



Replication Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

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

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

Proposed Opening Date Proposed Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City State Zip Code

Office Phone # Cell Phone # E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

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

FOR OFFICIAL USE ONLY: Received By: Date Received

Replication Proposal Summary Form

1. Proposed Charter School Name

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

2. Name of Existing Education Corporation

Family Life Academy Charter School

3. Charter Replication Type

Single Education Corporation with Multiple Schools

4. Proposed Charter School Location

Community School District 7, Bronx, New York

5. Management Organization Name (if applicable)

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

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2014-2015	K-2	100
Year 5	2018-2019	K-5	300

8. Applicant(s)

	Name	Bio & Education Corporation Affiliation
X	Marilyn Calo	Marilyn Calo was most recently the past principal of FLACS (2003-2011), currently FLACS II Executive Leadership consultant, will be the Chief Executive Officer for FLACS (the newly formed Family Life Academy Charter Schools--the education corporation overseeing FLACS and FLACS II, along with the proposed FLACS III).
X	Evelyn Castro	Evelyn Castro was superintendent (1995 – 2003) community school dist 4, Manhattan, presently on the FLACS board and is a consultant for FLACS II, will be the Chief Operating Officer of FLACS.

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Pedro Alvarez	Local Accountant, CEO of Alvarez Was first FLACS PTA president and a founding member of FLACS, Current chair of FLACS board.

X	Marvin Dutton	Businessman, financial consultant, current member of FLACS Board
X	Rev Raymond Rivera	CEO of the Latino Pastoral Action Center, founder of FLACS and an author. Current member of FLACS board and currently chairs the nominating committee
X	Kevin Kearns	CFO of the Latino Pastoral Action Center. Current member of FLACS board.
X	Janet Lerner	Administrator, Research Development & Training - Narco Freedom, Professor of Social Work at Columbia University, Current member of FLACS board.
X	Hilda Sanchez	Retired director of funded programs for community school district 4, former director of academic intervention services for the DOE. Has been a member of NYS School Quality Review teams. Current member of FLACS II board
X	Florence Wolpoff	Retired assistant principal and head of mini-school in district 10, educational consultant. Current member of FLACS II board
X	Wanda Torres	Director of citywide after school programs for United Way. Parent of a FLACS child and a current member of the FLACS II board.
X	Greg Nannery	Attorney, participant in and current member of FLACS II board. Treasurer and chairs finance Committee for FLACS II
X	Mohammed Barry	Businessman, president of FLACS PTA. Current ex officio voting member of FLACS-I board.
X	Bernarda Martinez	Vice-President of FLACS Parent Teacher Association. Current member of FLACS board.
X	Miguel Peña	Businessman, FedEx Employee, Treasurer of FLACS Board
X	Vacant	Reserved for the PTA president of FLACS II
X	Vacant	Reserved for the PTA president of FLACS III
X	Vacant	Reserved for a community representative of FLACS III
X	Angel Rodriguez	Principal of FLACS, ex officio non-voting member
X	Lourdes Arroyo	Principal of FLACS II, ex officio non-voting member
X	Vacant	Principal of FLACS III, ex officio non-voting member
X	Marilyn Calo	Chief Executive Officer of FLACS, ex officio non-voting member

Add New Trustee

10. Overview of the Proposed Program

In establishing FLACS III, the founders of the Family Life Academy Charter School (FLACS) are

drawing on their success in operating a charter school since 2001, and replicating the model in 2012. Presently, FLACS is ready to become a Single Education Corporation with Multiple Schools. This charter school network promises to provide an educational environment for students from local Bronx student populations that realizes high student achievement and personal development, which would exceed what tends to be expected in many local public schools.

As with all schools in the FLACS network, in partnership with the Latino Pastoral Action Center and parents, FLACS III aims 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. Also, FLACS III will meet and exceed the goals and objectives of 75% of our students attaining performance levels of 3 or above on State assessments.

Indeed, FLACS III will continue FLACS' legacy of providing instruction and learning environments that have resulted in student performance scores exceeding those of the local community school districts, and, in many grades, New York City and New York State. Moreover, FLACS III will build on FLACS' service to the ELL population, for which it has been recognized as having the largest ELL population (by number and percentage) of any charter school in the state.

Toward achieving its mission, goals, and objectives, FLACS' implements its Key Design Elements in all its three schools:

> Curricula-- that are rigorous and challenges children's innate and acquired intellectual curiosity and is accompanied by clearly articulated and demanding student achievement standards. The school's academic program will include:

- o Journeys
- o Open Court Phonics
- o Focus in Math
- o Harcourt's Core Knowledge Social Studies
- o STEM Science standards - Harcourt Science

> School Traditions, including:

- o Monthly Attendance and Academic Achievement Awards
- o Monthly Essay Contests
- o Community Book Projects
- o Monthly School Wide Themes
- o December Month of Service – Projects developed to serve the community

> Special Structures, including:

- o Daily morning ninety-minute Literacy Blocks
- o Daily sixty-five minute Mathematics Blocks
- o Daily one-hour grade level faculty planning periods
- o Weekly faculty conferences on Mondays (3:40pm to 5:00pm)
- o Forty-minute tutoring sessions for all students scoring a high Level 2 or a high Level 3 (3:40 pm – 4:15 pm)
- o Saturday Academy for targeted groups:
 - October through January - literacy test sophistication for 3rd, 4th, and 5th graders
 - January through March, at-risk intervention skills for 1st, 2nd, and 3rd graders
 - January through June - Regents prep/Saturday Enrichment for students in high level 3 and 4
- o The Summer School and After School Tutoring programs using a skills-based specialized curriculum

- o Twice monthly School Committees meeting
- o Designation of a grade level lead teachers who meet with Principal twice a month and have responsibility for ensuring the adherence to all grade level activities
- o Monthly Child Study Team meetings
- o Monthly Data Analysis grade-level meetings
- o Weekly Instructional Team meetings

The academic calendar for all three FLACS schools will be the same, including approximately 184 full days of instruction with half days on the first Fridays of each month being devoted to professional development (total of 8 days). The school day for grades K-5 will be from 8:10 am to 4:10 pm with 120 minutes per day allocated for literacy instruction and at least 55 minutes for mathematics each day. Middle School students (grades 6-8) will also attend from 8:15 am to 4:10 pm, but will have an extended day for tutoring and enrichment opportunities.

Affiliated with the Latino Pastoral Action Center, the educational program at all FLACS schools include an intentional focus on character education. There is a daily advisory session in the middle school on various ethical, moral and adolescent growth issues and the identification of school wide books with ethical/moral themes about which all classes engage in age-appropriate projects.

The FLACS schools are committed to supporting English Language Learners and immigrant populations. Thus, the schools are situated in communities that provide for large numbers/percentages of applicants with these backgrounds. With the belief in high expectations, FLACS schools seek to ensure the success of all of its students.

The structure of the Family Life Academy Charter Schools will provide for a Chief Executive Officer and a Chief Operating Officer. Both of these individuals have been successful principals, with the Chief Operating Officer having been a community district superintendent and having held leadership positions at NYC's Central Department of Education. These two people will oversee the operations of the schools, provide for staff development for the principals, and ensure a common curriculum and structure at all three schools.

Presently, FLACS board has decided to identify a private facility for FLACS III. Recently, the Office of Charter Policy and Planning at the Department of Education notified FLACS that there was no public space available to house FLACS III in CSD7. Thus, FLACS' board decided to pursue a private space. FLACS' founder, CEO and a FLACS board member met with the NYC Charter High School for Architecture, Engineering and Construction Industries, where FLACS II is currently housed. We discussed negotiating a possible lease agreement for FLACS III after FLACS II moved to its anticipated renovated facility. We have informed the board chair and principal of our interest in the space, and we are awaiting a positive response from the Institute to proceed with the negotiations.

1. Community Description, Need and Proposed School Impact

(a) Community Description and Need

At the time of this writing, the site for FLACS – III is being negotiated pending approval from the Institute. The founders have decided to secure a stand-alone leased facility in Bronx Community School District #7 (CSD7). It is located 296 East 140th Street, and currently houses FLACS-II.

