. Military caregiver leave not used in a 12-month period is forfeited. This leave is to be applied on a per-covered service member, per-injury basis. Thus, an employee may be entitled to take more than one period of 26 workweeks of leave during the course of his/her employment if the leave is to care for different covered service members or to care for the same service member with a subsequent injury or illness. During a single 12-month period, the employee may not take more than a maximum combined total of 26 workweeks of FMLA leave for all purposes, i.e., for any or all of the reasons described in Section B 1-6. Except for military caregiver leave, FMLA protected leave is still limited to 12 workweeks for all other qualifying reasons (Sections B1-5).

The 12-Month Period

An eligible employee is entitled to up to 12 workweeks of unpaid leave during a 12-month period for the FMLA qualifying reason(s) in Section B 1-5. The 12-month period for leave under D 1-5 is a rolling 12-month period measured backward from the date an employee uses any FMLA leave.

With respect to military caregiver leave to care for a covered service member with a serious injury or illness, the method for calculating the 12-month period is as follows:

- The 12-month period in which an eligible employee may take the FMLA military caregiver leave described in Section B 6 is calculated on a going forward basis starting with the first day the leave is taken.

E. Use of Paid and Unpaid Leave

FMLA leave is unpaid leave. “Qualifying paid leave” is leave that would otherwise be available to the employee for the purpose for which the FMLA leave is taken. In order to use paid leave for FMLA leave, the employee must comply with FLACS’ normal paid leave policies, found in the Personal Leave of Absence section above.

Employees without School Calendar vacation must first use any vacation time. After exhausting qualifying paid leave, the remainder of the FMLA period, if any, will be unpaid FMLA leave. Any paid leave used for an FMLA qualifying reason will be charged against an employee’s entitlement to FMLA leave. The substitution of paid leave for unpaid leave does not extend the 12- or 26-workweek leave period. Also, while disability or workers’ compensation leave and benefits can run concurrently with FMLA leave, the provision for substitution of paid leave is inapplicable. However, subject to applicable benefits plans and state law requirements, employers and employees may agree to have paid leave, supplement disability and workers’ compensation benefits on a pro-rata basis while on FMLA leave.

F. FMLA Leave for Instructional Employees

The following rules affect the taking of FMLA leave by instructional employees. Instructional employees include teachers, teacher assistants, athletic coaches, and special education assistants.

Leave near the end of the academic term

If an instructional employee begins leave more than 5 weeks before the end of an academic term, FLACS may require the instructional employee to continue taking leave until the end of the term if:

(i) The leave will last at least three weeks, and

(ii) The employee would return to work during the three-week period before the end of the term.

If the instructional employee begins leave during the 5-week period before the end of an academic term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, FLACS may require the instructional employee to continue taking leave until the end of the term if:

(i) The leave will last more than two weeks, and

(ii) The employee would return to work during the two-week period before the end of the term.

If the instructional employee begins leave during the 3-week period before the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, FLACS may require the employee to continue taking leave until the end of the term if the leave will last more than five working days.

Duration of Leave

If an instructional employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

G. Intermittent or Reduced Work Schedule Leave

Intermittent or Reduced Work Schedule Leave for Non-Instructional Employees

Intermittent leave is leave taken in separate blocks of time. A reduced work schedule leave is a schedule that reduces an employee's usual number of hours per workweek or hours per workday.

1. Leave to care for a newborn or for a newly placed child must be taken all at once and unless otherwise permitted by law, may not be taken intermittently or on a reduced work schedule;

2. Leave due to an employee's own serious health condition, to care for an employee's spouse, child or parent with a serious health condition, or to care for a service member relative with a serious injury or illness, may be taken all at once or, where medically necessary, intermittently or on a reduced work schedule;

3. Leave because of a qualifying exigency due to the active duty or impending call to duty of a spouse, son, daughter or parent may be taken all at once or on an intermittent or reduced work schedule.

If an employee takes leave intermittently or on a reduced work schedule basis for a planned medical treatment for his or her own serious illness, the employee must make a reasonable effort to schedule the treatment so as to accommodate FLACS' needs and not disrupt unduly FLACS' operations. When an employee takes intermittent or reduced work schedule leave for foreseeable planned medical treatment, FLACS may temporarily transfer the employee to an alternative position with equivalent pay and benefits for which the employee is qualified and which better accommodates recurring periods of leave.

Intermittent or Reduced Work Schedule Leave for Instructional Employees

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation, when the instructional employee would not have been required to report for duty, is not counted against the instructional employee's FMLA leave entitlement. Any instructional employee who is on FMLA leave at the end of the school year will be provided with any benefits over the summer vacation that the instructional employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, FLACS may require the instructional employee to choose either to:

(i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

(ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

H. FMLA Leave Procedure

Employee Requests

An employee should notify his or her manager and Human Resources to take leave under this policy. Within 5 business days (absent extenuating circumstances) of being made aware of the employee's need for such leave, FLACS will provide employee with a Notice of Eligibility and Rights and Responsibilities

Form, along with an appropriate Certification Form to complete and submit to the Human Resources Department so that your request for FMLA leave can be evaluated. (See Section I.)

When leave is foreseeable for childbirth or placement of a child, or for planned medical treatment due to the serious health condition of an employee or family member or due to a covered service member's serious injury or illness, the employee must provide FLACS with at least 30 days advance notice, or such shorter notice as is practicable (i.e., the same day if the employee becomes aware of the need for leave during work hours or the next business day if the employee becomes aware of the need for leave after work hours). Where the need for leave was foreseeable but the employee failed to provide 30 days advance notice, the employee may be asked to submit an explanation in writing for the omission.

When leave is foreseeable due to a qualifying exigency arising from a family member's call to active duty, the employee must provide as much notice as is practicable (i.e., within 1 or 2 business days of learning of the need for the leave), regardless of how far in advance such leave is foreseeable.

When the timing of the leave is not foreseeable, the employee must provide FLACS with notice of the need for leave as soon as practicable (i.e., within 1 or 2 business days of learning of the need for the leave).

An employee must comply with FLACS' usual procedures for requesting time off or leave, except when unusual circumstances exist (i.e., when the employee or family member needs emergency medical treatment).

Notice of Eligibility and Designation of Leave Procedure

FLACS will notify the employee requesting leave whether s/he is eligible for FMLA leave (see Notice of Eligibility and Rights and Responsibilities form). If the employee is eligible, the notice will indicate any additional information required and describe the employee's rights and responsibilities. If the employee is not eligible, FLACS will provide a reason for the ineligibility.

Upon provision of sufficient information, FLACS will notify the employee that leave has been designated as FMLA leave and the amount of leave to be counted against the employee's leave entitlement (see Designation Notice form). FLACS will also notify the employee if the leave is not designated as FMLA leave due to insufficient information or a non-qualifying reason. FLACS may provisionally designate the employee's leave, at the outset, as FMLA leave, subject to submission of sufficient information. If the employee has not notified FLACS of the reason for the leave, and the employee desires that leave be counted as FMLA leave, the employee must notify Human Resources within 2 business days of the employee's return to work that the leave was for an FMLA reason.

I. Required Certifications

An employee will be required to submit a Certification Form from a health care provider to support a request for FMLA leave for the employee's or a family member's serious health condition, or for a service member relative's serious injury or illness. Similarly, where leave is requested because of exigent circumstances arising from the employee's spouse, son, daughter or parent's call to active duty in support of a contingency operation, the employee will need to submit a completed Certification Form. Medical Certification and Exigent Circumstances Forms are available from Human Resources

Department. Employees have 15 days from receipt to return the Certification Form to Human Resources. It is the employee's obligation to have his/her healthcare provider provide sufficient information for FLACS to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, FLACS ask that you and your physicians not provide any genetic information when responding to any FMLA request for medical information, such as in the healthcare Certification response from a physician. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Following review of the FMLA-leave request by the Human Resources Department, a Designation Notice will be issued and, among other things, will indicate that a Fitness for Duty Certification will be required for the employee's release to work including an assessment of the employee's ability to perform essential job functions.

If the Medical Certification or Exigent Circumstances Leave Form is incomplete, ambiguous, or insufficient, FLACS will advise you in writing as to what additional information is needed and will give you additional time (not less than seven calendar days) to complete and return the form. If the employee notifies FLACS within the 7-day calendar period that, despite diligent, good faith efforts on his/her part, s/he was unable to obtain the additional information, the employee will be afforded a reasonable period of additional time to resubmit the Certification.

Re-certifications and Updates

FLACS may require the employee to submit subsequent re-certifications depending on the duration stated in the Certification, but not more frequently than every 30 days, except under certain circumstances provided by law. FLACS may also request a recertification every six (6) months in connection with an absence by the employee due to a medical condition.

During FMLA leave, the employee must provide FLACS with periodic reports regarding the employee's status and intent to return to work. If the employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide FLACS with reasonable notice (i.e., within 2 business days) of the employee's changed circumstances and new return to work date. If the employee gives FLACS notice of the employee's intent not to return to work, the employee will be considered to have voluntarily resigned.

Contacting Your Healthcare Provider

FLACS' Human Resources Department may contact an employee's healthcare provider directly to get clarification and authentication of a medical certification. If an employee chooses not to provide FLACS with a HIPAA-authorized release allowing FLACS to clarify the Certification with your healthcare

provider, and the employee does not otherwise clarify the Certification, the Employer may deny FMLA leave if the Certification is unclear. In addition, FLACS may require the employee to obtain a second opinion by an independent FLACS designated provider at FLACS' expense. If the initial and second Certifications differ, FLACS may, at its expense, require the employee to obtain a third, final and binding Certification from a jointly selected health care provider.

FLACS reserves the right to obtain other documentation in accordance with law to substantiate an employee's request for leave.

Fitness for Duty Certifications

Before the employee returns to work from FMLA leave for the employee's own serious health condition, the employee will be required to submit a fitness for duty certification from the employee's health care provider,
with respect to the condition for which the leave was taken, stating that the employee is able to resume work and addressing the employee's ability to perform the essential functions of the job.

An employee's failure to comply with FLACS' leave policies/procedures, including those related to FMLA leave requests, can result in the delay or denial of the employee's request for leave, including FMLA leave, and may subject the employee to discipline up to and including discharge in conformity with FLACS' policies/practices.

J. Maintenance of Health Benefits

During FMLA leave an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work.

To the extent that an employee's FMLA leave is paid based on remaining vacation days, the employee's portion of health insurance premiums will be deducted from the employee's salary. For the portion of FMLA leave that is unpaid, the employee's portion of health insurance premiums may be:

1. paid in accordance with FLACS' rules for leave without pay; and/or as
2. agreed to by FLACS and the employee.

If the employee's payment of health insurance premiums is more than 30 days late, FLACS may discontinue health insurance coverage upon notice to the employee.

An employee will not lose any benefits accrued prior to taking FMLA leave.

K. Return from FMLA Leave

Upon return from FMLA leave, FLACS will place the employee in the same position the employee held before the leave or an equivalent position with equivalent pay, benefits and other employment terms.

Limitations on Reinstatement

An employee is entitled to reinstatement only if he/she would have continued to be employed had FMLA leave not been taken. Thus, an employee is not entitled to reinstatement if, because of a layoff, reduction in force or other reason, the employee would not be employed at the time job restoration is sought.

FLACS reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of FLACS' employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to FLACS' operations.

Limitations on Reinstatement for Instructional Employees

The determination of how an instructional employee is to be restored to "an equivalent position" upon return from FMLA leave will be made on the basis of established school board policies and practices.

L. Failure to Return To Work Following FMLA Leave

If the employee does not return to work following the conclusion of FMLA leave, and does not request a leave extension and/or fails to satisfy FLACS' requirements for an extension of leave, the employee will be considered to have voluntarily resigned. FLACS may recover health insurance premiums that FLACS paid on behalf of the employee during any unpaid FMLA leave except that FLACS' share of such premiums may not be recovered if the employee fails to return to work because of: (i) the employee's or a family member's serious health condition; or (ii) a service member relative's serious injury or illness; or (iii) other circumstances beyond the employee's control. In such cases, FLACS may require the employee to provide medical Certification of the employee's, or the family member's, serious health condition, or the service member relative's serious injury or illness, or of the other circumstances.

M. Employee Rights/Enforcement

Any employee who feels his or her rights to FMLA leave have been improperly denied, restrained, violated or interfered with in any way may lodge a complaint with Human Resources or the Chief Operating Officer. The company will investigate and take appropriate remedial action. An employee may also file a complaint with the U.S. Department of Labor (www.wagehourdol.gov; 1-866-487-9243, TTY: 1-877-889-5267) or file a private legal action. Discrimination and retaliation against employees who exercise rights under the FMLA and this policy will not be tolerated and use of FMLA leave will not affect an employee's rights under any other law, policy, contract or collective bargaining agreement.

N. Additional Information

For further information or clarification about FMLA leave, please contact Human Resources.

APPENDIX C: NEW YORK PAID FAMILY LEAVE LAW POLICY

Beginning on January 1, 2018, the New York Paid Family Leave Law ("NYPFLL") provides eligible employees in New York with paid, job protected leave for certain family and medical reasons or to address certain qualifying exigencies arising out of the fact that the employee's spouse, domestic partner, child or parent is on or has been called to active duty status as a member of the Armed Forces, National Guard or Reserves. New York paid family leave ("NYPFL") benefits are funded by statutory employee payroll contributions, which are based on a percentage of the employee's average weekly wage.

ELIGIBILITY

Employees who are regularly scheduled to work 20 or more hours per week will become eligible for NYPFL benefits after 26 consecutive work weeks of employment. Employees who are regularly scheduled to work fewer than 20 hours per week will become eligible for NYPFL benefits after the 175th day worked.

Approved vacation, sick, personal or other time away from work (except for a period of temporary disability under the New York Short Term Disability Law) is counted toward the 26-week or 175-day eligibility requirement, provided that the employee continues to make contributions to the cost of NYPFL benefits during that time.