The following chart offers a glimpse into CSD7 (in which FLACS-II also is located), as well as CSD9 (where FLACS-I is located):

<i>District</i>	<i>Free Lunch</i>	<i>Reduced Price Lunch</i>	<i>ELL</i>	<i>Black and African American</i>	<i>Hispanic or Latino</i>	<i>Overall Accountability Status</i>	<i>Grades 3-9 Students w/ disabilities</i>
7	85%	5%	18%	29%	69%	ELA Improvement (Year 8)	27%
9	85%	4%	26%	32%	66%	ELA Improvement (Year 7)	16%

As can be noted, there are great similarities between CSD7 and CSD9, so we expect to achieve comparable success. Both districts serve high Hispanic or Latino populations, and is largely immigrant with English as a second language, poor to working class, Latino, African American, and immigrant Blacks. Both have a substantial population of English Language Learners (ELLs), with 26% of students in CSD9 and 18% in CSD7. Not surprisingly, both need to improve in their overall ELA status. Both have high percentages of students of low socio-economic status is similar, with 90% of students in CSD9 receiving free-or reduced-price lunch and 89% in CSD7. Moreover, the ethnic composition is similar:

Ethnicity	CSD7	CSD9	NYS
Black	28.4	32.0	19.0
Latino	69.3	65.6	22.4
Caucasian	.9	.7	49.2
Asian or Pacific Islander	1.0	1.3	8.3
Native American	.4	.4	.5
Total	100.0	100.0	100.0

Bronx CSD7 is one of the borough’s neediest communities, which has high demand for alternative public schools. It has a high number of ELLs, who have one of the lowest academic achievement and graduation rates for a student sub-population. In fact, only 40% of ELLs who

enrolled in NYC high schools in 2005 graduated in June 2009.¹ Indeed, schools with high ELL populations have had difficulty with demonstrating school wide ELA proficiency. We find that insufficient efforts have been made to ensure that these students are successful. Furthermore, the number of school-aged children in the Bronx has been increasing to a point that the borough will have the highest percentage of school-aged children of all of the other boroughs.²

The chart below presents a comparison of the performance of CSD7 schools and FLACS-I as reported by State Education Department for 2010-2011 (the last report published by NYSED). It reports on those grades for which FLACS-I had students in grades that were tested. Grades reported for CSD7 are district wide averages. Thus, it can be assumed that the scores have been elevated by the inclusion of higher performing schools in the district.

Immediately noticeable is that the data demonstrates the higher performance of FLACS-I students for every grade and every subject. Noticeable also is that FLACS-I made all of its AYP targets. The discrepancy in number of AYP target areas is based on the fact that CSD7 has two more reportable ethnic groups.

Grade	ELA		Math		Science	
	Dist 7	FLACS-I	Dist 7	FLACS-I	Dist 7	FLACS-I
3	29	43	34	43		
4	32	39	41	55	69	92
5	29	56	40	67		
6	22	52	35	57		
7	16	53	36	91		
	AYP					
	Elem					
	1 of 8	6 out of 6	1 out of 8	6 out of 6	1 out of 1	1 out of 1
	Middle					
	1 of 8	6 out of 6	1 out of 8	6 out of 6	1 out of 1	1 out of 1

We find it remarkable that there are few elementary or middle schools in the Bronx and New York City that specifically bring students whose first language is not English up to par—much less to excel. This compelled us to replicate our school, given that we have had measured and steady success in increasing language arts, mathematics and science skills among a similar population in Bronx CSD7 and CSD9. To us, FLACS-III will immediately start impacting the most vulnerable in CSD7, and the most adaptable of the population—the 6% of five-year olds that would be registered in Kindergarten.

In selecting Bronx CSD7 as the site for FLACS-III, we looked at the fact that we received nearly 100 applications from residents of CSD’s #7 and #8 between 2009 and 2011; in fact, FLACS-I

¹ New York City Department of Education, Graduation Results 4 Year Outcomes, Cohorts of 2001-2005, New York State Calculation Method by English Language Proficiency.

² “New York City Population Projections by Age/Sex & Borough 2000-2030.” The City of New York. Department of City Planning. December 2006.

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

Also, considering the local and national criticism directed at charter schools, namely that charter schools do not serve English Language Learners, we believe that FLACS-III will continue FLACS’ legacy of working with this population. Given the similarity of the surrounding community of FLACS-I and FLACS-II, and a similar student pool, we saw the potential to bring our successful methodology further into CSD7. This would enable us to continue our partnership between the Charter Schools Institute and FLACS, which has proven to be a successful collaboration for the CSD7 and CSD9 communities.

Bronx CSD7 would benefit from FLACS-III for the following reasons:

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

Overall, the academic performance of students in CSD7 leaves room for improvement. The following charts summarize its performance on the NYS assessments relative to New York City and New York State over the last three years. As you can see, there is a gap between the performance of students in CSD7 and the performance of students in the rest of the city and state. FLACS-III intends to eliminate this gap, surpassing the performance of the city and state.

Table 2: Percent of students (3rd through 8th grade) achieving a Level 3 or 4 on the New York State ELA and Mathematics Assessments from 2010-2012³:

School Year	ELA	Mathematics
2009-2010	25.0	38.5
2010-2011	23.7	36.5
2011-2012	23.1	35.0

A further analysis of the ELA and mathematics data indicates a trend in CSD7 in which students lose proficiency as they go to the middle school grades. This is summarized below:

Table 4: Percent of CSD7 students per grade achieving a Level 3 or 4 on the New York State English Language Arts and Mathematics Assessment in 2011-2012.

³<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

Grade	ELA	Math
3rd	27.6	36.4
4th	28.7	43.2
5th	32.4	45.8
6th	20.7	36.0
7th	23.1	34.9
8th	17.8	35.5

In addition, there is a gap in the level of achievement of English language learners in CSD7 with their English proficient peers in both English Language Arts and Mathematics. In 2011-2012, only 7.8% of English language learners were proficient or advanced in English language arts, and only 23.5% were proficient or advanced in Mathematics. This is a large motivation for the school, as it plans in part to focus on the achievement of English language learners.

	ELLs	English Proficient
ELA	7.8	29.3
Math	23.5	42.6

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

Another feature of FLACS-III is that it is partnering with the Latino Pastoral Action Center (LPAC), FLACS’ community sponsor, to offer students and their families at FLACS-III after school programs, mentoring, adult education, and workshops for parents on family related issues. Through LPAC’s programs, children (K-8) become:

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

In the process, they:

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

(b) Programmatic Impact

In CSD #7, there are a total of 73 schools (including district, charter, and private) with a variety of school configurations:

	District	Charter Schools	Private	Total
K-5	14	8	0	22
K-6	1	0	0	1
K-8	4	2	6	12
K-12	2	1	0	3
6-8	7	0	0	7
6-9	2	0	0	2
6-12	4	0	1	5
9-12	16	3	2	21
Total	50	14	9	73

District Schools

School	Grades	Educational Options
Concourse Villege ES	K-3	
PS 1 Courtlandt School	K-5	ESL/ Spanish transitional bilingual
PS 18 John Peter Zenger	K-5	ESL/ Spanish transitional bilingual
PS 30 Wilton School	K-5	ESL/ Spanish Dual Language
PS 43 Jonas Bronck	K-5	ESL
PS 49 Willis Avenue	K-5	ESL/ Spanish transitional bilingual
PS 65 Mother Hale Academy	K-5	ESL/ Spanish transitional bilingual
PS 154 Jonathan D. Hyatt	K-5	ESL
PS 156 Benjamin Banneker School	K-5	
PS 161 Ponce de Leon	K-5	ESL/ Spanish Dual Language
PS 179	K-5	ESL/ Spanish transitional bilingual

PS 277	K-5	ESL
Young Leaders Elementary School	K-5	ESL/ Spanish transitional bilingual
Performance School	K-5	ESL/ Spanish transitional bilingual
PS 157 Grove Hill	K-6	ESL
PS 25 Bilingual School	K-7	ESL/ Spanish transitional bilingual
PS/IS 5 Port Morris	K-8	Leadership/government; internships; computer literacy, mentoring & the arts; technology
PS/MS 29 Melrose School	K-8	Band & choral instruction; technology; advisory; lunchtime programs
PS/MS 31 William Lloyd Garrison	K-8	ESL; Peer tutoring; peer conflict resolution; supportive social group/individual counseling
PS 220 Mott Haven Village School	K-12	
PS 168	K-12	
JHS 151 Lou Gehrig Academy	6-8	Bilingual academy; computer technology; mock trial
IS 162 Academy of Future Technologies	6-8	ESL; extended day program; uniform
MS 203	6-8	Visual arts; robotics; extended day program
MS 223 The Laboratory School of Finance	6-8	
PS/IS 224 Science School for Exploration and Discovery	6-8	ESL; transitional bilingual program; technology; academic intervention services
South Bronx Academy for Applied Media	6-8	ESL; media; technology; PACE; Saturday Academy; SHSI; advisory
Academy of Public Relations	6-8	Special Bilingual Program; Saturday Academy
Academy of Applied Mathematics & Technology	6-8	ESL; extended day program; Saturday Test Preparation; Morning sports program; uniform
JHS 162 L. Rodriguez de Tio School	6-9	
IS 184 Rafael C.Y. Molina School	6-9	
MS 221 South Bronx Preparatory	6-12	ESL; MGI; Music, Drama
MS 223 Laboratory School of Finance and Technology	6-12	Spanish dual language program; technology, arts, mathematic, music
Hostos-Lincoln Academy of Science	6-12	Art; debate, internships; middle grades initiative (MGI)
Urban Assembly Bronx Academy of Letters	6-12	Extended day program; writing enrichment courses; community service
HERO HS	9-10	
Alfred E. Smith Career and	9-12	