COVERED REASONS FOR NYPFL

Eligible employees may take NYPFL for the following reasons:

- To bond with a newborn child within the first 52 weeks after the child's birth;
- Placement of a child with the employee for adoption or foster care, and to bond with that child within the first 52 weeks after the placement;
- To care for a covered family member with a serious health condition as defined by law; and
- Qualifying exigencies arising out of an employee's spouse, domestic partner, child or parent being on or called to active duty status as a member of the Armed Forces, National Guard, or Reserves.

Under the NYPFLL, "covered family members" include an employee's spouse or domestic partner, child (including a biological, adopted or foster child, step-child or child of a domestic partner, legal ward or one to whom the employee stands in loco parentis), parent (including a biological, adoptive or foster parent, step-parent, legal guardian, or one who stood in loco parentis to the employee as a child), parent-in-law, grandparent and grandchild.

HOW MUCH NYPFL MAY BE TAKEN

Eligible employees shall be provided with NYPFL for any of the above-mentioned covered reason(s) according to the following schedule:

- Beginning January 1, 2018, up to eight (8) work weeks of NYPFL in a 52-week period at a benefit rate of 50% of the employee's average weekly wage, up to a cap set by the state;

- Beginning January 1, 2019, up to 10 work weeks of NYPFL in a 52-week period at a benefit rate of 55% of the employee's average weekly wage, up to a cap set by the state;

- Beginning January 1, 2020, up to 10 work weeks of NYPFL in a 52-week period at a benefit rate of 60% of the employee's average weekly wage, up to a cap set by the state;

- Beginning January 1, 2021 and going forward, up to 12 work weeks of NYPFL in a 52-week period at 67% of the employee's average weekly wage, up to a cap set by the state.

The 52-week period is a rolling 52 consecutive week period measured backward from the date an employee seeks to use any NYPFL. Employees may take NYPFL in either weekly increments or intermittently in increments of one full day (based on the employee's usual work day). NYPFL benefits are paid directly by the Company's NYPFL carrier.

Leave to bond with a newborn or a newly adopted or placed child must conclude within 52 weeks after the birth, adoption or placement of the child. In the case of multiple family members employed by the Company, only one employee at a time shall be permitted to take NYPFL during a given period to care for the same covered family member with a serious health condition or to bond with a newborn or newly adopted or placed child.

REQUESTING NYPFL AND REQUIRED DOCUMENTATION

When the need for NYPFL is foreseeable, the employee must provide the Company with at least 30 days' advance notice. Foreseeable qualifying events include an expected birth, adoption or foster care placement; planned medical treatment for a covered family member; or a known military exigency. If 30 days' notice is not practicable, such as because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable. If an employee takes NYPFL intermittently, s/he must provide notice to the Company as soon as is practicable before each day of leave.

To request NYPFL, employees should contact the Human Resources Department for the appropriate claim forms, which the employee must complete and submit, along with appropriate supporting documentation, to the Company's NYPFL carrier. No benefit shall be paid by the carrier until a completed request for NYPFL, together with any necessary certifications and/or documentation, have been submitted to the carrier. The carrier will notify the employee requesting NYPFL whether the claim has been approved or denied.

RETURN TO WORK

Upon return from NYPFL, the Company will restore the employee to the same position the employee held before the leave or a comparable position with comparable pay, benefits and other terms and conditions of employment, subject to limitations on reinstatement set forth by law. If an employee does not return to work following the conclusion of a designated period of NYPFL and does not request a leave extension, the employee may be considered to have voluntarily resigned.

MAINTENANCE OF HEALTH BENEFITS

During NYPFL, an employee is entitled to continue health benefits under the same conditions as if the employee had continued to work. However, an employee's failure to pay his or her portion of any required premium may result in the cancellation of benefits during the NYPFL period.

COORDINATION OF NYPFL AND OTHER LEAVE

If an employee's request for leave qualifies under both the NYPFLL and the Federal Family and Medical Leave Act ("FMLA"), the leave will run concurrently and will count toward an employee's total available leave under both laws. Where NYPFL and FMLA leave run concurrently and the employee has available qualifying paid time off, the Company may require the employee to substitute any qualifying paid time off and receive the employee's regular weekly wage during the concurrent leave period. In all other cases, an employee may elect to use available qualifying paid time off concurrently with NYPFL and receive his or her regular weekly wage during the leave period, or to not charge his or her qualifying paid time off and receive only NYPFL benefits during the leave period. "Qualifying paid time off" is leave that would otherwise be available to the employee for the purpose for which NYPFL is taken (e.g., vacation, personal leave, sick leave that may be used to care for a covered family member with a serious health condition). The substitution of qualifying paid time off does not extend the total NYPFL and/or FMLA benefit available to the employee.

Leave associated with an employee's own illness, injury or medical condition is not covered by the NYPFLL, but may be covered by short term disability or workers' compensation, depending on the circumstances. Eligible employees may receive up to a combined total of 26 weeks of New York State short-term disability and NYPFL benefits during a 52-consecutive calendar week period.

For questions regarding eligibility for, or coordination of, leave benefits, please contact the Human Resources Department.

ANTI-DISCRIMINATION AND RETALIATION

FLACS prohibits discrimination and retaliation against employees who exercise or attempt to exercise their rights under the NYPFLL and this policy. Employees who have experienced or become aware of conduct in violation of this policy (whistleblowers) should immediately report such conduct to the Human Resources Department who will investigate the matter and take appropriate remedial action.

Response 13a - Partner Information

Contact Information

Name:	Susan Rivera Leon
Position:	Chief Executive Officer
Address:	[redacted]
Phone Number:	
E-mail:	

Description of Partner's Organizational Mission

The mission of the Latino Pastoral Action Center (LPAC) is to educate, equip and empower Latino and other urban churches to develop holistic ministries. LPAC has a goal to strengthen the four pillars of community life, which it defines as families, community-based organizations, congregations, and schools. LPAC works to strengthen three of these through its direct services. Through its partnership with FLACS, it helps support community-based schools.

The Nature and Purpose of the Relationship

LPAC's founder and president, Reverend Rivera, is also the founder and visionary of FLACS and its schools. LPAC is the community sponsor for all FLACS schools. The two organizations are distinct and separate, but share a common mission of supporting and strengthening the local community. LPAC provides direct services to families through offering an after-school homework help and recreational program in each of the FLACS schools, and a summer camp at the FLACS I site. LPAC also offers direct support services to the community at large, and especially FLACS families, such as mentoring programs, fatherhood programs, and connections to other community resources. LPAC is a support to FLACS in the student recruitment process and in establishing positive ties between FLACS schools and the community. LPAC representatives sit on the board of trustees; though as per the board by-laws will not represent a majority on the board. LPAC works to help ensure that the FLACS schools remain committed to the original vision and mission of serving all children in the South Bronx. Because of this ongoing nature of the relationship between FLACS and LPAC, no additional due diligence was done at this time.

Any Contract or Monetary Arrangements

The building at 316 East 165th Street is owned by CG Educational Holding Corporation (CG), a 501(c)(25) not-for-profit real estate holding company organized and controlled by LPAC. CG will pass through the mortgage payments (and any directly related incidental expenses) on the facility to FLACS as rent with no margin to CG itself.

Names of the Board Members Affiliated with LPAC

The names of the board members who are or have been affiliated with LPAC in some capacity are:

- Reverend Raymond Rivera, Founder and President
- Susana Rivera-Leon, Chief Executive Officer
- Kevin Kearns, Chief Financial Officer
- Bryan Rivera, Former Board Member

Evidence of the Organization's Ability to do Business in New York

f960624000612

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 139 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

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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 14 West 170th Street Bronx, NY 10452	Raymond Rivera
David Traverso [redacted]	David Traverso
Wilfredo Laboy [redacted]	Wilfredo Laboy
David Anglada [redacted]	David Anglada
Olga Torres-Simpson [redacted]	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

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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

[redacted]

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.

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I/ 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 26 day of Jan 1996.

Notary Public

JAYSON LUTZKY
NOTARY PUBLIC STATE OF NEW YORK
No. 31-4788700
Qualified In Westchester County
Commission Expires August 31, 199_

JAYSON...
NOTARY PUBLIC STATE
No. 31-4...
Qualified In Westchester County
Commission Expires ...

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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 [illegible]

Notary Public

JAYSON LUTZKY
NOTARY PUBLIC STATE OF NEW YORK
No. 31-4795700
Qualified in Westchester County
Commission Expires August 31, 1987

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State of New York }
Department of State } ss:

I hereby certify that the annexed copy has been compared with the original document 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

STATE OF NEW YORK
DEPARTMENT OF STATE

Special Deputy Secretary of State

Response 13b - Partner Commitment

Attached is a letter of commitment from the Latino Pastoral Action Center.

Latino Pastoral Action Center

Rev. Dr. Raymond Rivera
Founder & President

January 9, 2019

Board of Trustees SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, N.Y. 2246

Dear Board of Trustees,

The Latino Pastoral Action Center is the community sponsor and partner organization of Family Life Academy Charter Schools. We are committed to supporting the establishment of FLACS IV. We look forward to providing supportive services to the children and families of this school. We will also maximize and leverage the relationships of our vast network of community-based organizations, faith-based organizations, and churches that will ensure that this school is an integral part of the community it intends to service. Our support of FLACS IV in no way diminishes the support that we will continue to provide for the existing FLACS schools.

In peace and freedom,

Raymond Rivera

Raymond Rivera
President and Founder

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Response 14a - Board Members

Recruiting and Selecting Board Members

As a replication, FLACS IV will be governed by the existing FLACS board. The board currently has 16 voting members and 5 non-voting members, and one additional voting and non-voting member are proposed for the board. Other than because of normal attrition of board members and the nomination of new Parent Association (PA) members each year, it is not anticipated that the board will need to seek new members prior to the opening of FLACS IV. One of the ad hoc committees of the board is the nominating committee. This committee is tasked with reviewing potential board members and then nominating those that who would be add value to the board of trustees and serve the interests of FLACS. Table 14-1 below lists the current membership of the FLACS board.

Table 14-1: Current Family Life Academy Charter Schools Board Membership

	Trustee Name	Position on the Board (Officer or Constituent Representative)	Committee Affiliations (If Any)	Expertise and/or Role at School	Voting	Ex-Officio
1.	Miguel Peña	Chair	CEO Evaluation	Parental Involvement	Yes	No
2.	Susana Rivera Leon	Vice-Chair	Accountability, Nominating, New Facilities	LPAC CEO, Executive Leadership	Yes	No
3.	Hilda Sanchez	Secretary	Accountability, Finance, CEO Evaluation	Education	Yes	No
4.	Pedro Alvarez	Treasurer	Finance, New Facilities	Finance	Yes	No
5.	Florence Wolpoff	None	Accountability, CEO Evaluation	Education	Yes	No
6.	Bryan Rivera	None	Finance, Nominating, Fundraising	Community Relations	Yes	No
7.	Dr. Janet Lerner	None	Nominating	Social Work	Yes	No
8.	Marvin Dutton	None	Finance	Finance	Yes	No
9.	Rev. Raymond Rivera	None	Nominating, Fundraising, New Facilities	LPAC President	Yes	No
10.	Kevin Kearns	None	New Facilities	Finance and Facilities	Yes	No
11.	Wanda Torres Mercado	None	Fundraising	Program Development	Yes	No
12.	Joseph Holland	None	Finance	Law and Real Estate	Yes	No
13.	Kelly Nuñez	None	Fundraising	PA President FLACS I	Yes	Yes
14.	Raphael McDonald	None	None	PA President FLACS II Elem.	Yes	Yes
15.	Marina Salazar	None	None	PA President FLACS II MS	Yes	Yes

16.	Jorge Torres	None	None	PA President FLACS III	Yes	Yes
17.	TBD	None	None	PA President FLACS IV	Yes	Yes
NV	Evelyn Centeno	None	None	FLACS I Principal	No	Yes
NV	Kathy Ortiz	None	None	FLACS II Elementary Principal	No	Yes
NV	Michael Adler	None	None	FLACS II MS Principal	No	Yes
NV	Andrea Hernandez	None	None	FLACS III Principal	No	Yes
NV	TBD	None	None	FLACS IV Principal	No	Yes
NV	Francisco Lugovina	Chairman Emeritus	CEO Evaluation	Chairman Emeritus	No	Yes

Because this board is already formed and governing the other FLACS schools, there will be new elections for officers and committees before the school opens.

Response 14b - Education Corporation Board Roles and Responsibilities

The board of trustees is the policy-making body of FLACS. Their primary role is to:

- Select and hire the chief executive officer and school principals;
- Monitor school and network academic performance;
- Monitor school and network fiscal performance; and:
- Evaluate the CEO and school principals and holding them accountable for achievement of the school's mission and goals.

The board hires the CEO. Together with the CEO, the board hires school principals. In turn, the CEO hires the rest of the network staff and is responsible for their performance; the principals hire school staff and are responsible for their performance. The board oversees the annual evaluation of the CEO and principals.

At every meeting, the board monitors academic performance of all schools, which is provided to the board by the network data specialist. The board ensures that each school is on track to meet their accountability goals by the end of the year. In addition, one of the standing committees is the Accountability Committee. At every meeting the board monitors the fiscal performance of the school. This information is provided by the Finance Committee who meet in advance of every meeting.

Response 14c - Education Corporation Board Design

Number of Trustees

FLACS IV will have the same governance structure as all other schools in the FLACS network. All FLACS schools operate under one consolidated board of trustees as part of one corporation that oversees the total operation of each school. The consolidated FLACS board of trustees may have as few as 7 and as

many as 21 voting members according to its by-laws. The rationale behind this size is to include representatives a diversity of expertise in the board members. Current membership includes accountants, lawyers, educators, parents, and local residents and merchants; in some cases individuals have multiple areas of identification. The PA president of each school also serves on the board; this design is intended to ensure there is always parent voice on the board.