Technical Education HS		
Bronx Design and Construction Academy	9-12	
Community High School for Social Justice	9-12	
Foreign Language Academy of Global Studies	9-12	
International Community HS	9-12	
JM Rapport School Career Development	9-12	
Jill Chaifetz Transfer HS	9-12	
Mott Haven Preparatory HS	9-12	
New Explorers HS	9-12	
Samuel Gompers Career and Technical Education HS	9-12	
University Heights Secondary School	9-12	
Urban Assembly School for Career Sports	9-12	
Crotona Academy HS	10-12	

Charter Schools

School	Grades
Heketi Community CS	K-5
NYS Montessori CS	K-5
Bronx Success Academy CS	K-5
Academic Leadership CS	K-5
Brilla College Prep CS	K-5
Bronx CS for Children	K-5
Bronx Global Learning Institute for Girls CS	K-5
South Bronx CS for International Cultures and the Arts	K-5
South Bronx Classical CS	K-5
Mott Haven Academy CS	K-8
FLACS-II	K-8
KIPP Academy CS	K-12
New Visions Charter High School for the Humanities II	9-11
Green Dot New York CS	9-12
NYC Charter High School for Architecture, Engineering and Construction Industries	9-12

Educational Options
Integrated dual language (English/Spanish); family and community engagement
Success for All literacy curriculum
Reading and writing; character education; technology
Literacy and math; positive leadership and healthy choices; citizenship
Standards-based educational program with emphasis on international cultures and arts; dual language (English/Spanish)
Classical curriculum
Family support services; college-preparatory academic program
English immersion; rigorous phonics and literature-based instruction
Critical thinking and literacy; Saturday enrichment program

Private Schools

School	Grades
RT Hudson School	K-8
St. Peter & Paul School	K-8
St. Angela Merici School	K-8
St. Luke School	K-8
St. Anselm School	K-8
Immaculate Conception School	K-8
New Covenant Christian Middle and High Schools	6-12
Cardinal Hayes HS	9-12
All Hallows HS	9-12

Educational Options

All told, FLACS-III will have a total 450 students in its nine (9) grades, K-8. There will be 50 students per grade, 2 classes per grade and 25 per class. This represents approximately 2.5% of the students in each grade within the district. In terms of enrollment through the schools, the students who enter the area charter schools are selected through a lottery. Students from the local community are given priority, and each school gives weight based on its specific criteria. Beginning in 2013-2014, CSD7 is a choice district, in which there are no zoned elementary schools that are based on their address. Thus, parents can enroll them in a school based on their respective enrollment priorities and criteria.

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

As students from FLACS-III graduate at the completion of the 8th grade, FLACS will connect with the 21 high schools within the district. We also will seek placement in private, parochial, independent, and specialized high schools. We will review the curriculum and practices of these high schools, and will pass this information to parents and students. We will guide the students in understanding the academic and extra-curricular opportunities for our graduating students. Of course, high schools in New York City are not zoned. Thus, our graduating students would be eligible to apply and be accepted to other high schools outside of the local community. In those cases, we will work with the students and their parents to ensure a smooth transition to the school's curricular demands.

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

(c) **Fiscal Impact**

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2014 – 2015	100	\$13,527	\$1,352,700	\$650,340	\$2,003,040	\$12,496,161	16.03%
2015 – 2016	150	\$13,527	\$2,029,050	\$354,730	\$2,383,780	\$13,668,955	17.44%
2016 – 2017	200	\$13,527	\$2,705,400	\$347,010	\$3,052,410	\$15,059,105	20.26%
2017 - 2018	250	\$13,527	\$3,381,750	\$386,890	\$3,768,640	\$16,557,245	22.76%
2018 - 2019	300	\$13,527	\$4,058,100	\$434,460	\$4,492,560	\$18,045,245	24.99%

Response 2 - Addressing the Need

(a) Mission and Vision

The mission of the Family Life Academy Charter Schools (FLACS) education corporation, and its individual schools, in partnership with the Latino Pastoral Action Center and parents, is 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.

FLACS aims to have its students meet and exceed the goals and objectives set for its schools, namely that 75% of our students will attain performance levels of 3 or above on State assessments.” Similarly, FLACS envisions ELL, immigrant and students from poverty backgrounds gaining the skills and knowledge necessary to prepare them to succeed in higher education and life in general.

(b) Key Design Elements

FLACS – III will adhere to the Key Design Elements that drive the educational environment of all schools in the FLACS education corporation.

- **Active School Leadership** – Each school is led by a principal and an in-house team, who believe in the value of a rigorous academic program responsive to the needs of their FLACS students. In addition, all FLACS schools are overseen by an executive management team consisting of the Chief Executive Officer and Chief Operating Officer.
- **Academic Program** - The curriculum is rigorous and challenges the students’ innate and acquired intellectual curiosity, and is accompanied by clearly articulated and demanding student achievement standards. The school’s academic program includes:
 - Journeys
 - Open Court Phonics
 - Focus in Math (Singapore Math for the USA)
 - Harcourt’s Core Knowledge Social Studies
 - STEM Science standards -Harcourt Science
- **School Traditions (5):**
 - Monthly Attendance and Academic Achievement Awards
 - Monthly Essay Contests
 - Community Book Projects
 - Monthly School Wide Themes
 - (December) Month of Service – Projects developed to serve the community

· **Special Structures:**

- A ninety-minute Literacy Block each morning
- A sixty-five minute Mathematics Block each day
- A Daily one hour Grade Level Planning period
- A weekly faculty conference on Mondays from 3:40pm to 5:00pm
- A forty-minute tutoring session for all students scoring a high Level 2 or a high Level 3 from 3:40 pm – 4:15 pm.
- Saturday Academy for two target groups: (1) October through January, 3rd, 4th, and 5th graders receive test sophistication in literacy; and (2) January through March, 1st, 2nd, and 3rd graders receive at-risk intervention skills, Regents prep and Saturday Enrichment for students in high level 3 and 4
- The Summer School and After School Tutoring programs will use a skill-based specialized curriculum
- School Committees meeting; twice a month
- A Lead Teacher for each grade level who meets with the principal twice a month and is responsible for ensuring that all grade level activities are adhered to
- Child Study Team meeting each month.
- Instructional Team meetings once a week

(c) 5% Districts

“Request is Not Applicable”

Response 2(d) - Draft Accountability Plan

As with all FLACS schools, there will be two levels of accountability implemented for FLACS-III:

- 1) The first accountability plan will focus on grades K-2 and will be the system used for the first two years.
- 2) The second system will be implemented as the school begins participation in the state assessment of grades 3 -5.

English Language Arts Measure

Assessment data for students in grades k-2 will be based on the NCE scores obtained through use of the TerraNova Total Reading Battery. After the first assessments, the goal is to have cohorts of FLACS-III students reduce the gap between their baseline performances and grade level (NCE score of 50)

Mathematics Measure

Assessment data for students in grades k-2 will be based on the NCE scores obtained through use of the TerraNova Total Mathematics Battery. After the first assessments, the goal is to have cohorts of FLACS-III students reduce the gap between their baseline performance and grade level (NCE score of 50). Beginning in 2017-18, when FLACS-III has grade 3 to which will be administered SED's assessment program, the schools accountability plan will be expanded to include the measures outlined below

ELA

Type	Measure
Absolute	<ul style="list-style-type: none"> • 75 percent of all tested students enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination. • Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
Comparative	<ul style="list-style-type: none"> • Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district. • Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size. • Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools (to be identified) in Community School District 7.
Growth	<ul style="list-style-type: none"> • On the state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the state exam and 75% at or above Level 3.

Math

Type	Measure
Absolute	<ul style="list-style-type: none"> 75 percent of all tested students enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination. Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.
Comparative	<ul style="list-style-type: none"> Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district. Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size. Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following similar schools (to be identified) in Community School District 7.
Growth	<ul style="list-style-type: none"> On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.

Science

Type	Measure
Absolute	<ul style="list-style-type: none"> Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.
Comparative	<ul style="list-style-type: none"> Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.

NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be in “Good Standing” each year.

Response 03 - Proposal History

(a) Applicant Information

Both applicants, Marilyn Calo and Evelyn Castro, have accepted the positions of Chief Executive Officer and Chief Operating Officer, respectively, for the FLACS education corporation. In their roles, they will provide leadership in developing and maintaining the best possible educational programs and services for the students in the FLACS Schools. They will guide, lead and direct all members of the administrative team, instructional and educational support services in setting and achieving the highest standard of excellence in all academic programs and systems of operations.

Both Marilyn Calo and Evelyn Castro have been educators for more than thirty-five years.

Marilyn Calo

Marilyn Calo was the principal of Family Life Academy Charter School for eight years. During her tenure as principal of FLACS, Ms. Calo identified the instructional programs and provided for the professional development that led to becoming a high achieving school. She stewarded the school's growth and attainment of Progress Report goals. Under her leadership, the school demonstrated English language learner growth as measured by SED's ELA assessment as greater than the district and, in some grades, the state.

In 2012 the Charter Schools Institute approved Family Life Academy II. That year, Ms. Calo stepped down from her position as principal of FLACS and supported the transition of the new principal at FLACS I. She also worked on the recruitment of a principal for FLACS II and with a team to prepare for the start-up of FLACS II. Throughout this period, Ms. Calo was an Executive Consultant with FLACS II and continued to be an advisor to FLACS.

Prior to coming to FLACS, she served in many roles in Community School District 4 in East Harlem. She was a teacher for more than twelve years, a school director for a bilingual school, and an assistant to the Superintendent and principal of a multi-graded school (elementary, middle and high schools).

Evelyn Castro

Evelyn Castro has been a part of FLACS since its inception. She was involved in the dialogue for starting FLACS prior to 2001 and remained as an advisor. Two years ago, she became a member of the FLACS board. She was asked to chair the Accountability and Principal Evaluation committees of FLACS. In January 2012, Ms. Castro became a consultant with FLACS II.

Ms. Castro was a teacher for more than twelve years, director of a Bilingual School, principal of an elementary school, director of Funded Programs, Director of Operations and Superintendent of Schools in Community School District 4 in East Harlem. In 2003, Ms. Castro was asked to work at Tweed for the Office of Government Grants. She also became the Director of Summer School programs, and became the Director of City-Wide Early Childhood programs & Non-Public Schools with the Department of Education after several years.

(b) Community Outreach

The applicants of FLACS III employed various outreach practices to ensure that CSD7 and the larger Bronx community were aware of their intention to establish a second charter school in the area (FLACS II completed its first year of operation in the district).

1) Public Service Announcement (PSA)

On February 12, 2013, FLACS issued a public service announcement via email blast. The PSA was forwarded to the on-line, print, and radio outlets below:

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

The PSA informed the public that it had submitted a Letter of Intent to replicate a charter school in Bronx CSD7 to the SUNY Trustees. It publicized a session that would be held on February 15. It also specified a “no exclusion” policy to other applicants while noting that it was welcoming all applicants, including ELLs and special needs students. It also provided the intended grades, kindergarten through middle school, and academic design.

2) Local Informational Sessions

FLACS held information sessions and distributed advertisements at the services of several Bronx churches, local community meetings, and PTA meetings. FLACS’ founder and FLACS III applicants met with, and gain the support from, local community leaders. At the meetings, we informed them about our intention to open a charter school in their district and asked them to publicize the opening to the community. Specifically, we met with:

- Ruben Diaz, Jr., Bronx Borough President
- Carmen Arroyo, New York State Assemblywoman
- Maria Del Carmen Arroyo, New York City Council Member
- Alan Brand, Executive Director of Narco Freedom (a multi-service mental-health community agency in Mott Haven, Bronx that has existed for more than thirty years)
- Lorraine Montenegro, Executive Director of United Bronx Parents

Some community leaders gave us input and provided letters to express their support for the opening of a replicated charter school. In addition, as a sign of endorsement, we collected scores of signatures from community members.

3) Community Input Venues

We announced our e-mail address, telephone and fax numbers to the public in order to obtain additional input or invite others from the community to do so. We also announced our intent to open FLACS III on the FLACS websites.

4) Roundtable Discussions

On Tuesday, August 6, 2013, FLACS hosted two (2), two-hour roundtable discussions for parents, educators, community leaders and members to share our model and plan and to obtain input from them. Immediately after the sessions, we established alignment with our model and the areas in which we should modify the proposal. In general, the feedback was positive. The following are highlights from the discussions:

- Charter schools are a breath of fresh air in their methodology
- Organized structure
- Offer a private school education for free
- Child has a more one-on-one ratio with the teachers
- Quality of instruction
- After school/Extended day programs
- Great communication between the teachers and parents
- Sense of community, which contributes to childhood development
- Involves parents in school life
- Open process for anyone to be selected through the lottery—not just the top students
- Challenges students to excel
- Intensive literacy support
- Charter schools are better prepared to deal with students from these special populations
- Children with developmental disabilities receive support in the school; students did not have to go elsewhere to receive the services
- Everyone with special needs was included in the school life; students were not alienated

Results of Community Outreach Efforts

Through the different outreach efforts, FLACS received the following comments concerning overcrowding, safety, and language barriers for students and additional support for students falling behind. We subsequently distributed comments to the preparers of the proposal and concerns or ideas have been integrated in the proposal.

#	Community Feedback	Response
1	Include self-contained special education classes (8:1 or 12:1)	Our model does not include self-contained special education classes. However, we support our students with disabilities (special needs) through related services, including speech and language, occupational therapy, physical therapy, hearing impaired, and SETSS classes) (refer to our special education policy). Through our approach, we have had 12 years of successful service to students with disabilities (special needs), as well as high student achievement among this population.

Proposal to Establish Family Life Academy Charter School III (FLACS III)

2	Employ a bilingual maintenance program so that students can preserve their first language	Our model is English immersion with a strong ESL component, which enables students to become proficient in the English language at a quicker pace. Through our model, we have had 12 years of successful service to ELLs, as well as high student achievement among this population.
3	Provide bilingual material to parents; make sure all forms of communication, are available in the Spanish language	Letters, notices, report cards, the school handbook, and all agendas for PTA meetings are provided in English and Spanish. In addition, translators are available during all school meetings, including parent-teacher conferences and board meetings.
4	Be sensitive to ELLs, particularly immigrants	FLACS' legacy is that it has served the ELL population, which has been historically underserved by many other charter schools. In fact,
5	Prepare our children for admission into excellent high schools, where they will receive college preparatory courses	In general, our educational program is geared toward preparing all children to be college and career ready. Specifically, our writing curriculum emphasizes persuasive writing to ensure that their writing samples support their admissions at the high-level high schools. Our faculty and staff conduct mock interviews with students in preparation for interviews at the high-level high schools. Our eighth grades take regents class and regents exams, even though they are required to take them in high school. In addition, our guidance counselor articulates graduating students into the better public, private, and parochial schools (refer to FLACS Charter Renewal Exhibits 2013-2018, part L: Description of the school's proposed educational program for the next charter term, Middle School 6-8). Moreover, we hold high school fairs in which parochial, private day and board schools, and top public high schools attend.
6	Be sensitive to the children's primary language and their cultural context	FLACS is sensitive to our children's primary language and their cultural context. As a result, our literacy program includes books that celebrate various cultural realities, differences, and holidays. We also celebrate the cultures of our families at our special assemblies, community events at LPAC—the community sponsor, and PTA meetings. This includes Hispanic Heritage Month, Black History Month, Cinco de Mayo, etc.
7	Strong parent participation	Not just an active PTA; parents also are on the boards at each school
8	For parents who do not know English, can the school provide homework help to their children?	FLACS has a partnership with LPAC to provide educational enrichment services, which included homework help. In addition, students who stay after school for tutoring receive 30-40 minutes of homework help. Moreover, the siblings of middle schoolers who are in electives receive homework

Proposal to Establish Family Life Academy Charter School III (FLACS III)

		help three days per week.
9	Change the lottery process to be first-come, first-served.	As per the NYS charter law, charter schools are required to use a lottery system to select their students if the number of applications exceeds the number of student slots. Also, the FLACS III Admissions Policy (see Response 15(d) – Admissions Policy) states that FLACS III “will admit each eligible student who is interested in becoming a student at FLACS and submits a timely application by the first day of April, unless the number of applications exceeds the capacity of the grade level. The school will admit no more than 25 students per grade. If the number of timely applications to the school exceeds capacity, students will be accepted by a random selection process, a lottery. First priority will be given to pupils returning to the charter school in the second or any subsequent year of operation and siblings of pupils already enrolled in the charter school.”
10	Create a FLACS high school for students graduating from the eighth grade	At present, FLACS is working on solidifying its K-8 programs. However, the FLACS Board has discussed having a high school in the future.