Officer Positions

There are four officer positions in the board: Chair, Vice-Chair, Secretary and Treasurer. The Chair has the general responsibility for organizing and leading the board's oversight of the affairs of the FLACS Schools and the network administrative team. The Chair moderates FLACS board meetings is an ex-officio member of all committees. The Vice-Chair performs all the duties prescribed to the Chair should the Chair be absent or unable to perform the respective duties. The Secretary keeps a record at the FLACS network offices of all board proceedings; keeps on file all committee and officer's reports; keeps the FLACS official roll and shall call the roll when necessary; produces minutes of regular meetings and make minutes and records available to trustees upon request; and furnishes officers with whatever documents are required for the performance of their duties. The Treasurer, with the support of the network finance office, ensures detailed records are kept of all FLACS properties, receipts and disbursements, make the accounting books available for inspection by trustees upon request, render to the Chair and Board, an accounting of FLACS's financial transactions and condition at least once per fiscal year and as requested; and prepares reports on financial issues required by an agreement on loans.

Ex-Officio Members

The PA president of each school is an ex-officio voting member of the board. The school principals attend board meetings as ex-officio non-voting members.

Standing and Ad Hoc Committees

There are three standing committees that have the full authority of the board: Executive, Accountability, and Finance. The Executive Committee is responsible for planning board meeting agendas, serving as a communication link with the other board members, assessing the charter school’s short and long term needs, presenting a strategic plan to the board, participating in negotiations and issues, participating and facilitating in expulsion hearings, and participating in the student, personnel and parent Grievance Process. The Accountability Committee will participate in a collaborative decision making process related to the instructional programs and materials; review student achievement; review and monitor the professional development plan and school strategic plan; review the status of certified teachers and teacher assistance; conduct regular walk-through of the schools; and provide reports to board as needed. The Finance Committee manages the financial well-being of the organization and reviews all financial agreements and contracts.

There are also several ad hoc committees. Currently these include the Nominating committee, the CEO Evaluation committee, the New Facilities committee, and the Fundraising committee. Other committees may be formed as the need arises.

Delegation of Authority

The Board delegates the day-to-day decision making for the organization to the CEO. They delegate day-to-day fiscal monitoring, contracts and compliance to the CFO.

Information to be Received from Other Bodies

The board receives information from the school leadership and staff on a constant basis. The board receives fiscal, audit and compliance information from the CFO. The board receives academic data from the network data specialists. Network and school staff and principals report on aspects of their curricular programs at board meetings.

Frequency of Board and Committee Meetings

The board meets monthly; some of these sessions may be board retreats or trainings. At times it may be necessary to add additional meetings. The Finance Committee meets in advance of every full Board meeting. The Accountability Committee meets at least three times a year, but may meet more often. The Executive Committee meets at least three times year.

The frequency of ad hoc committees will depend on need. For example, the CEO evaluation committee might only meet once a year; the Nominating Committee would meet whenever there is the need for a new member to join the board.

Procedures for Publicizing and Conducting Monthly School Board Meetings

In accordance with the Act and the NY Open Meetings Law, FLACS publicizes its Board Meetings and ensures that they are open to public. The meetings are publicized on the FLACS website and are sent home to parents in the school's monthly calendar.

Trustee Recruitment and Selection Process and Criteria

The Nomination Committee, which consists of at least three members, identifies and reaches out to potential candidates for the board. The committee also accepts recommendations from the other board members. Potential trustees submit resumes to the committee for review and discussion. The resumes are reviewed by the committee. The nominating committee will invite candidates in for an interview conversation. During this time, the committee determines whether the person would be a good addition to the board. Specifically, the board will look for someone who is committed to the FLACS mission and vision, and whose professional and personal skill-sets will provide a useful lens on the board. When the nominating committee determines that a candidate should be nominated to the board, they will share the rationale for selection with the entire board, who will vote to approve or deny the appointment.

New Trustee Orientation Process

The board has created a *New Board Member Handbook*, which includes information about the mission, vision, and key design elements of the schools, explains what the roles and responsibilities of board members are, and includes all of the board by-laws. This manual is reviewed in depth with the new Board member by one of the current members of the board.

Board/trustee Training and Development

From time to time, it is essential the board receive training and development in order to function effectively. In the past, FLACS has brought in outside consultants to provide training to the Board, scheduled Board retreats, and participated in board training from the NYC Charter School Center.

Response 14d - Stakeholder Participation

The president of the PA serves on the board. This ensures that there is always direct input on the governance of the school from an individual who reflects the interests of the current parent body. Other parents participate in the governance of the school through the PA, who meet monthly and whose voices can be amplified by the PA president's authority on board. Any parent may also attend the board meetings and make comments during the open comment portion of the meeting. Principals meet with parents to solicit feedback through dialogues, surveys and other means; this input is considered in school decision making.

Staff members are invited to attend all board meetings if they so wish. Staff may make comments during the open comment session of each board meeting. Principals meet with teachers to solicit feedback through dialogues, surveys and other means; this input is considered in school decision making.

Response 14e - By-Laws

Article I - Name and Location

Art. I Sec. 1
The name of this corporation shall be Family Life Academy Charter Schools (hereinafter ''FLACS"). Its principal office shall be 14 West 170th Street, Bronx, NY 10452, or such other place as the Board of Trustees may select by resolution or amendment of these bylaws.

Article II - Purpose

Art. II Sec. 1
Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family—and in partnership with the family—FLACS' schools will create a safe, nurturing, and dynamic environment where learning is engaging, meaningful, and joyful. All members of the schools' community will develop the knowledge, skills, and enthusiasm to continue learning throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Art. II Sec. 2
On March 31, 2014 the Amended and Restated Fourth Renewal Charter Agreement was executed between the Board of Trustees of the State University of New York and the Board of Trustees of Family Life Academy Charter School (the "Education Corporation") giving authority for the Charter School Education Corporation to operate multiple charter schools, or multiple sites for a single school, in the State as per Education Law 2853(1)(b-1).

As a result, the Family Life Academy Charter Schools Network was created to provide the leadership and support needed to ensure the best possible educational programs and services for the students in the FLACS Schools. A Chief Executive Officer appointed by the Board of Trustees shall be responsible to the Board of Trustees to (1) see that its policies, finances, and programs are properly executed, (2) to provide leadership and (3) to do such other things as may be directed by the Board in carrying out its duties and responsibilities under the law. The CEO and all members of the network's leadership and administrative team, will provide guidance, support and direction to ensure all the schools achieve the highest standard of excellence in all academic programs and systems of operations.

Article III -Board of Trustees

Art. III Sec. 1

The Board of Trustees of FLACS ("Board") shall be the policy-making body of FLACS 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 charters and these bylaws.

Art. III Sec. 2
The Board shall consist of no less than seven (7) and no greater than twenty-one (21) voting members, and shall fix the number by resolution or amendment of these bylaws.

Art. III Sec. 3
The Board shall elect individuals to serve as Trustees, who in its discretion will serve the interests of FLACS faithfully and effectively.

Art. III Sec. 4
Trustees shall serve without compensation; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting FLACS business.

Art. III Sec. 5
No more than 40% of the Trustees shall be interested persons. For the purpose of these bylaws, "interested persons" are individuals who are (1) being compensated by FLACS for services rendered to it within the previous 12 months or (2) a family member of any such person.

Art. III Sec. 6
Not more than 40% of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of FLACS or another charter school), regardless of whether said entity is affiliated or otherwise partnered with FLACS. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities such as parents, subsidiaries, affiliates and partners. The Trustees, may, at their sole discretion, waive this restriction upon written request from FLACS.

Art. III Sec. 7
Where FLACS has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to FLACS pursuant to a contract between such entity and FLACS, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and no more than one (1) such Trustee's affiliation is as a director of such entity; provided, however, that in such case the following restrictions shall apply:

> *Art. III Sec. 7a*
> execution of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of excess member(s) from the Board, and removal of such member(s) shall be effectuated by a vote of the Board, provided there is a quorum of the entire Board members present at the meeting;
>
> *Art. III Sec. 7b*
> such member(s) shall not hold the offices of Chairperson or Treasurer of the Board;
>
> *Art. III Sec. 7c*
> when the Board has proper grounds to go into executive session pursuant to New York Open Meetings Law ("Open Meetings Law"), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the Board shall, after the personnel of such company or entity has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
>
> *Art. III Sec. 7d*

the number of Trustees on the Board shall not be less than eight (8) where two (2) Trustees are affiliated with the not-for-profit entity and not less than seven (7) where one (1) Trustee is affiliated with the not-for-profit entity.

Art. III Sec. 8
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.

Art. III Sec. 8a
The President of each FLACS school's Parents Association shall be an ex-officio voting member of the Board and shall serve until their successors are duly appointed or elected by the Parents Association.

Art. III Sec. 8b
The FLACS Principal of each school shall be an ex-officio non-voting member of the Board.

Art. III Sec. 9
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

Art. IV Sec. 1
The Trustees shall be divided into three (3) equal classes to serve one, two and three-year terms, respectively ("Classification Terms") so that thereafter, one-third of the Trustees' terms shall expire at the time of the Annual Meeting over the subsequent three years. All classes shall be as nearly equal in number as possible. Each Trustee elected after the expiration of a Classification Term shall hold office for a term of three years and until such Trustee's successor is duly appointed or elected. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

Art. IV Sec. 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.

Art. IV Sec. 2a
A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the FLACS charter or bylaws, or other Board action.

Art. IV Sec. 2b
A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the FLACS charter or bylaws, or other Board action.

Art. IV Sec. 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.

Art. IV Sec. 3a
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.

Art. IV Sec. 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.

Art. IV Sec. 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, 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.

Art. IV Sec. 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.

Art. IV Sec. 7
Trustees shall not be personally liable for FLACS debts, liabilities, or other obligations

Article V - Principals

Art. V Sec. 1
The Principal of each FLACS school shall be the chief educational officer of such school and shall have the general and active supervision and management of such school.

Art. V Sec. 2
The FLACS Principals shall, with respect to his or her school:

Art. V Sec. 2a
Have custody of school funds, receive income and receipts, and dispose or cause to be disposed of the same, but only to the extent and subject to such controls as may be established by the CFO/Board Finance Committee.

Art. V Sec. 2b
Keep a record of all receipts and disbursements of funds made by him or her in a manner and form satisfactory to the CFO/Board Finance Committee, and in keeping with good accounting practices.

Art. V Sec. 2c
Have supervision and control of each school's annual budget as approved by the Board.

Article VI - Network

Art. VI Sec. 1
The FLACS Network shall consist of a Network Leadership Team and a Network Administrative Team led by the Chief Executive Officer (CEO), who shall be responsible to the Board of Trustees.

Art. VI Sec. 2
The CEO shall oversee the instructional and administrative aspects of the current three schools.

Art. VI Sec. 2a
The CEO shall ensure uniformity of curricula and staff development in all the FLACS schools.

Art. VI Sec. 2b
The CEO shall oversee central-based administrative and operational functions; including developing and maintaining data warehouse and analysis systems.

Art. VI Sec. 2c
The CEO shall provide oversight of grant development and donor gifts to the schools.

Art. VI Sec. 3
For each FLACS school, the Director of Finance, in consultation with the respective FLACS school Principal, shall:

Art. VI Sec. 3a
On an annual basis, and in consultation with the COO and Board Finance Committee, prepare and present to the Board for its approval a proposed budget for the FLACS schools/network operations for the succeeding fiscal year.

Art. VI Sec. 3b
On an annual basis, prepare and present to the Board a full and detailed report, properly audited, of the receipt and disbursement of all funds, except the investment funds of FLACS, during the preceding fiscal year, together with such other financial reports as may from time to time be required by the Board.

Article VII - Duties of Officers

Art. VII Sec. 1
The Board Officers shall hold the following titles; Chair, Vice Chair, Secretary and Treasurer

Art. VII Sec. 2
The Chair shall have the general responsibility for organizing and leading the Board's oversight of the affairs of the FLACS Schools and the Network Central Administrative team, and such other powers and duties as the Board may prescribe. The Chair shall moderate FLACS Board meetings and be an ex-officio

member of all committees. The Chair shall be subject to the orders of the Board, and none of his or her acts shall conflict with actions taken by FLACS.

Art. VII Sec. 3
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 other such duties as the Board may prescribe.

Art. VII Sec. 4
The Secretary shall keep a record at the FLACS Network offices of all Board proceedings; shall keep on file all committee and officer's reports; shall keep the FLACS 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 other such duties as the Board may prescribe.

Art. VII Sec. 5
The Treasurer, with the support of the Office of Finance, shall ensure detailed records are kept of all FLACS properties, receipts and disbursements, make the accounting books available for inspection by Trustees upon request, render to the Chair and Board, an accounting of FLACS's financial transactions and condition at least once per fiscal year and as requested; 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 VIII - Committees

Art. VIII Sec. 1
The Board may create committees for any purpose, and the Board Chair shall appoint members to and designate the committee chairs.

> *Art. VIII Sec. 1a*
> The Board 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, establishment of other Board committees and appointment of members thereto, and the amendment or repeal of any resolution of the Board.

Art. VIII Sec. 2
The Board of Trustees may appoint such Standing Committees and/or ad hoc committees as it thinks necessary for the effective governance of the school. The Standing Committees of FLACS shall be Executive, Finance and Accountability.

> *Art. VIII Sec. 2a*
> Standing Committees shall consist of no less than three (3) Trustees, and members shall serve at the pleasure of the Board Chair.

Art. VIII Sec. 2b
The Executive Committee of the Board of Trustees shall consist of the Board Chair, Vice Chair, Secretary and Treasurer. The Executive Committee shall be vested with the responsibility of ensuring effective decision making by the Board, including the following activities:

- Planning board meeting agendas:
- Serving as a communication link with the other board members
- Assessing the charter school's short and long term needs
- Presenting a strategic plan to the board.
- Hire and review the performance and annual compensation of the CEO
- Participate in negotiations and issues
- Participate and facilitate in Expulsion hearings
- Participate in Student, Personnel and Parent Grievance Process

Art. VIII Sec. 2c
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.