Overview of FLACS’ Community Outreach

Month	Lead	Actions	Outcome
August 2012	Rev. Rivera	Initial individual meetings with Bronx Borough President Ruben Diaz Jr., Senator Rev. Ruben Diaz, United Bronx Parents, Local Pastors and community leaders	Discussed need for additional schools for ELLs in the Bronx, especially in CSD7, 9 and the southern part of 10 that has a large concentration of immigrant families. Rev. Rivera expressed a special interest in CSD7 given that it is has the lowest achievement levels in the city. All expressed their support for the work that we are doing in opening up Charter Schools that are really community grown.
October	Catherine Rodriguez	Parent Meetings & Workshops – informed families of intent to open FLACS III	Overwhelming response from parents about school opening, if not for them, family/friends. Some have family members in FLACS-II so they were excited that FLACS-III would open more seats for other families.
January 2013	Rev. Rivera & Francisco Lugoviña	Made presentations on FLACS to several Bronx churches–Sanctuary, Love Gospel, One Family Worship Center, AOG Jerome Pentecostal	Members asked many questions and shared that they would be available to support by spreading the plans to community
January	Marilyn Calo, Evelyn Castro	Disseminated invite to community meeting posted in FLACS schools & local businesses in CSD7 & 9	
January	Marilyn Calo, Catherine Rodriguez	Held community meeting	Provide information on how students selected, IEP services, ELL services and the program of study at FLACS
End of January & February	Marilyn Calo, Evelyn Castro	FLACS III Petitions	Over 300 signatures supporting the intent to open charter
February	Rev. Rivera, Francisco Lugovina, Marilyn Calo	Meetings with Bronx Borough President Ruben Diaz Jr., Maria Del Carmen Arroyo, Council Woman, Carmen Arroyo, Assembly Woman, Narco Freedom, and	Obtained feedback and several letters of support

Proposal to Establish Family Life Academy Charter School III (FLACS III)

		United Bronx Parents	
March	Marilyn Calo, Rev. Rivera	Met with Bert Wyman and a team from the office of Charter Policy and Planning, Department of Education	Discussed co-location. The team expressed that we were the type of school that would be a good candidate to co-locate. We expressed interest in the Bronx, specifically CSD7. They also wanted us to consider the southern part of District 10 due to the many immigrant children, but would still look in CSD7. They also advised us to meet with the superintendent and president of the Community School Council, Neyda Franco.
March	Rev. Rivera, Francisco Lugovina, Kevin Kearns	Met with Stan Conway from Conway Towne, Real Estate Consultant	Discussed real estate and financing the LPAC building on Gerard Avenue to purchase a building for FLACS III. Meetings in April and May were set up with banks. Have had conference calls every 3-4 weeks from March to the present with Yoo Jin Cheong, a liaison with the Dept. of Ed's Office of Charter Policy and Planning, to receive updates of their efforts to identify public co-located space.
April	Rev. Rivera	Met with Yolanda Torres, Superintendent of CSD7	Ms. Torres expressed full support for opening the school in her district. She is currently partnering with FLACS-I and one of her schools, MS 224, on a Charter Dissemination grant, and shared that she would like to work more closely with our schools.
May	Rev. Rivera, Marilyn Calo, Evelyn Castro, Francisco Lugoviña	Met with Yolanda Torres, Superintendent of CSD7 and CSD7 Cmty. School Council	Agreed to continue meeting and build a working relationship.
August	Noemi Santana, Marilyn Calo, Catherine Rodriguez	Held two roundtable discussions with Bronx and CSD7 community members at the offices of the South Bronx Economic Development Corporation (SOBRO)	Twelve individuals attended each session. Discussed charter schools, FLACS, lottery system, enrollment, school offerings, and the community sponsor. Gave feedback on positive and negative aspects of what they heard and were asked.

Response 03(c) – Evidence of Outreach

See attached

Attachment 1 – Public Service Announcement

Attachment 2 – Daily News Public Notice

Attachment 3 – Daily News Classified

Attachment 4 – El Diario Public Notice

020

Attachment 1.

Latino Pastoral Action Center, Inc.

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

PUBLIC SERVICE ANNOUNCEMENT

For Immediate Release

CONTACT: Noemi Santana
[REDACTED]

Latino Pastoral Action Center Announces Plan for New Charter School

Bronx, NY – February 12, 2013 – The Latino Pastoral Action Center (LPAC), located at 14 West 170th Street, Bronx, NY 10452, has submitted a letter of intent to the Charter Schools Institute stating its interest in opening a new charter school in Bronx School District 7 based on the Family Life Academy Charter School (FLACS) model. It will be a K-8 school opening in September 2014 with 100 students in grades K-1, and will proceed to open a new grade each ensuing year until it reaches the full complement of eight grades.

An informational meeting is scheduled for Friday, February 15, 2013 at 9:30 AM at:

Family Life Academy Charter School II
296 E. 140th Street
Bronx, NY 10454

Please confirm your attendance either via e-mail: [REDACTED] or by leaving a message at: [REDACTED]

LPAC is already the sponsor of two other FLACS schools, one located in Highbridge on the border of School District 9 which is in its 11th year; and the second which opened in September 2012 with grades K-2 and located on 140th Street in the Bronx, is zoned in School District 7. Following the FLACS model, the focus will be on English Language Learners as there is much community support for such a school in District 7.

The FLACS mission is: *Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its students to achieve high academic standards, help them take responsibility for their own learning and encourage them to explore an affirm human values.* The approach is to educate the whole child by paying attention to health, fitness, and nutrition in addition to academics. The new school will replicate a rigorous academic program that responds to the needs of students and that has been found to work in FLACS as well as include other tried and tested approaches. Some keystone practices are:

- School-wide literacy instruction block every day
- Teaching assistants in every classroom
- Daily grade level lesson planning

-More-

LPAC Seeks to Sponsor Third School...

Page 2 of 2

February 12, 2013

- Weekly faculty conferences
- Monthly child study team meetings
- Monthly professional development seminars
- Saturday Academy
- After school tutoring and enrichment

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

Contact information for the applicants, information specific to the location and description of the proposed new charter school, and evidence of community outreach will be publicized and updated periodically on the FLACS/FLACS II website.

Ms. Marilyn Calo
Family Life Academy Charter School II
296 E. 140th Street
Bronx, NY 10454


www.flacsny.com

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The Latino Pastoral action Center is a duly registered not-for-profit, 501 (c) (3) organization founded in the State of New York in 1992 and is located at 14 West 170th Street, Bronx, NY 10452 – website: www.lpacministries.com – e-mail: info@lpacministries.com



Family Life Academy III Charter School

Why Family Life Academy Charter School III?

FLACS III will replicate the best practices of the successful Family Life Academy Charter School located in the Highbridge section of the Bronx and Family Life Academy Charter School II. We believe in impacting the communities in the Bronx by having a school with a strong program that has a focus on all students, has unique features and is committed to serving the community.

A Focus on All Students

FLACS III will work to develop the full potential of every student who is enrolled. Instruction will be modified to meet the needs of each individual student. With a certified teacher and teaching assistant in each classroom. FLACS III will work with the particular needs of each student, including those students with Special Needs, gifted students, and English language learners. Constant communication will occur between the school and each individual family to discuss student progress and areas of needs and create plans together to support students.

Unique Features of FLACS III

- Extended school day from 8:30 to 3:30 everyday
- Afterschool enrichment and support activities
- School-wide focus on literacy
- Certified teachers and teaching assistants in every classroom
- 15:1 Student Ratio
- Shared responsibility for learning between students, teachers and families
- Strong, consistent school culture
- Strong partnership with the Latino Pastoral Action Center, a Community Based Organization and founding organization

Commitment to Serving the Community

- Family Life Academy is a Community Grown Charter School that was birthed in 2001 through the efforts of the Latino Pastoral Action Center (LPAC) located in the Highbridge section of the Bronx, whose work for over 20 years has been to impact the community by serving all families through educational, leadership, guidance and social service programs.
- The first school started 12 years ago in Bronx's District 9 with a simple and main goal- to help all students, regardless of language proficiency or cultural background to achieve at high levels. Over the last 12 years, FLACS has consistently outperformed the local elementary schools and worked to close the achievement gap.

When and where will FLACS III open?

We plan to open FLACS III in September 2014 in a Bronx community. Currently we are planning on opening in Community School District 7.