Art. VIII Sec. 2c(1)
All financial agreements between LPAC and FLACS must be approved by the Board; including, but not limited to, the leasehold execution, renegotiation and enforcement thereof must be approved by the Finance Committee as a condition precedent to approval by the Board by majority vote.

Art. VIII Sec. 2c(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.

Art. VIII Sec. 2d
The Accountability Committee will consist of no less than three (3) Trustees, a majority of which shall have a background in Educational Administration

Art. VIII Sec. 2d(1)
The Accountability Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan. Specific responsibilities include:

- Create a Principal evaluation tool
- Together with the CEO conduct end of year evaluation of all Principals
- Participate in a collaborative decision making process related to the instructional programs and materials
- Review student achievement
- Review and monitor the professional development plan and school strategic plan
- Review the status of certified teachers and teacher assistance

- Conduct regular walk-through of the schools
- Provide reports to board as needed

Art VIII Sec. 3
All committees shall keep records of their actions and report such action to the Board at its next meeting

Art VIII Sec. 4
In case of an overlapping of jurisdictions among committees, the Board Chair shall settle the matter.

Article IX - Fiscal Management

Art. IX Sec. 1
The fiscal year of FLACS will begin on July 1 of each year and will end on June 30 of the following year.

Art. IX Sec. 2
Except as otherwise provided in these bylaws, the Board may adopt a resolution authorizing any FLACS Officer or agent to enter into any contract or execute and deliver any instrument in the name or on behalf of FLACS. 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 by any contract or engagement, to pledge its credit or render it liable monetarily for any purpose or any amount.

Art. IX Sec. 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 must be signed by any two of the following: a Chair, Treasurer, CEO, COO, a FLACS Principal, or the Director of Human Resources. In all instances, two signatures are required.

Art. IX Sec. 4
The FLACS Network Director of Finance, in conjunction with the Finance Committee, 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 X - Conflicts of Interest

Art X Sec. 1
The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees. Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Art. X Sec. 2
The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

Art. X Sec. 2a
The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

Art. X, Sec. 2b
A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

Art. X, Sec. 2c
The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

Art. X, Sec. 2d
The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

Art. X, Sec. 2e
The acquisition of real property or an interest therein, through condemnation proceedings according to law;

Art. X, Sec. 2f
A contract with a membership corporation or other voluntary non-profit corporation or association;

Art. X, Sec. 2g
The sale of lands and notes pursuant to Section 60.10 of the local finance law;

Art. X, Sec. 2h
A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

Art. X, Sec. 2i
Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;

Art. X, Sec. 2j

A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

Art. X, Sec. 2k
A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

Art. X, Sec. 2l
A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

Art. X, Sec. 2m
A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

Art. X, Sec. 2n
A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

Art. X, Sec. 2o
A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Art. X Sec. 3
In addition, the law clearly states that a trustee, officer or employee may not:

Art. X, Sec. 3a
Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;

Art. X, Sec. 3b
Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;

Art. X, Sec. 3c
Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or

Art. X, Sec. 3d
Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Art. X Sec. 4
Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

Art. X Sec. 5
It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

Art. X Sec. 6
The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Art. X Sec. 7
The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Art. X Sec. 8
Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Art. X Sec. 9
Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

Art. X Sec. 10
The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Article XI - Indemnification of Corporate Agents and Insurance

Art. XI Sec. 1
FLACS 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 against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

Art. XI Sec. 1a
In accordance with Section 726 of the Not-for-Profit Corporation Law, FLACS shall prescribe and maintain insurance to indemnify Trustees and officers of FLACS, on any terms and conditions set forth in a resolution of the Board.

Article XII - Self-Dealing Transactions

Art. XII Sec. 1
Neither FLACS nor the Board shall engage in any self-dealing transactions, except as approved by the Board. "Self-Dealing transaction" is a transaction to which FLACS 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, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of FLACS 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 XIII - Parliamentary Authority

Art. XIII Sec. 1
Whenever any provision of these bylaws is in conflict with the provisions of the charter, the provisions of the charter shall control.

Art. XIII Sec. 2
The rules contained in the most current edition of Robert's Rules of Order, shall govern FLACS 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 may adopt.

Article XIV - Amendment of Bylaws

Art. XIV Sec. 1
These bylaws may be amended at any FLACS 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 thereunder, and further provided that such material changes must be approved by the SUNY Trustees or their designee.

Response 14f - Code of Ethics

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. Gifts: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. Representation before the Board: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. Investments in conflict with official duties: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. Private employment: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. Future employment: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Response 14g - Complaint Policy

Any parent/guardian wishing to formally grieve/complain about a procedure, action, or directive of a FLACS employee should follow the FLACS Grievance Procedure below:

Step 1: Have a conversation with the employee regarding the concern. If unsatisfied with the employee's determination or response, then;

Step 2: Notify the Principal within (5) days after meeting with the employee or soon after the occurrence. If unsatisfied with Principal or Principal Designee's determination or response, then;

Step 3: Notify the Chief Executive Officer. If unsatisfied with Chief Executive Officer's determination or response, then;

Step 4: 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. You may submit a letter or fill out the Grievance/Complaint form available to you from the school's main office. It should be mailed to:

FLACS Board of Trustees
Grievance Committee
14 West 170th Street
Bronx, NY 10452

If unsatisfied with the Board of Trustees' determination or response, then;

Step 5: File a formal complaint with our school Authorizer, the SUNY Charter School Institute, in writing, detailing the complaint and including copies of the letters or statements between you and the FLACS Board of Trustees Grievance Committee. This can be completed electronically or through the mail. The website and mailing address appear below:

http://www.newyorkcharters.org/contact/formal-complaint-form/
OR
Charter Schools Institute
353 Broadway
Albany, NY 12246

Response 14h - Board Member Resumes

Attached are resumes for the current FLACS, and proposed FLACS IV, board of trustees.

Miguel Pena
[redacted]

SUMMARY OF QUALIFICATIONS

* 20 years experience in the customer service field.
*Excellent reputation with customer as a competent, knowledgeable and helpful professional.
*Enjoy my work and consistently greet customers with a smile.
*Honest, reliable, and productive.
***Speaks Spanish fluently**.

RELEVANT SKILLS AND EXPERIENCE

CUSTOMER SERVICE

.Developed a reputation for excellent customer service by:
-Acknowledging the customer's presence and making eye contact.
-Greeting customers in a friendly manner, living them full attention.
-Taking time to answer questions or finding someone else who could.
- Helped increase sales in the higher profit margin as well as customer satisfaction.

SUPERVISION

. As a team leader, supervised new employees to assure customer satisfaction.
. Also I was in charge of training new employees.

ADMINISTRATIVE

. I balanced cash drawer with consistently high level of accuracy.
. As Office Cashier for two years:
-I accurately balanced books and balanced deposits.
-Answered phones -prepared daily sales report -made deposits

EMPLOYNMENT HISTORY

[redacted]

Susana Rivera Leon

[redacted]

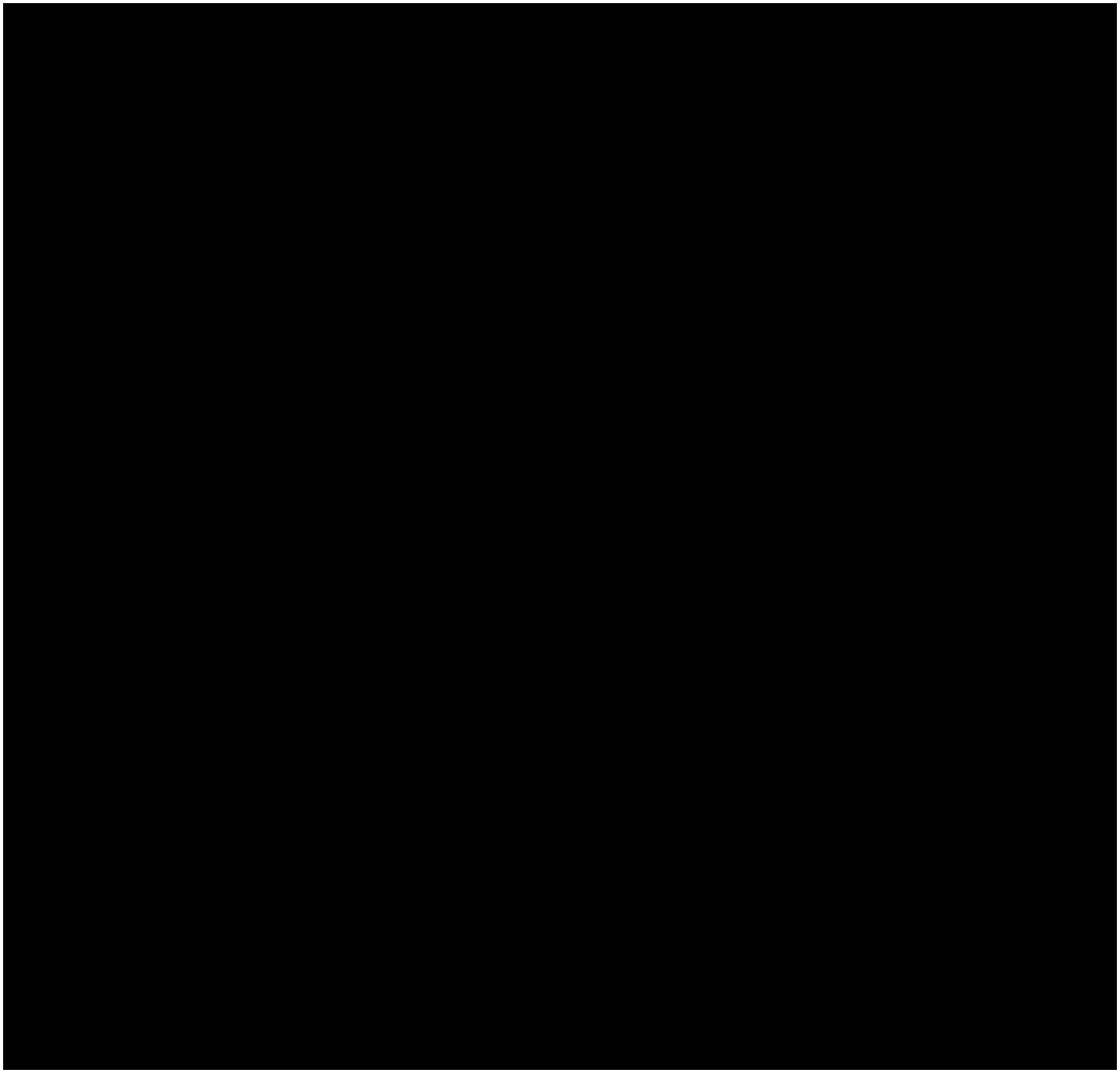
Email: [redacted]

Objective: To obtain employment that will utilize my leadership and management skills

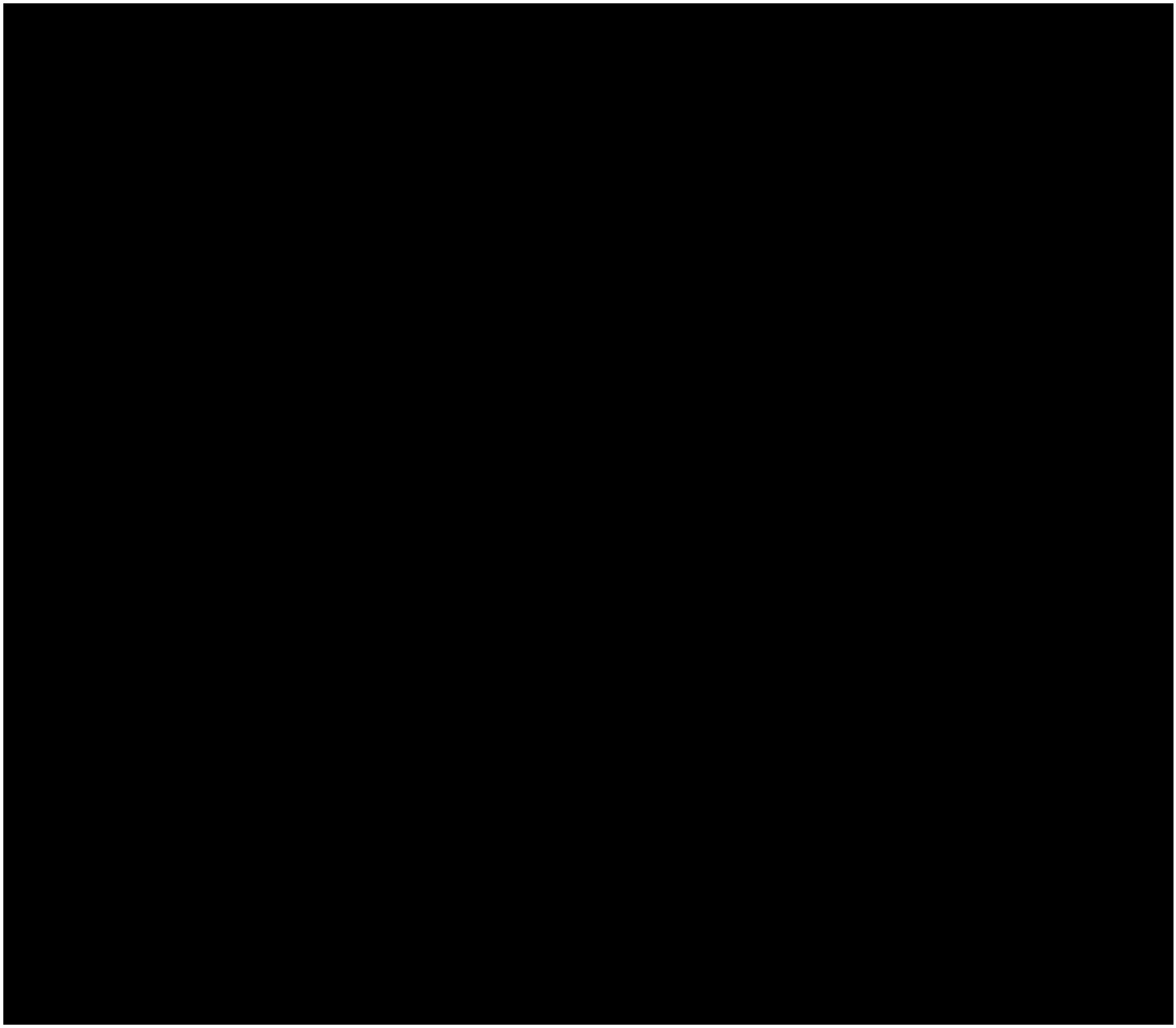
Experience:

[redacted]

Susana Rivera Leon



Susana Rivera Leon



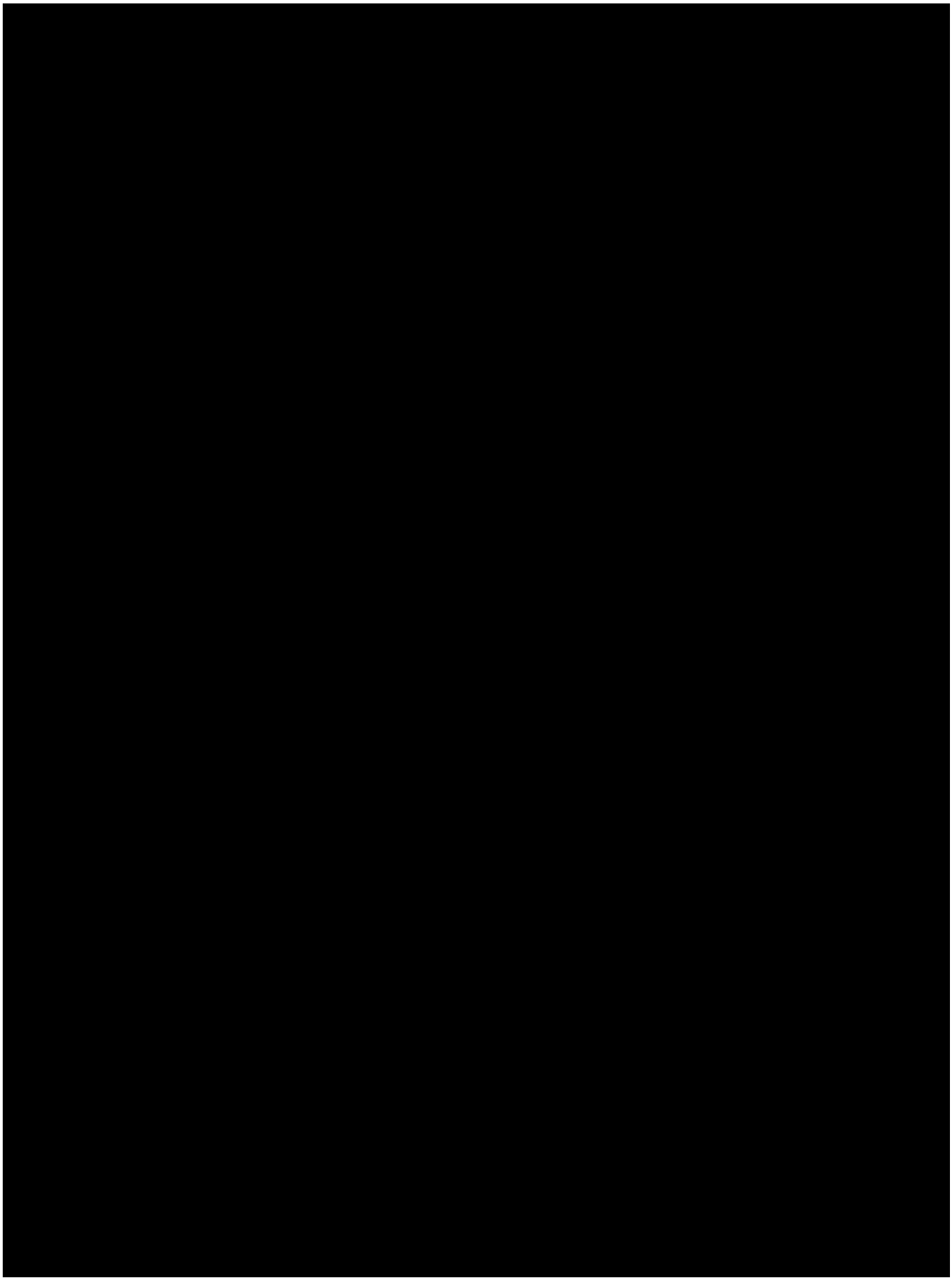
References upon request

HILDA I. SANCHEZ

[redacted]

PROFESSIONAL HISTORY

[redacted]





EDUCATION

Hunter College
New York, New York
Certificate in Administration and Supervision, 1993

Hunter College
New York, New York
MA, Teaching English as a Second Language, 1982

Middlebury College
Middlebury, Vermont
MA, Spanish, 1978

University of Wisconsin
Madison, Wisconsin
BA (Graduated with Distinction), 1970

LICENSES/CERTIFICATES

Certified as AVID (Advancement Via Individual Determination) Coach - 2006
New York State Certificate - School Administrator and Supervisor; School District Administrator
New York City Board of Education Licenses:

- Educational Administrator Levels 1 and 2 in Funded Programs Management
- Educational Administrator Levels 3 and 4 in Funded Programs Management
- Bilingual Common Branches Teacher

Pedro Alvarez

[redacted]

Employment History

[redacted]

[redacted]

[redacted]

Education

06/97 to 06/99 **Monroe College** , Bronx NY BA Accounting
09/96 to 01/98 **Fordham University**, Bronx NY 56 Credit in Public Accounting
01/94 to 06/96 **Monroe College**, Bronx NY Associated Degree in Business Administration
05/92 to 12/93 **SCS Business Institute**, New York NY, ESL and Computer Operator
01/86 to 06/89 **Instituto Tecnologico Santo Dimingo; Intec**, Santo Domingo RD BA
09/77 to 09/85 **Politecnico Las Caobas**, Commercial High School, Santo Domingo RD

FLORENCE G. WOLPOFF

[redacted]

Post Retirement Consultant Experience

[redacted]

[redacted]

MA, Administration and Supervision, Manhattan College 1985
BA, Hunter College, Sociology - Major, Elementary Education - Minor 1961
State Education Department Summer Institutes Summer 2001, 2002
State/City Standards, Lenses of Supervision, Commissioner's Regulations

Professional Development Center, District 10 Summer 2002
Principals' Institute, Fordham University Summer 1999, 2000, 2001
Writing Institute, Teachers' College, Columbia University Summer 1998
Harvard Principal's Center, selected Lectures Summer 1996, 1997, 1998
Conferencing workshop with Carl Anderson, Columbia Teacher's College 2002-2003

Board of Education Administrative Licenses
Education Administrator – Senior Pupil Personnel Supportive Service Instruction Specialist March 1997
Education Administrator – Senior Curriculum Development and Coordination Instruction Specialist March 1997
Principal, Day Elementary School January 1993
Principal, Day Junior High School January 1993
Assistant Principal, Supervision – Social Studies in Day High Schools September 1991
Assistant Principal – Elementary, Intermediate and Junior High Schools March 1986

Family Life Academy Charter School – II
School Board - Member/Secretary Spring 2011 – 2014

Family Life Academy Charter School Network
School Board - Member/Accountability Committee Spring 2014 – Present

Organizational Experience
Women's League for Conservative Judaism VP, Membership, Metro-North Region 6/08 – Present
Women's League for Conservative Judaism Member, International Board 11/08 – Present
NGO representative to the United Nations 7/14-Present
Conservative Synagogue Adath Israel of Riverdale Member, Board of Trustees 6/90 – Present
Member, Ritual Committee 6/85 – Present
President, Sisterhood 7/88 - 6/90, 6/04 – 6/08
Member, Education Committee 6/70 - 6/80

Salanter Akiba Riverdale Academy Member, School Board 9/80 - 6/83

References on Request

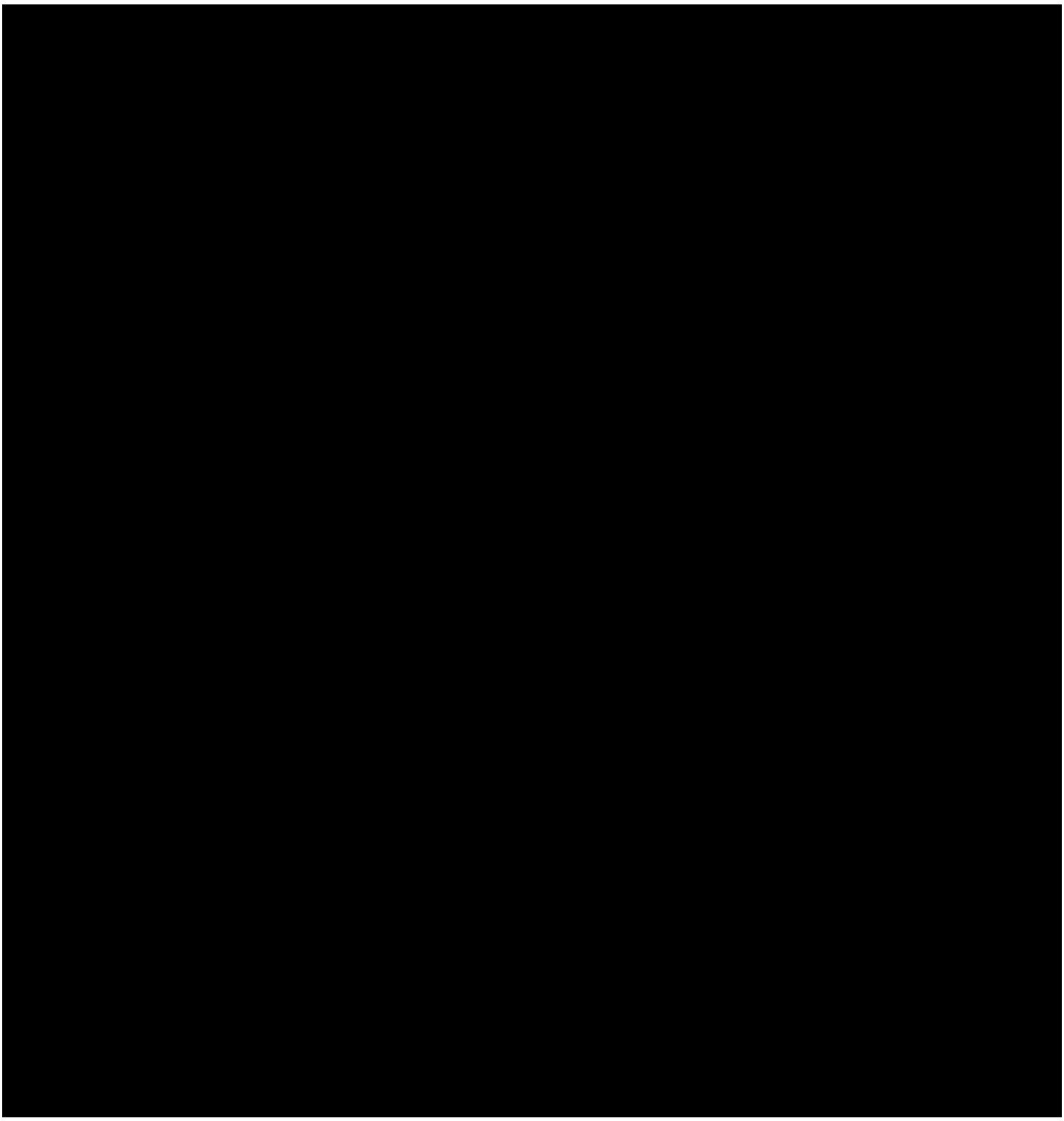
BRYAN RIVERA

[redacted]

Management Professional

Dynamic leader with over 25 years of progressively responsible management experience. Able to define, communicate and fulfill the project's goals and break complex issues into manageable parts. In depth knowledge of crisis prevention and crisis control. Proven ability to run successful operations based on external audits, performance reports, and satisfaction surveys. Strong track record of increasing enrollment, generating revenues, and implementing cost saving measures. Deeply committed to team building, staff development and personnel training.