For more information you can call: Marilyn Calo or Evelyn Castro at [REDACTED]

03(c)

Attachment 2

STATE OF NEW
JERSEY COUNTY
OF HUDSON

Public Notice for New Charter
School in the Bronx
Name of Charter School-
Family Life Academy Charter School
III (FLACS III)
Scheduled Opening-September 2014
Starting Grade(s) and Enrollment for
Year 1- Grades K-1: 160 Students
First Year of Operations-2014-2015: 1st
Year of Operation
District Preference- CSD 7
School Summary:
The FLACS founders wish to establish
FLACS III to provide students
from local Bronx neighborhoods with
an educational environment where
there is an expectation for high
student achievement and personal
development that supports families
and students holistically. FLACS
schools have already been identified as
having the largest English as a Second
Language population (by number and
percentage) of any charter school in
the State of New York. FLACS I and
FLACS II have been able to provide
instruction and learning environments
that have resulted in student
performance scores exceeding those of
the local community school districts
and, in many grades, surpassed New
York City and New York State school
performance. FLACS III will adhere to
the Key Design Elements that drive
the educational environment of the
FLACS Schools:
•Active & Experienced Leadership
•Rigorous Academic Program •School
Traditions •Spectol School Structures.
This school will be authorized by
the State University of New York
Charter Schools Institute (CSI). More
info. can be accessed at:
www.schools.nyc.gov/charters.
You can also visit the Family Life
Academy Charter School website:
www.flacsny.com. We seek comments
from students, parents, and
community members regarding this
proposed charter school. Written
comments can be e-mailed to:
JACale@flacsny.com or faxed to:
(718) 410-8320. You may also submit
your comments via regular U.S. Postal
Service to: Response to FLACS III
Public Notice • 14 West 170th St.
Bronx, NY 10452 ATTN: N. Soriano,
Office of Communications

ROBERTA LATIMORE being duly sworn,
says that he/she is a principal clerk and a duly authorized designee of
Daily News, L.P., publisher of the 'DAILY NEWS,' a daily and Sunday
newspaper published in the City of New York and that the notice, of
which the annexed is a copy, was published in said newspaper and
online within the section of:

Legal/Public/Notices of the
CITY NORTH (CN) Edition(s)

On, AUGUST 1, 2013



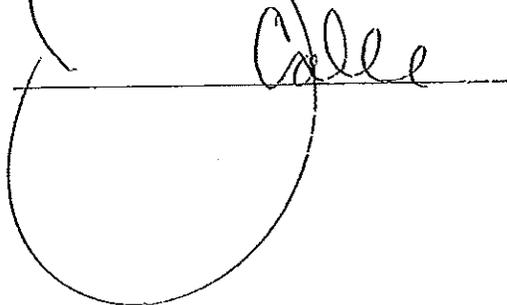
(Representative's signature)

Authorized Designee of Daily News, L.P., Publisher of the Daily News

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BEFORE ME THIS DATE**

AUG 01 2013

JENNIFER L. CALLE
Notary Public of New Jersey
My Commission Expires 9/17/2014



03(c)

Attachment
3

DAILY NEWS
CLASSIFIED ADVERTISING

Order:	856010VGL	Zone:	CN, , , ,	Rate:	L
Phone:	7184108100	Class:	5005	List Price:	\$ 1824.30
Fax:		Start Date:	07/26/2013	Charges:	\$ 0.00
Account:	T000843582	Stop Date:	07/26/2013	Total Cost:	\$ 1824.30
Name:	Accounts	Insertions:	1	Payments:	\$ 0.00
Firm:	FAMILY LIFE	Columns:	1	Balance:	\$ 1824.30
Agency:		Ad Name:			
Client:	FAMILY LIFE	Pickup Date:		Lines:	59
Pickup #:		Taken By:	Jcalle	Line Rate:	\$30.65
Caller:	Noemi	Taken On:	07/24/2013	Sunday Line Rate:	\$0.00
Schedule:	CN:7/26 1x, , , , , ;				

Approved By:		Date:	
Signed:		Date:	

Public Notice for New Charter School in the Bronx
Name of Charter School: Family Life Academy Charter School III (FLACS III)
Scheduled Opening-September 2013
Starting Grades: and Enrollment for Year 1- Grades K-1: 100 students
First Year of Operations-2014-2015: 1st Year of Operation
District Preference- CSD 7
School Summary:
The FLACS founders wish to establish FLACS III to provide students from local Bronx neighborhoods with an educational environment where there is an expectation for high student achievement and personal development that supports families and students holistically. FLACS schools have already been identified as having the largest English as a Second Language population (by number and percentage) of any charter school in the State of New York. FLACS I and FLACS II have been able to provide instruction and learning environments that have resulted in student performance scores exceeding those of the local community

school districts and, in many grades, surpassed New York City and New York State school performance. FLACS III will adhere to the Key Design Elements that drive the educational environment of the FLACS Schools:
•Active & Experienced Leadership
•Rigorous Academic Program
•School Traditions
•Special School Structures. This school will be authorized by the State University of New York Charter Schools Institute (CSI). More info can be accessed at: www.schools.nyc.gov/charters. You can also visit the Family Life Academy Charter School website: www.flacsny.com. We seek comments from students, parents, and community members regarding this proposed charter school. Written comments can be e-mailed to: flacsi@flacsny.com or faxed to: (718) 410-6500. You may also submit your comments via regular U.S. Postal Service to: Response to FLACS III Public Notice • 14 West 170th St, Bronx, NY 10452 ATTN: N. Santana, Office of Communications

AD ZONES

- CS - City and Suburban-Advertising appears in Manhattan, Bronx, Westchester, Rockland, Brooklyn, Queens, Staten Island, Nassau and Suffolk, and the lower Hudson Valley, NY, Fairfield and New Haven, CT. and the 14 counties in Northern New Jersey.
- CN - City North - Advertising appears in Manhattan, Bronx, Westchester, Rockland, and the lower Hudson Valley, NY, Fairfield and New Haven, CT. and the 14 counties in Northern New Jersey.
- IS - Island - Advertising appears in Brooklyn, Queens, Staten Island, Nassau and Suffolk, NY.

This is a final proof. If any information is incorrect please contact your sales representative prior to deadline for first insertion. Otherwise your order is accepted as having been approved.

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03(c)

Attachment 4

EL DIARIO

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14 WEST 170TH STREET
BRONX, NEW YORK 10452

BILLING DATE	TOTAL AMOUNT	PAYMENT DUE
7/31/13	\$881.96	UPON RECEIPT

FROM:

Account #	
6004196	

MIRIAM NIETO

DATE	REFERENCE NUMBER	DESCRIPTION	DIMENSIONS	TIMES	BILLED UNITS	RATE	AMOUNT
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PRINT:

PUBLIC NOTICE

SIZE: 3 COL X 49 LINES (EIGHTH PAGE)

\$881.96

							\$881.96
						Total Net:	\$881.96

ANUNCIO PÚBLICO SOBRE ESCUELA CHARTER EN EL BRONX

Nombre de la Escuela Charter
Apertura Propuesta para
Grados Iniciales y Capacidad de Matrícula
Primer Año de Operaciones
Area/Distrito Preferido

Family Life Academy Charter School III (FLACS III)
Septiembre del 2014
Grados K-1: 100 Estudiantes
2014-2015: primer año de operaciones
Todo Distrito en el Bronx; preferencia CSD 7

Resumen Sobre la Escuela:

Los fundadores de FLACS desean establecer a FLACS III para proveerle a los estudiantes de las vecindades del Bronx con un ambiente educativo donde existirán altas expectativas de éxito académico y desarrollo personal que apoye a las familias y a los estudiantes de una manera íntegra. Las escuelas FLACS han sido identificadas por tener la población más alta de personas con inglés como segundo idioma (en número y en porcentaje) de cualquier otra escuela charter en el Estado de Nueva York. FLACS I Y FLACS II han brindado instrucción y ambientes de aprendizaje fértiles resultando en notas académicas que sobrepasan las de los distritos escolares locales y en muchos grados han sobrepasado el rendimiento escolar en la Ciudad de Nueva York y en el Estado de Nueva York.

FLACS III cumplirá con los Diseños Claves Elementales que impulsan el ambiente educativo de las escuelas FLACS:
• Liderazgo Activo y con Experiencia • Programa Académico Riguroso • Tradiciones Escolares • Estructuras Escolásticas Especiales

Esta escuela será autorizada por the State University of New York Charter Schools Institute (CSI).

Para más información puede visitar la página web:
www.schools.nyc.gov/charters <<http://www.schools.nyc.gov/charters>>.

También puede visitar la página web de Family Life Academy Charter School:
www.flacsny.com <<http://www.flacsny.com>>

Se solicitan comentarios de estudiantes, padres/madres, y miembros de la comunidad sobre la propuesta de esta escuela. Puede someter sus comentarios usando correo electrónico a: MCalo@flacsny.com <<mailto:MCalo@flacsny.com>> o al facsimile: (718) 410-8800. También puede someter sus comentarios a través del correo regular a: Response to FLACS III Public Notice • 14 West 170th Street • Bronx, NY 10452 • ATENCION: N. Santana, Oficina de Comunicaciones

Attachment

03(c)

Response 04 - School Enrollment

FLACS will open FLACS-III to all children otherwise eligible to attend who attain the age of five on or before December 31st of the year in which they first attend kindergarten.