[redacted]



Education

Siena College
Fordham Preparatory School

Computer Literacy

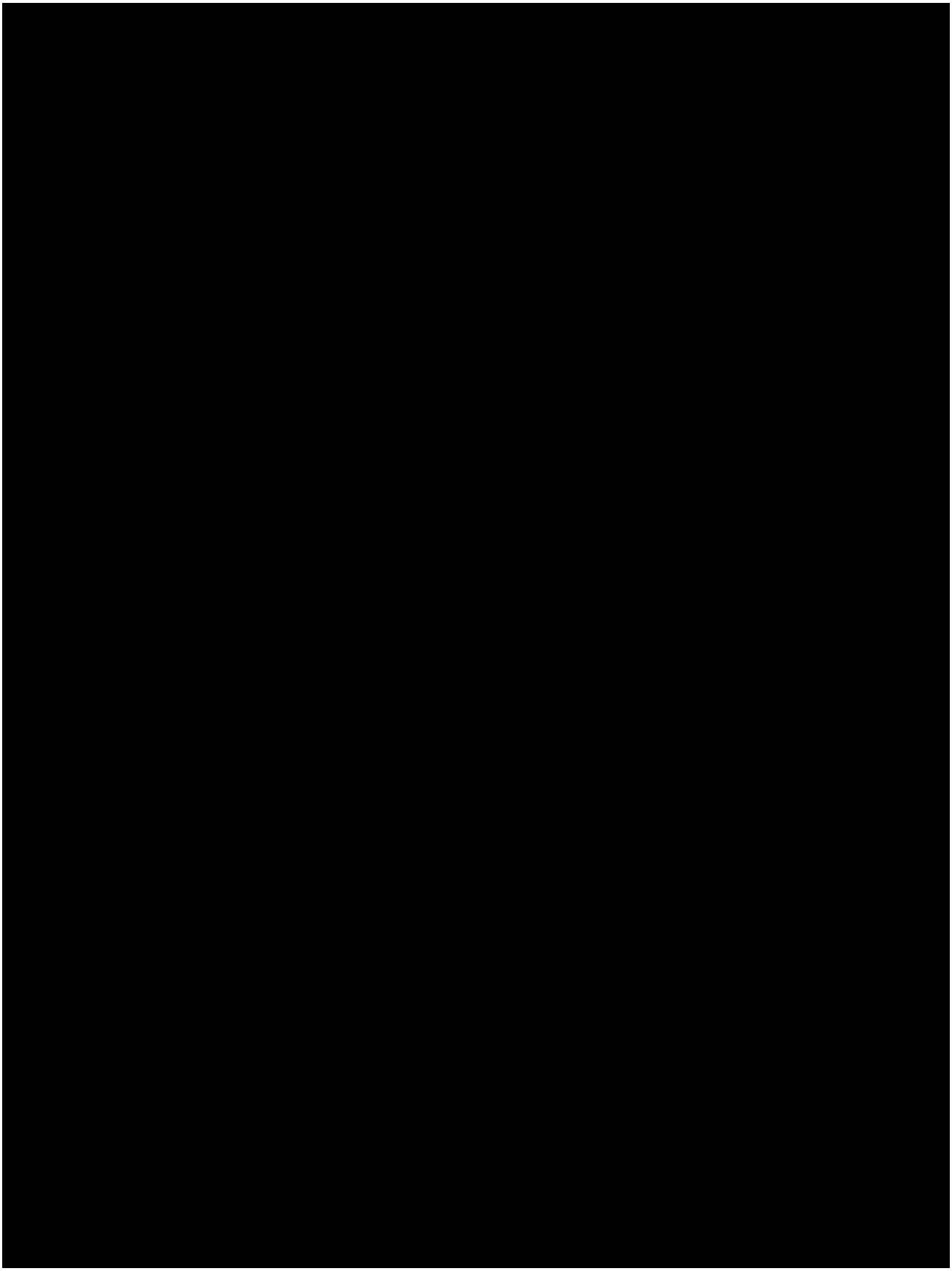
Advanced proficiency in: Microsoft Word, Excel, PowerPoint, Windows OS, Siebel CRM, Oracle, Dundas, eSAAM

MINISTER DR. JANET M. LERNER, PhD, LCSW-R
Social Work Certification #048038-R

[redacted]

EDUCATION:
Brookdale Post Doctoral Fellow,
Columbia University School of Social Work, 1988-1989. Study of dementia-related disorders as they affect minority caregivers. **Doctorate, Social Work, Columbia University School of Social Work,** 1983-1988. Concentration: Research. Field of Practice: Chemical Dependency. Social Science: Personality Theory. Dissertation Topic: Study of the impact of an extended summer orientation program on the persistence of academically disadvantaged college students.
Masters of Arts, Ohio State University Office of Graduate Studies: One-Of-A-Kind Program, 1981-1983. Interdisciplinary Research Masters: Counseling, Anthropology and Performing Arts. Thesis: Structured Improvisation Counseling: A Study of the Use of Ritual and Drama In Homogeneous and Multicultural Settings.
Bachelor of Science in Social Work, Ohio State University College of Social Work, 1960-1962;1971-1973.

[redacted]





SELECT AWARDS AND RECOGNITION:

2017 Certificate of Honor & Appreciation, Women Ministries, Assemblies of God Liberia, Inc.

2016 Majestic Senior, Shining Star Award, Bethel Gospel Assembly

2000 Bronx Woman of the Week

2003 Nominated for Woman of the Year, Human Services

1988 Doctoral Graduate with Distinction, Columbia University School of Social Work.

1984 National Institute of Mental Health Practice-Research Fellowship Recipient.

1983-1985 Graduate Assistant, Ohio State University

1976 Council of International Programs, Exchange Professional to France.

1973 Social Worker Student Award, BSSW, Ohio State

University

SELECT ORGANIZATIONAL AFFILIATIONS:

2002- Northeast Addiction Technology Transfer Center Network, Steering Committee representative from Columbia University Clinical Trials Network
2000- Columbia University Psychiatric Institute, Clinical Trials Network, Long Island Node, Executive Committee
1999- American Counseling Association
1998- Teen Challenge, Brooklyn. Board Member.
1993-1998 Agenda For Children Tomorrow Collaborative: Member, Management Team, Chair, Public Health Task Force
1991-1998 Bronx Perinatal Consortium: Board Member
1992- American Association of Christian Counselors, Charter Member
1992- North American Christians in Social Work
1990-1998 American Public Health Association
1973- National Association of Social Workers
1998- Family Life Academy Charter School. Board Member

BOOKS AND ARTICLES WRITTEN:

Men are Parents, Too, Williams, D. & Lerner, J. 2001
Restoring Families, Overcoming Abusive Relationships through Christ, Lerner, J. Turning Point Ministry Press (LivingFree.org), 2001
He Is The Way, Lerner, J., 2006
Practical Skills for Christian Living. Lerner, J. 2010
Values Conflict Resolution, Lerner, J., 2008.
The Lord Said, Be Available, Lerner, J., Page Publication, 2017.
Restoring the Soul, Overcoming Sexual Abuse, Lerner, J. Page Publishing, 2018.

Published articles or chapters in books:

NIDA Notes, USDHHS, 2000
SAMHSA Lessons Learned in Treatment Women and Children, USDHHS, 2001
The Ohio State University Press, "Structured Improvisation Counseling: A Study of the Use of Ritual and Drama In Homogeneous and Multicultural Settings", Lerner, J., In Doctoral Graduate Presentations Conference Publication, 1985
Families of Black and Hispanic Dementia Patients: Their Use of Formal and Informal Support Services, Final Report to the AARP-Andrus Foundation, 1989.
Social Work in the Treatment of Addiction, in Social Workers, Finding Real Solutions for Real Problems, Edited by the Helen Rehr Center for Social Work Practice, 2015.

Selected Presentations:

SAMHSA, Panel Moderator, San Diego, CA., 1994
SAMHSA Conference to determine grantees for SAMHSA grants.
LivingFree.org (Turning Point Publishing) 2015
NACSW Kansas; AACC, Tennessee; presentations in NYC Churches
International Seminars in Nicaragua (5 times), Dominican Republic, Norway, Jamaica (4 times), Liberia (6 times), Guyana, Germany

Marvin Dutton

[redacted]

Helping individuals and business owners take action concerning a wide range of financial planning decisions.



Certificates & Licenses
Registered representative of HTK Association of Securities Dealer
Series 6-General Securities Representative
Series 63 - Uniform Securities Agent
LUTCF License for Life and Health Insurance for the states of CT, NJ, NY, PA, RI & IL.

Education

Bachelor’s Degree in Business Management — Binghamton University - Binghamton NY.

Raymond Rivera

[redacted]

[redacted]



Educational Experience

- Diploma of Theology Ark Evangelical Bible Institute
  525 Marcy Avenue, Brooklyn, NY

- Master of Theology (TH.M.), Logos College- Graduate School
  Dallas, Texas Major Urban Problems

- Doctor of Divinity (D.D.), Latin American Bible College and Seminary
  La Puente, California

Language Proficiency

Speak, read and write Spanish fluently

References Available Upon Request

Summary Resume of

KEVIN L. KEARNS

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

EDUCATION

UNIVERSITY OF PENNSYLVANIA/WHARTON SCHOOL 1988
MBA, with distinction, concentration in Finance
MA in International Studies
Fellow of the Lauder Institute of International Management

YALE UNIVERSITY 1983
BA in Economics, awarded *summa cum laude*, distinction in major

BOARD EXPERIENCE

FAMILY LIFE ACADEMY CHARTER SCHOOLS
Member of Board, 2011 to present
Vice Chairman, 2014-15

BRONX ACADEMY OF PROMISE CHARTER SCHOOL
Treasurer, Member of Board
2013 to present

Wanda Torres-Mercado

[redacted]

SUMMARY

- A seasoned nonprofit professional with twenty –five years of progressive experience in program development and implementation, data analysis and evaluation, community collaboration, talent management, and fiscal administration.
- High performing human services leader with expertise in building and optimizing organizational processes, project management, and leveraging resources to maximize results.
- Skilled strategist and innovative thinker with a track record of translating strategic plans into action plans.

AREAS OF EXPERTISE

- Strategic Planning and Leadership
- Project Management
- Multi-Site Operations
- Data Driven Decision Making
- Performance Management
- Grant Making Processes
- Contract Compliance
- Community Conversations
- Financial Plan Development and Fiscal Management
- Continuous Improvement of Operational Processes
- Negotiation, Persuasion, and Effective Communication
- Board Management
- Community Schools
- Collective Impact

PROFESIONAL EXPERIENCE

[redacted]



EDUCATION

Union College, Schenectady, NY ~ Bachelor of Arts, Sociology	1984
Institute for Nonprofit Management, Columbia Graduate School of Business	1996
DOE Child Abuse and Neglect course	

Affiliations: NYS Community Schools Network, Steering Committee Member
Family Life Academy Charter School: Board of Directors, Vice Chair (2012- 16); Member (2016– present)
Mayor's Task Force on Truancy and Chronic Absenteeism, Member (2012-2014)
Bronx Spanish Evangelical Church: Board of Trustees Vice-Pres. (Jan 2014); Pres. (2006–11); Director of Christian Education Dept. (2007–11)

Languages: Fluent in Spanish/English - written and verbal

Clearance: Fingerprinted by: NYC Department of Education, State Central Registry Clearance

Computer Skills: Microsoft Office Suite, Department of Education ATS system, Efforts to Outcomes (ETO) reporting software

References furnished upon request

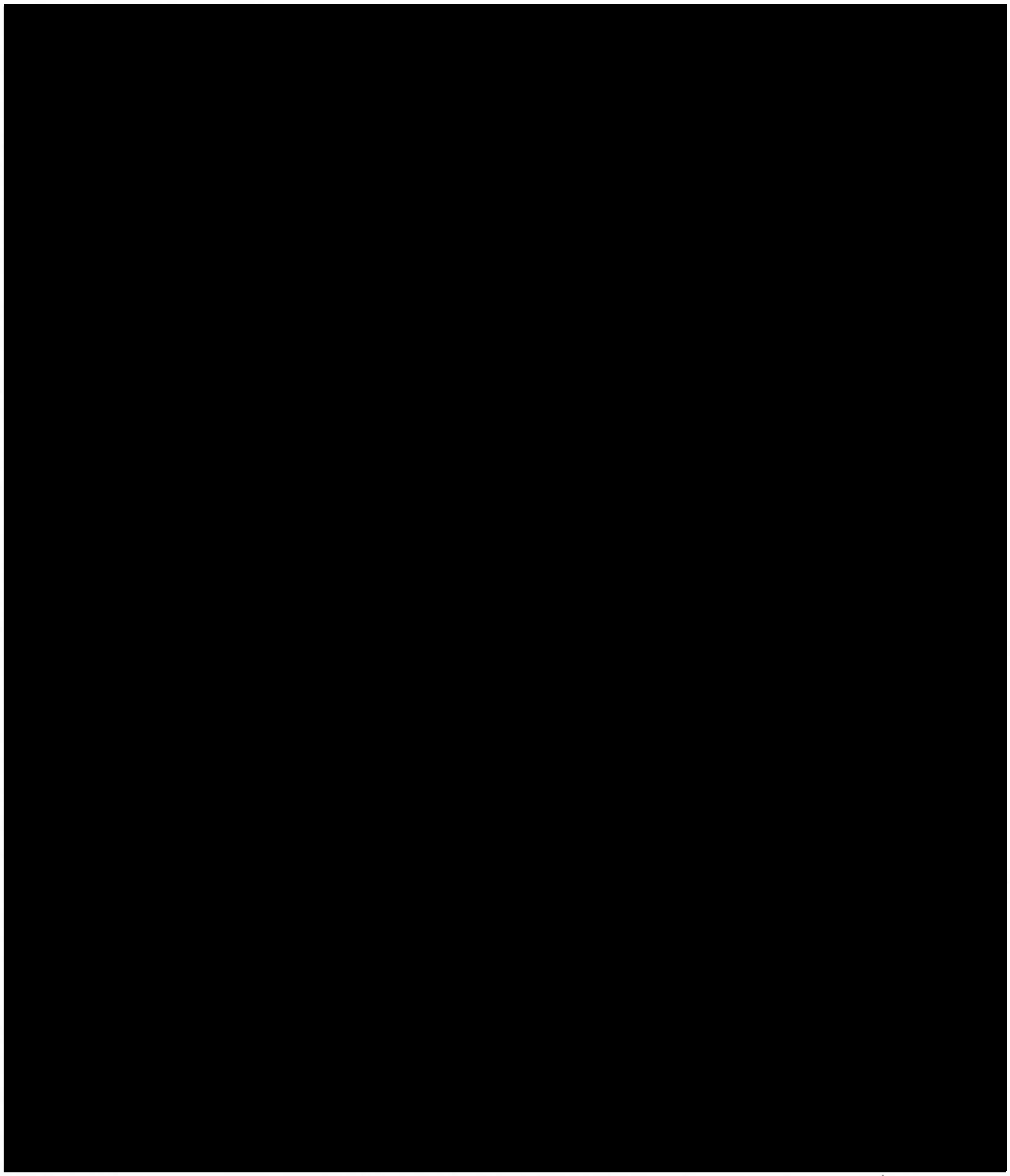
JOSEPH H. HOLLAND

PROFILE

Real estate professional possessing a broad range of experiences over thirty-five years as a developer, attorney, and government official at state-level executive and legislative branches.

EXPERIENCE

[redacted]



EDUCATION

CORNELL UNIVERSITY, ITHACA, NY – B.A., 1978

CORNELL UNIVERSITY, ITHACA, NY – M.A., 1979

HARVARD LAW SCHOOL, CAMBRIDGE, MA – J.D., 1982

Kelly Nuñez

[redacted]

Highly enthusiastic and effective office support professional with expansive experience in general office management, reception handling and appointment scheduling. Driven professional who is able to use sound judgment and manage priorities.

Skills

Office Management	Microsoft Office	Logistic Planning
Meetings Management	Outlook	Bilingual (English/ Spanish)
Correspondence Mgmt	Multi- Tasking	Event Planning

Professional Experience

[redacted]

Education

William Howard Taft High School — Bronx, NY
Academy of Health: Students interested in careers in the healthcare field
Maternity Ward @ Bronx Lebanon Hospital assignment

Rafael McDonald

[redacted]

PROFILE:

- Tri-Lingual, English, French and Spanish.
- Thoroughly trained in all phases of full service, casual dining.
- Highly professional with strong leadership managerial and motivational skills with the goal to create an excellent work place for employees and a positive guest experience.
- Able to analyze and evaluate results, set and exceed objectives.
- Successful in New store openings of high volume restaurant.
- Serv Safe Certified, TIPS Certified.
- Go-to person for updating, and repairing POS system.
- Highly proficient with, OPEN Table, ALOHA systems, Microsoft Word, Excel, Outlook, Power Point,

WORK EXPERIENCE:

[redacted]

EDUCATION

2005 B.A in Criminal Justice

- John Jay College of Criminal Justice - New York, NY

Health Certificate in Food and Mental hygiene New York, NY

John Jay of Criminal Justice - New York, NY

- Certificate of Mediation in Counseling

Jorge Torres

[redacted]

Education

Temple University, *Philadelphia PA.*
BA. Cultural Anthropology and Latin American Studies — GPA 3.1 — *2004- 2009*

Work History

[redacted]

Skills

- Familiar with the use of web-based legal and investigative programs/applications
- Experience with surveillance, observation and use of Surveillance equipment
- Insurance and criminal investigation experience
- Well versed in Microsoft programs including excel, word, outlook and power point
- Completely Fluent in Spanish and English with translation and transcription training
- Strong verbal communication and public speaking skills
- Great Research and writing skills with extensive thesis research experience
- Work well alone and have excellent team building and conflict resolution abilities
- Strong organizational, analytical, critical thinking skills
- Great problem solver and with excellent situational awareness
- Leadership Training and management experience

Activities

- Volunteer Fire Fighter, West Albany Fire District
- President of Lambda Theta Phi Latin Fraternity, Incorporated Alpha Rho Chapter
- Vice President of the Latino Student Association of Temple University
- Rainbow/ Push Wall Street Coalition Conference
- Small business owner
- 2008 Graduate of the LeaderShape Institution
- Collegiate lecturer

Marina Salazar



A highly skilled and organized individual with 20+ years of experience preparing a variety of dishes and maintaining cleanliness standards for my clients.

Work Experience



Education

American LLC — 2002 - 2003
Certificate in English

Skills

Housekeeping
Expertise with cleaning supplies
Customer services skills
English and Spanish speaking
Attention to Detail
Cleanliness kitchen sanitary
Creativity with baking
Culinary experience

Francisco Lugoviña



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.



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 Bachelor's 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.

Response 15a - Relationship Strategies

Family Life Academy Charter School (FLACS) IV is committed to establishing and maintaining an ongoing relationship with the local school district.

The founding team has already reached out to the district office about its intent to replicate and to discuss future partnerships with the district. Specifically, Marilyn Calo reached out to Dr. Kristy De La Cruz, Deputy Superintendent of CSD 9 on December 14, 2018. (A summary of the conversation is included in *Response 04d - Evidence of Outreach).* If approved, the team will reach out to the both the district office again and to individual principals in the district stating when the school will open and disclosing an intent to build partnerships with the school district and schools therein.

In the past, the FLACS network has been involved is other efforts to build relationships with schools in its local school districts. These efforts have included inviting local public school staff to visit the schools and to be part of roundtable discussions. FLACS I was part of a Dissemination Grant in which a coach from FLACS I helped support teachers at one of the local public middle schools in the district over a three year period. FLACS schools have served as a site where local public high school students can complete community service hours. At FLACS III, students from a public high school on the same block volunteer in the school once a week.

The FLACS network recognizes it must continue to seek opportunities to foster district and school partnerships across the local school districts. As a means to create partnerships with other schools in South Bronx, FLACS IV, along with its sister schools, is proposing holding workshops and professional development sessions that would be open to teachers and administrators from educators from any school in CSD 7 and 9. These workshops would be held in FLACS facilities and provided by FLACS staff members. These might happen after school or on the weekends. FLACS would seek funding to help support this initiative to cover the cost of staffing and materials (books, photocopies, refreshments, etc.); otherwise the school would build this cost into its professional development budget. Currently, FLACS is planning to open up the workshops that it offers as the lead school in the New York City English Language Learner consortium to leadership staff that works with ELLs in CSD 7 and 9.

FLACS IV would also consider offering to share the curriculum resources that it has developed with other schools in the South Bronx and/or support local schools in strengthening their curriculum.

At times, the FLACS network has founding it challenging to engage members of the local school district. When inviting local public schools into FLACS schools, the network has received little interest in the past. The network believes that this may stem from an incorrect sense that charter schools and traditional public schools are at odds or from fear over competition for staffing and other resources. FLACS will be cognizant of these concerns as it works to build true partnerships with the district in the future.

Response 15b - School Partnerships

Response 01b - Programmatic Impact lists all of the public schools in CSD 9. Of these, the schools that FLACS IV would specifically try to engage in school partnerships are included in Table 15-1.

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Marina Salazar [redacted]
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No.: [redacted] Prefered Contact number
   Work telephone No:.
   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 education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, 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 charter school education corporation trustees, or prospective or former 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, an employee of the education corporation. 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 education corporation or any of the schools it has the authority to operate (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 education corporation. ☒ 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 education corporation or any school it has the authority to operate. 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 education corporation or any of the schools it has the authority to operate 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 education corporation does not contact with a management company or charter management organization.
   ☐ I / we do not know any such persons.
   ☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate 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 education corporation or any of the schools it has the authority to operate 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 education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the 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 education corporation 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 education corporation'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 talk to the Member directly and then reach out to the board for a private meeting in regards to my concern so that if everything is in order and there was no self-dealing the person would be not be open to public questioning.

Other

18. Please affirm that you have read the education corporation'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 SUNY Charter Schools Institute's review.

Certification

I, Marina Sabzer, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} FCACS is true and correct in every respect.

Marina Sabzer
Signature

11/28/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
[redacted]

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Family Life Academy School
2. Full name: Rafael McDonald
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:.
   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 education corporation's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, 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, .

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former 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, an employee of the education corporation. 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 education corporation or any of the schools it has the authority to operate (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 education corporation. ☑ 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 education corporation or any school it has the authority to operate. 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 education corporation or any of the schools it has the authority to operate 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 education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate 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 education corporation or any of the schools it has the authority to operate 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 education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the 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 education corporation 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 education corporation'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.

Other

18. Please affirm that you have read the education corporation'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 SUNY Charter Schools Institute's review.

Certification

I, Rafael McDonald, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Signature

11/25/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
[redacted]

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
    - Charter Agreement Exhibit A, "Terms of Operation;"
    - By-laws, which may:
        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

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 charter school
2. Full name: RAFAEL McDONALD

Home Address: [redacted]
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. ☑ 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, .

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. Address the issue at hand, and discuss the matter in further detail and find a resolution of ending of such dealings of personal interest upon decision making for Pilot schools

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, Rafael McDonald 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 FIACS Charter School is true and correct in every respect.

Signature

10/15/18
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: [redacted]

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

❑	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
❑	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
❑	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
❑	The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
❑	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
❑	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

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.
2. Full name: Bryan Rivera
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   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, I am currently the secretary for LPAC's board.
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, please see attached addendum.
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, please see attached addendum.
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.

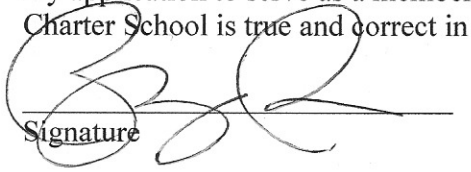
Other

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. I have the same last name as the Rivera family but am not related.

Certification

I, Bryan Rivera, 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 is true and correct in every respect.



Signature

3/29/17

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: [redacted]

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]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]

3. A brief educational and employment history (you may attach a resume):
   [X] 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.
   [X] 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. [X] 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. [X] 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. [X] 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. [X] 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 Lugovich, 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 _____ Charter School is true and correct in every respect.

Signature

2/16/2011
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: [redacted]

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]
   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):
   [X] 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). [X] 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. [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X] 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. [X] 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.
[X] 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. [X] 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. [X] 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 [X] 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. [X] 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). [X] 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.

Evelyn Castro
Signature

2/17/2011
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: [redacted]

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]
   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):
   [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X] 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. [X] 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.
[X] 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. [X] 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. [X] 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. [X] 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. [X] 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). [X] 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-II Charter School is true and correct in every respect.

Florence G Wolpoff — Signature

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: [redacted]

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]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   [X] 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] 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). [X] 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. [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X]. 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. [X] 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.
[X] 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. [X] 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. [X] 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. [X] 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. [X] 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). [X] 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 is true and correct in every respect.

Greg Nannery
Signature

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: [redacted]

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]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X] 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.
   [X] 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. [X] 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.

Wanda Torres Mercado — 2/23/11

Signature — 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: [redacted]

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

❑	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
❑	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
❑	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
❑	The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
❑	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
❑	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Family Life Academy Charter School
2. Trustee's name (print): Susana Rivera Leon
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Nel	addendum		
Please write "None" if applicable. Do not leave this space blank.			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.	see addendum None			

Susan Leon

Signature

7/16/12

Date

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.

Other #17 after addressing the member, I would report it to chairman, and if need be inform authorizer.

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, Luisana Tuñón, 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 is ~~true~~ and correct in every respect.

Luisana Tuñón
Signature

July 16, 2012
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: [redacted]

Conflict of Interest Addendum

Attachment A

Susana Rivera Leon

Board Candidate

- #3 I am a parent of two (2) children that attend FLACS I and I will excuse myself from any voting decisions pertaining to my children's teachers.

- #4 I am the Executive Vice President of the Latino Pastoral Action Center, which is the community sponsor and landlord of FLACS.

- My father, Rev. Dr. Raymond Rivera is the founder of both LPAC and FLACS. He will be stepping down from the FLACS board in the near future; and I plan to continue his vision and legacy on the board. I would also like to disclose that Mrs. Marilyn Calo, the new CEO of the FLACS network of schools is my stepmother. We consider ourselves a community grown charter school and strive to maintain an organic relationship with our community sponsor.

- I am also a board member of the CG Educational Holdings, Corp. which is the company that jointly owns the newly purchased FLACS II building located at 370 Gerard Avenue, Bronx, N.Y. 10451

Request for Information from Prospective Charter School Board Members

RESPONSES OF PEDRO ALVAREZ, AUGUST 9, 2004

CONFLICT OF INTEREST

6. **Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.**

Nor my wife or I have any connection with other members.

7. **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.**

As a parent of two students at FLACS we have met with teachers, staff and administration in PTA meetings, PT Conferences and other school activities.

8. **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 or employee 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 do not know anyone who is doing, or plans to do, business with FLACS.

9. **Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.**

I do not anticipate conducting or who are conducting, any business with the school.

10. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.**

I do not know any employees, officers, owners, directors or agents of any partnering education service provider of the school.

11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

My immediate family and I do not have a direct or indirect ownership, employment, contractual or management interest in any partnering interest in any partnering educational service provider of the school.

12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

My immediate family members and I do not anticipate conducting, or are conducting, business with any partnering educational service provider of the school.

13. Please indicate whether you, your spouse or other immediate family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (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 items 9-12, you may so indicate.

My immediate family members and I are not directors, officers, employees, partners or members of, or are otherwise associated with, any organization that filed an application in conjunction with the charter school.

14. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the school's board.

I do not foresee any ethical or legal conflicts of interests should I be approved to serve on the school's board.

15. 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).

I will act accordingly with the bylaws of the organization and the rules contained in the government granting the authority to exist.

EDUCATIONAL PHILOSOPHY

16. Please provide your understanding of the school's mission and/or philosophy.

The Family Life Academy Charter School seeks to provide a space for children in the Highbridge community to achieve academic excellence. The school employs a transitional bilingual education methodology to ensure that the students use their existing skills and language skills to become strong English speakers. At the same time, the students continue to learn their native language—primarily Spanish—in a foreign language class. This enables the students to continue to communicate with family and friends who connect in their native language, or who speak a non-English language.

17. Please indicate whether you are familiar with the educational program of the school.

Yes, as a parent I am familiar with the school program, vision and mission through activities such as conferences, meetings, workshops and my children's schoolwork.

18. Please indicate what you believe to be the characteristics of a successful school. In particular, provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

I believe that if everyone in the community gets involved in the educational process of our children we can improve it and make positive changes.

OTHER

19. Please indicate your understanding of the appropriate role of a public charter school board member.

As an educated parent I can see the role of a board member to reach balance decisions on school issues and oversee the day to day operations of the school.

20. Please affirm that you have read the school board's by-laws and conflict of interest policies.

I have read the school board's by-laws and conflict of interest policies.

21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

I will be glad to return to the school system part of what I got from it, a professional and meaningful life.

CERTIFICATION

I, NAME, 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 is true and correct in every respect.



Signature

8/9/04

Date

CONFLICT OF INTEREST

6. **Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.**

We do not know any of the members of the board. That includes past or present members.

7. **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.**

We don't know any of the staff members of the school.

8. **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 or employee 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.**

We do not know anyone who is doing or intend to do business with the charter school.

9. **Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.**

We do not have any family member who is or will be doing business with the school.

10. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.**

We do not know anyone or any institution that is conducting business with the school.

11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Nor we or any one of my immediate family members have any direct or indirect interest in the school.

12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Nor we or any one of my immediate family members have any direct or indirect interest in the school.

13. Please indicate whether you, your spouse or other immediate family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (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 items 9-12, you may so indicate.