FLACS recognizes the need to provide students with strong foundational skills that will prepare them for rigorous high school and college programs. As such, it proposes to open the kindergarten through eighth grade school, starting with kindergarten and first grade in the 2014-2015 school year. By working with students as they first enter formal schooling, FLACS-III will provide a solid foundation of academic skills that will prepare students to be successful through the rest of their lives. Since early academic success is predictive of future student academic performance, the applicants have chosen to open the school with the youngest eligible students.

The proposed charter's grade configuration aligns with that of its proposed location. Within School District 7 and its neighboring districts, there are a variety of school configurations. The majority of the schools are elementary schools (pre-kindergarten or kindergarten through fifth grade), middle schools (sixth through eighth grade), or high schools (ninth through twelfth grade). However, some schools enroll kindergarten through sixth grade, kindergarten through third grade, or fifth through eighth grade. There are also a few combined elementary/middle school programs, running from kindergarten to eighth grade and a few combined middle/high school programs, running from sixth grade to twelfth grade. Since high school admission and placement is a citywide, not a district-wide process, it is important to note that the majority of high school programs citywide begin in ninth grade, which fits in well with proposed the end grade for this school.

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

Ultimate Enrollment Plan

By the 2021-2022 school year, FLACS-III will span kindergarten through grade eight (K-8). At that point, the school intends to serve a total of 450 students: 300 in the elementary school grades and 150 in the middle school grades

School Enrollment for FLACS - III

Grades	Ages	Number of Students						School Plans ¹ 2021-2022
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19		
K	4.5-6	50	50	50	50	50	50	
1	5.5-7	50	50	50	50	50	50	
2	6.5-8		50	50	50	50	50	
3	7.5-9			50	50	50	50	
4	8.5-10				50	50	50	
5	9.5-11					50	50	
6	10.5-12						50	
7	11.5-13						50	
8	12.5-14						50	
Total Students		100	150	200	250	300	450	
Classes/Grade		2	2	2	2	2	2	
Average # of Students/Class		25	25	25	25	25	25	

Total School Enrollment for FLACS (I, II, & III)

Grades	Ages	Number of Students						School Plans 2021-22
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19		
K		152	152	152	152	152	152	
1		151	152	152	152	152	152	
2		100	151	151	151	151	151	
3		100	100	150	150	150	150	
4		50	100	100	150	150	150	
5		50	50	100	100	150	150	
6		50	50	50	100	100	150	
7		50	50	50	50	100	150	
8		50	50	50	50	50	150	
Total Students		753	853	955	1055	1155	1355	
Classes/Grade		3.33	3.55	4.00	4.44	4.89	6.00	
Average # of Students/Class		25	25	25	25	25	25	

¹ If the applicants intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the “School Plan” column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year term of authority to operate.

Response 05 - Curriculum and Instruction

FLACS will adopt the academic program in FLACS–III that it has implemented at all of its schools.

Response 6 – Calendar and Schedules

a) School Calendar

For the 2014-2015 school year, all FLACS schools will have a total of 183 days of instruction. The first day of classes will be September 3, 2014, and the last day of classes will be June 26, 2015. Planned holidays and non-instructional days (VD) are:

October 13	Columbus Day
November 11	Veterans Day
November 27-28	Thanksgiving
December 24 – January 1	Winter Recess
January 19	Martin Luther King Jr. Day
February 16-20	Mid-Winter Recess
April 6 – April 10	Spring Recess
May 25	Memorial Day

In addition, the following will be planned half days:

October 3	Professional Development
November (TBD)	Professional Development
December 5	Parent Teacher Conferences
February 6	Professional Development
March 6	Professional Development
March (TBD)	Parent Teacher Conferences
May 1	Professional Development
June (TBD)	Professional Development
June (TBD)	Parent Teacher Conferences

Prior to the beginning of the first school year, teachers will attend fifteen professional development days. In subsequent years, teachers will attend ten professional development days prior to students' return to school. There will also be one professional development day scheduled on Election Day. Students will not be in attendance on these 17 professional development days in 2014-2015:

August 11 – 15, August 18 – 22, August 25 – 29, September 2, November 4

Summer school is planned for 20 sessions in the month of July. Summer school will be offered only for students who are performing below grade level standards. The summer school dates for 2014-2015 are as follows:

July 6 – 10, July 13 – 17, July 20 – 24, July 27 – 31

The school year will be organized into trimesters:

- 1) First: September 3 to November 14
- 2) Second: November 17 to March 13
- 3) Third: March 16 to June 26

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

Figure 1: School year calendar for 2014-2015

August 2014					September 2014				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
				1	1	2 PD	3 First Day	4	5
4	5	6	7	8	8	9	10	11	12
11 PD	12 PD	13 PD	14 PD	15 PD	15	16	17	18	19
18 PD	19 PD	20 PD	21 PD	22 PD	22	23	24	25	26
25 PD	26 PD	27 PD	28 PD	29 PD	29	30			

October 2014					November 2014				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
		1	2	3 HD	3	4	5	6	7
6	7	8	9	10	10	11 PD	12	13	14 1 st Trim. End
13 VD	14	15	16	17	17	18	19	20	21
20	21	22	23	24	24	25	26	27 VD	28 VD
27	28	29	30	31					

December 2014					January 2015				
Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.
1	2	3	4	5 HD				1 VD	2
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	12	13	14	15	16
22	23	24 VD	25 VD	26 VD	19 VD	20	21	22	23
27 VD	28 VD	29 VD	30 VD	31 VD	26	27	28	29	30

February 2015						March 2015				
Mon.	Tue.	Wed.	Thu.	Fri.		Mon.	Tue.	Wed.	Thu.	Fri.
2	3	4	5	6 HD		2	3	4	5	6 HD
9	10	11	12	13		9	10	11	12	13 2 nd Trim. End
16 VD	17 VD	18 VD	19 VD	20 VD		16	17	18	19	20
23	24	25	26	27		23	24	25	26	27
						30	31			

April 2015						May 2015				
Mon.	Tue.	Wed.	Thu.	Fri.		Mon.	Tue.	Wed.	Thu.	Fri.
		1	2	3						1 HD
6 VD	7 VD	8 VD	9 VD	10 VD		4	5	6	7	8
13	14	15	16	17		11	12	13	14	15
20	21	22	23	24		18	19	20	21	22
27	28	29	30			25 VD	26	27	28	29

June 2015						July 2015				
Mon.	Tue.	Wed.	Thu.	Fri.		Mon.	Tue.	Wed.	Thu.	Fri.
1	2	3	4	5				1	2	3 VC
8	9	10	11	12		6 SS	7 SS	8 SS	9 SS	10 SS
15	16	17	18	19		13 SS	14 SS	15 SS	16 SS	17 SS
22	23	24 Last Day	25	26 3 rd Trim. Ends		20 SS	21 SS	22 SS	23 SS	24 SS
29	30					27 SS	28 SS	29 SS	30 SS	31 SS

b) School Schedules

Elementary School (K-5)

The elementary school day will run from 8:10 to 4:10 for teachers and from 8:15 to 3:30 for students in kindergarten through fifth grade. Figure 2 contains a sample weekly schedule for students in kindergarten through fifth grade. Figure 3 contains a sample schedule for teachers.

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

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

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

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

Figure 3: Sample schedule for teachers in kindergarten through fifth grade

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

Middle School (6-8)

The middle school day will run from 8:10 to 4:10 for teachers and from 8:15 to 3:30 for students in kindergarten through fifth grade. Figure 4 contains a sample weekly schedule for students in sixth through eighth grade. Figure 5 contains a sample schedule for teachers.

Figure 4: Sample schedule for students in sixth through eighth grade

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

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

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:15	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In	Teacher Sign-In
8:15 – 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 – 9:40	Class 701 Science	Class 702 Science	Class 801 Science	Class 802 Science	Class 601 Science
9:40 – 10:30	Class 701 Science	Class 702 Science	Class 801 Science	Class 802 Science	Class 601 Science
10:30 – 11:20	Preparation Period	Preparation Period	Preparation Period	Preparation Period	Preparation Period
11:20 – 12:10	Preparation Period	Class 802 Science	Class 802 Science	Class 601 Science	Class 802 Science
12:10 – 1:00	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
1:00 – 1:50	Class 801 Science	Preparation Period	Class 601 Science	Class 801 Science	Class 801 Science
1:50 – 2:40	Class 702 Science	Class 601 Science	Class 702 Science	Preparation Period	Class 702 Science
2:40 – 3:30	Class 601 Science	Class 701 Science	Preparation Period	Class 701 Science	Class 701 Science
3:30 – 4:10	Professional Development	Electives	Electives	Electives	Preparation Period
4:10 – 5:00	Professional Development				

Response 7 - Specific Populations

FLACS III is adopting school programs to address the needs of generally at-risk students, special education students, ELLs, and advanced and/or gifted students, as has been implemented at FLACS and FLACS II, and incorporates by reference Attachment 13—At-Risk Students, of the Terms of Operation of FLACS II without regard to CSD references or references to other parts of the FLACS II Terms of Operation.