Nor we or any one of my immediate family members have any direct or indirect interest in the school.

14. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the school's board.

None.

15. 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).

I would follow the Board Bylaws regarding self-dealing.

EDUCATIONAL PHILOSOPHY

16. Please provide your understanding of the school's mission and/or philosophy.

The Family Life Academy Charter School seeks to provide a space for children in the Highbridge community to achieve academic excellence. The school employs a transitional bilingual education methodology to ensure that the students use their existing skills and language skills to become strong English speakers. At the same time, the students continue to learn their native language—primarily Spanish—in a foreign language class. This enables the students to continue to communicate with family and friends who connect in their native language, or who speak a non-English language.

17. Please indicate whether you are familiar with the educational program of the school.

As a parent of a third grader at Family Life Academy Charter School, I am very familiar with the work my son brings home and I have had a good relationship with his teachers through conferences and weekly conversations. I have also participated in all PTA meetings and workshops in these past three years. As the President of the PTA since, October, 2003 I have been a part of the Board meetings and have been exposed directly to the written charter and also to presentations from the FLACS Administration and Faculty which is allowing me to understand in more detail our schools educational program.

18. Please indicate what you believe to be the characteristics of a successful school. In particular, provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

The number of students per classroom; FLACS Charter has established no more than 26 children in a classroom. The environment of two teachers per classroom in the lower grades-Our Charter has been amended to this setup. Interaction between Parents, Administration and Faculty- been able to voice concerns and being addressed by Administration and Faculty. Individual attention and development per student and the safety of all students and staff at the school.
To ensure these guidelines I believe the Board must understand and believe in our schools mission, defend and protect all the areas that are showing success and review and if necessary change those that are not.

OTHER

19. Please indicate your understanding of the appropriate role of a public charter school board member.

Oversee and review the schools progress, which happens through monthly meetings, attending workshops, allowing us to ensure the school is complying with its mission to educate our children.

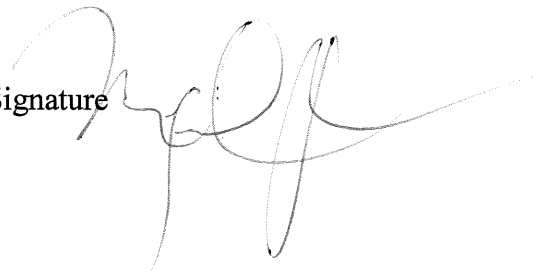
20. Please affirm that you have read the school board's by-laws and conflict of interest policies.

I have read the school board's by-laws and conflict of interest policies.

21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

CERTIFICATION

I, NAME, 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 is true and correct in every respect.

Signature  Date 1/24/04

Request for Information from Prospective Charter School Board Members

RESPONSES OF LOURDES ALMANZAR, OCTOBER 11, 2003

BACKGROUND

1. **Please provide your educational and employment history. You may do so by attaching a resume.**

My resume is attached.

2. **Please affirm that you will be at least 18 years old by January 1, 2002 (providing your date of birth is not required).**

I will be at least 18 years old by January 1, 2002.

3. **Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.**

Jose Montes and Susana Rivera informed me that they were members of the FLA Charter School and if I was interested in becoming a member..

4. **Please explain why you wish to serve on the board.**

I am committed to the academic excellence of all children, in particular children from low-income communities of color. The Family Life Academy is located in the Highbridge section of the Southwest Bronx, an economically depressed neighborhood. In addition, I look forward to sharing my knowledge of effective schools and youth development to contribute to the school's quality of education.

5. **Please indicate whether you have previously served on a board of a school district, a non-public school or any not-for profit corporation (to the extent not otherwise indicated in your response on Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.**

In addition to my experience reflected in the attached resume, I have worked with ELL population all my teaching career therefore, understanding their needs and wants. I served in school committee such as the heritage committee where we plan presentations for Black history and Dominican Independence month.

CONFLICT OF INTEREST

6. **Please indicate whether you or your spouse knows any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship.**

I know the Jose Montes and Susana Rivera through my previous employer ASPIRA of New York, Inc.

7. **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 do not know any school employee.

8. **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 or employee 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 do not know anyone who is doing, or plans to do, business with the charter school.

9. **Please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.**

I do not anticipate conducting, or are conducting, any business with the school.

10. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.**

I do not know any employees, officers, owners, directors or agents of any partnering educational service provider of the school.

11. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

My immediate family and I do not have a direct or indirect ownership, employment, contractual or management interest in any partnering educational service provider of the school.

12. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

My immediate family members, and I do not anticipate conducting, or are conducting, business with any partnering educational service provider of the school.

13. Please indicate whether you, your spouse or other immediate family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (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 items 9-12, you may so indicate.

My immediate family members, and I are not directors, officers, employees, partners or members of, or are otherwise associated with, any organization that filed an application in conjunction with the charter school.

14. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the school's board.

I do not foresee any ethical or legal conflicts of interests should I be approved for serve on the school's board.

15. 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).

I would approach the Board chair and executive committee and ask for an immediate inquiry. If it is revealed that a board member is involved in self-dealing, I would ask that the board act on the matter in accordance with its by-laws and standing rules.

EDUCATIONAL PHILOSOPHY

16. Please provide your understanding of the school's mission and/or philosophy.

The Family Life Academy Charter School seeks to provide a space for children in the Highbridge community to achieve academic excellence. The school employs a transitional bilingual education methodology to ensure that the students use their existing skills and language skills to become strong English speakers. At the same time, the students continue to learn their native language—primarily Spanish—in a foreign language class. This enables the students to become biliterate as well as bilingual.

17. Please indicate whether you are familiar with the educational program of the school.

The Family Life Academy Charter School is a transitional bilingual school. The school is available to the children of the Highbridge community, and distinguishes itself in having open enrollment. All students learn English and a foreign language. After English Language Learners transition in to English classes, they continue to learn their native language—primarily Spanish—in a foreign language class.

18. Please indicate what you believe to be the characteristics of a successful school. In particular, provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful.

The following are the characteristics of a successful, or effective, school:

- Strong academic curriculum that ensures students perform well in state standardized tests
- Qualified teachers with ongoing teacher development opportunities
- Qualified director and administrative staff
- Parents active in their children's education and in ensuring the success of the school
- School has strong ties with parents, community members and institutions, and is accessible to these groups
- Students receive opportunities to learn through formal and informal methods, both during and after school hours
- Students are prepared to transition to middle school or high school
- Continuous rapport among parents, teachers, and administration

The Board should work with the Director to create a quarterly monitoring tool to gauge the progress of the school in agreed upon areas. The Director would be asked to develop and present a baseline report and would produce a quarterly report and presentation. At the end of the fourth quarter, the Director would provide a year-end assessment of the state of the school and would present an annual plan for board consideration and approval.

OTHER

19. Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member should lend support to the school around school policies and in assisting the staff to obtain additional resources to ensure the school provides the highest quality of education it can offer.

20. Please affirm that you have read the school board's by-laws and conflict of interest policies.

I have read the school board's by-laws and conflict of interest policies.

21. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

n/a

CERTIFICATION

I, Lourdes Almanzar, 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 is true and correct in every respect.

Lourdes Almanzar
Signature

October 11, 2003
Date

Lourdes Almanzar

[redacted]

OBJECTIVE

To secure a teaching position where I can use my academic training and experiences to provide students with a learning environment that is challenging and nurturing.

WORK HISTORY

[redacted]

EDUCATION

M. S. ED with Bilingual Ext., Hunter College, 2002
B. A., Hunter College, 1990 New York, NY
Major: Psychology Minor: Education

LICENSES & CERTIFICATES

- Permanent NYC Certification, Pre-K through 6 Bilingual Common Branch
- Permanent NYS Certification,

SPECIAL PROGRAMS & ACTIVITIES

- Participated in CSD 6 Dual Language Fellows Program Action Research Team
- Participated in a Video Journal of Education based on Action Research in NYC
- Participated in the Standard-Based Model Classroom Project at CSD 6
- Presented the Action Research Project at the University of Pennsylvania Ethnography Conference

HONORS & RECOGNITIONS

- Kappa Delta Pi Honor Society Member

School Board Info

September 25, 2008

Mr. Edmund Gaffney
Chair, Board of Trustees
Family Life Academy Charter School
14 West 170th Street
Bronx, New York 10452

Re: Approval of Mr. Ojemen and Mr. Dutton as Family Life Academy Charter School Trustees

Dear Mr. Gaffney:

Based on the information provided to the Charter Schools Institute, and pursuant to paragraph 2.11 of the Charter Agreement between the Family Life Academy Charter School (the "School") and the Board of Trustees of the State University of New York, please be advised that the Institute grants permission to the School to seat Mr. George Ojemen and Mr. Marvin Dutton as members of its board of trustees.

Please forward an updated board member roster to the Institute as soon as possible.

Should you have any questions or concerns, please do not hesitate to contact the Institute.

Sincerely,

Maureen Murphy

Maureen C. Murphy
Director of Charter Accountability

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. Family Life Academy Charter School
2. Full name: Marvin Dutton
   Home Address: [redacted]
   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. ☑ 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, .

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. I will bring it to the attention of the entire school board. As well as, the Board of Trustees of the State University of N.Y.

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, Marvin Dutton, 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 Center Charter School is true and correct in every respect.

Signature

7-25-08
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: [redacted]

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Family Life Academy
2. Trustee's name (print): Marvin Dutton
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home addres[redacted]
5. Business Address[redacted]
6. Daytime phone:[redacted]
7. E-mail[redacted]
8. Is Trustee an employee of the school? ____Yes. ___✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.	N/A		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
Please write "None" if applicable. Do not leave this space blank.				

Signature

7-25-08

Date

OK 8/17

RECEIVED
JUL - 6 2011
CHARTER SCHOOLS INSTITUTE

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: FAMILY LIFE ACADEMY CHARTER SCHOOL
2. Full name: Kevin Lane Kearns
   Home Address: [redacted]
   Business Name and Address: LATINO PASTORAL ACTION CENTER
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address:
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, I am employed by Raymond Rivera
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, I know Marilyn Calo, outgoing principal.
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, .

Board voted 6/23

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, I work for the schools landlord.

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. Brings it to the attention of Board then to CSI

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, Kevin Kearns, 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 is true and correct in every respect.

Signature

6/30/11
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: [redacted]

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: FAMILY LIFE ACADEMY CS
2. Trustee's name (print): Kevin Kearns
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ___✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.	NONE		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None.*"

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable.	N/A	N/A	*Do not leave this space blank.*	

Signature ***Date*** 7/20/11

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. Family Life Academy Charter Schools
2. Full name: Kelly Nunez
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   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, .

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. I would consult with a higher official.

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, Kelly Nuñez, 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 Charter School is true and correct in every respect.

Kelly Nuñez
Signature

12-13-17.
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: [redacted]

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

Trustee Name:

Kelly Nunez

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

Family Life Academy Charter Schools

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

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

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

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

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

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

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

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

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

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

Kelly Muz
Signature

12-13-17
Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

❑	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
❑	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
❑	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
❑	The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
❑	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
❑	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Family Life Academy Charter School
2. Trustee's name (print): Susana Rivera Leon
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): member
4. Home address: [redacted]
5. Business Address [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
N/A	addendum		
Please write "None" if applicable. Do not leave this space blank.			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	see addendum Please write "None" if applicable. Do not leave this space blank. none			

Susan Leon
Signature

7/16/12
Date

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.

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, Susana Tuñón, 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 is true and correct in every respect.

Susana Tuñón
Signature

July 16, 2012
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: [redacted]

Revised May 21, 2007

Conflict of Interest Addendum

Attachment A

Susana Rivera Leon

Board Candidate

- #3 I am a parent of two (2) children that attend FLACS I and I will excuse myself from any voting decisions pertaining to my children's teachers.

- #4 I am the Executive Vice President of the Latino Pastoral Action Center, which is the community sponsor and landlord of FLACS.

- My father, Rev. Dr. Raymond Rivera is the founder of both LPAC and FLACS. He will be stepping down from the FLACS board in the near future; and I plan to continue his vision and legacy on the board. I would also like to disclose that Mrs. Marilyn Calo, the new CEO of the FLACS network of schools is my stepmother. We consider ourselves a community grown charter school and strive to maintain an organic relationship with our community sponsor.

- I am also a board member of the CG Educational Holdings, Corp. which is the company that jointly owns the newly purchased FLACS I I building located at 370 Gerard Avenue, Bronx, N.Y. 10451

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. Family Life Academy Charter School II (FLACS II)

2. Full name: Hilda Sanchez
   Home Address: [redacted]
   Business Name and Address: Retired
   Home telephone No.: [redacted]
   Work telephone No.:
   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, I know the following individuals: Florence Wolpoff, current trustee; Evelyn Castro, former trustee. Mrs. Wolpoff is the wife of a former colleague from my service in Community School District 4. I have known Ms. Castro professionally in various capacities in Community School District 4, from working as teachers together to serving as Director of School Improvement and Program Development while she was Superintendent of Community School District 4.

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, Mr. Martin Wolpoff, a current

employee of the school was a former colleague of mine in Community School District 4.

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. In the event that I became aware that one or more members of the school board were involved in self-dealing, I would bring the situation before the full school board to afford the parties to respond to all members present and to ensure that the situation was officially expedited in accordance with the by-laws of the school board and New York State regulations governing school boards.

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, Hilda Sanchez, 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 (FLACS II) is true and correct in every respect.

Hilda Sanchez
Signature

July 9, 2012
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: [redacted]

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Family Life Academy Charter School II
2. Trustee's name (print): Hilda Sanchez
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member
4. Home address: [redacted]
5. Business Address: Retired
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ____No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
NONE.			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None.*"

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
NONE				

Signature

July 9, 2012
Date

Certification

I, Joseph Holland, 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 Schools Charter School is true and correct in every respect.

Signature

1/25/2018
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: [redacted]

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

Trustee Name:

Joseph H. Holland

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

Family Life Academy Charter Schools

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

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

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

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

   ____**Yes** _X_**No**

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

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

NONE

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