Response 8 - Instructional Leadership

As a result of its new educational corporation structure, FLACS has amended its instructional leadership and professional development models at all of its schools. FLACS adopted this structure for two primary reasons:

1. Ensure uniformity of curriculum and instruction across all schools, and
2. Enable each school to improve its use of student allocations for instructional purposes, while providing the services needed by all schools to reduce any redundancies, such as costs.

(a) Instructional Leadership Roles

Chief Executive Officer and Chief Operating Officer

FLACS' Chief Executive Officer and Chief Operating Officer will oversee the instructional leaders at the individual schools—the principals—to ensure they are executing the academic program at their respective school. They will oversee FLACS-wide administrative support to ensure uniformity of instruction, curriculum, and professional development. This includes finance and human resources, instruction and assessment support, building operations, funded programs, and marketing and communications.

School Principals

The school principals will continue to support the day-to-day implementation of the on-site academic program. They also will oversee the school's instructional and non-academic staff. They will have subordinate administrative support to include an assistant principal, and (when the school is large enough), instructional coaches, ELL and special education coordinators. They will add the role of testing coordinator to the job description of any of these individuals.

Instructional Staff

Teachers will oversee the teaching assistants in their respective classes.

(b) On-going Teacher Supervision and Support

FLACs will adopt the same on-going teacher supervision and support in FLACS-III that it has implemented at all of its schools.

(c) Professional Development

In the first year, FLACS' Chief Executive Officer and Chief Operating Officer will provide direct support to the principals and instructional coaches at the individual schools to ensure that the instructional staff to develop the skills and knowledge necessary to support the school's mission, curriculum instruction, and assessment strategies. As of year two, Instructional Specialists at the corporate office will support the principals and school-based instructional coaches. At the school level, the principals, assistant principals, and instructional coaches will continue to develop the skills and knowledge of the instructional staff.

(d) Teacher Evaluation and Accountability

FLACs will adopt the same teacher evaluation and accountability in FLACS-III that it has implemented at all of its schools.

Response 9 - Culture and Discipline

FLACS III will be adopting the same approach to school culture and discipline, discipline policy, special education discipline policy, and dress code policy as is presently in place for FLACS and FLACS II, and incorporates by reference Attachment 16 – School Culture and Discipline, of the Terms of Operation of FLACS II.

Response 9(b) – Discipline Policy

FLACS III will be adopting the same approach to school culture and discipline, discipline policy, and special education discipline policy as is presently in place for FLACS and FLACS II. Going forward, all three schools will use the Discipline Policy and Special Education Discipline Policy below.

Students, teachers, and other school staff will be required to participate fully in creating and maintaining the school’s vision of an orderly, safe, and supportive learning environment conducive to achieving high standards. To this end, the following discipline code will be adopted for the entire school. In order for each individual to ensure that their own rights are respected, they must also take responsibility for protecting and respecting the rights of those around them.

Part of FLACS III’s mission is to empower all students to achieve at a high standard, take responsibility for their own learning, and explore and affirm human values. The school believes that it is important to instill skills and values in its students that will ensure their success in school and in society. Therefore the development of character is of the utmost importance at FLACS III. A supportive school culture, a strong character education program, and a relevant curriculum with engaging, appropriate, and academically challenging activities will reduce discipline issues, improve social achievement, and foster good citizenship. The school will implement a life skills/character values program that is infused through lessons and daily activities. Several intervention measures will be established to minimize disruptions, distractions, and infractions of the discipline policy. As such, the focus of the discipline policy is prevention, not reaction. The discipline policy listed below is the same policy currently being used at FLACS and FLACS II.

School-Wide Rules

FLACS III will have four cardinal rules, which are listed below.

1. Every person will be treated with kindness and respect.
2. Keep your hands and feet to yourself.
3. Respect all property – both public and private.
4. Use kind words and actions.

All students are expected to know and follow our cardinal rules and share their thoughts and concerns with staff and students during class meetings, life skills/values activities and projects. Teachers will review and explicitly teach these rules so that a culture of consistency is maintained and students know what is expected of them in school. These rules will also be shared with families at the beginning of the year during the back-to-school curriculum night and included in the parent handbook that will be distributed to families each year.

Student Responsibilities

All students are also expected to adhere to certain responsibilities that are in synchronization with the cardinal rules of FLACS III. Students’ responsibilities include:

- attending school regularly and being on time
- coming to school prepared and ready to learn, including being in school uniform
- taking care of all school materials, equipment, supplies and books
- behaving in a manner that creates a safe learning environment and which does not violate other students' right to learn and teachers' right to teach
- being polite, courteous, and respectful towards others regardless of age, race, creed, color gender, religion, national origin, physical disabilities and refrain from making comments or slurs on any of the above items
- behaving in a polite, cooperative and respectful manner toward students, parents, teachers, and other school staff
- resolving problems and conflicts peacefully
- using appropriate language at all times
- bringing to school only those personal possessions that are safe and do not interfere with the educational process of others
- making choices that show leadership and set a positive example to others

Preventative and Guidance Measures

An essential element of the discipline policy is prevention. As such, FLACS III will implement the following measures to help minimize infractions of the discipline code. Likewise, the following guidance interventions may be enacted in order to proactively minimize future occurrences of the behavior or infraction once it has occurred. These preventative and guidance measures include:

- parent outreach
- mentoring
- conflict resolution education
- development of an individual behavior contract
- use of short-term behavioral progress reports
- referral to the child study
- intervention by counseling staff on site or through a community based organization
- individual/group counseling
- referral to a community based organization for additional services

Disciplinary Code and Consequences

There are times when students have extreme difficulty following school rules and student responsibilities, even with preventative measures in place. During these times FLACS III will utilize a modified version of the *Citywide Standards of Intervention and Discipline Measures* that has been adapted for FLACS III. This is the same version used in FLACS currently. The following pages include FLACS III student responsibilities and a summary of the modified *Citywide Standards of Conduct and Uniform Disciplinary Measures Policy*¹ The following pages are adapted from, and in some areas, directly copied from this document. It clearly outlines prohibited actions of students and intervention measures appropriate for each infraction.

¹ This document can be accessed <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>.

Behavioral infractions not listed are subject to disciplinary measures by teachers, administrators and other designated school personnel.

The FLACS III Discipline Code applies to behavior in school during school hours, while on school property before and after school, while traveling to and from the school, at all school-sponsored events and trips. In addition to consulting the Discipline Code, prior to determining the appropriate disciplinary and/or intervention measures, administrators, teachers, and others school staff must consider: the student's age, maturity, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each); the circumstances surrounding the incident leading to the discipline; and the student's IEP and 504 Accommodation Plan, if applicable. Every reasonable effort should be made to use the least severe disciplinary responses to remediate the behavior. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level I

Level 1 Infractions – Insubordinate Behaviors	Level 1 – Range of Possible Disciplinary Responses
1. Unexcused absence from school (A-D only)	A. Admonishment by school staff
2. Failing to wear the required school uniform (unless there is an exemption for religious observance) (A and/or D only)	B. Student/teacher conference
3. Being late for school	C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
4. Bringing prohibited equipment or material to school without authorization (i.e., cell phone, beeper, or other electronic communication/ entertainment device)	D. Parent Conference
5. Failing to be in one’s assigned place on school premises	E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)
6. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)	F. Removal from classroom by teacher with administration and appropriate staff.
7. Engaging in verbally rude or disrespectful behavior	
8. Wearing clothing or other items that are unsafe or disruptive to the educational process	
9. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level II

Level 2 Infraction- Disorderly Disruptive Behaviors	Level 2 – Range of Possible Disciplinary Responses
10. Smoking and/or possession of matches or lighters (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days
11. Gambling	
12. Using profane, obscene, vulgar, lewd or abusive language or gestures	
13. Lying to, giving false information to, and/or misleading school personnel	
14. Misusing property belonging to others	
15. Engaging in or causing disruptive behavior on the school bus	
16. Leaving class or school premises without permission of supervising school personnel	
17. Engaging in inappropriate or unwanted physical contact (grades K-3 only)	
18. Violating the FLACS-II’s Internet Use Policy, e.g., use of the school’s system for non-educational purposes, security/privacy violations	
19. Engaging in scholastic dishonesty which includes but is not limited to:	
a. Cheating (e.g., copying from another’s test paper, using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test;	
b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without required citation and attribution, e.g., copying written work from the Internet, or any other source) (grades 4-5 only); or	
c. Colluding (engaging in fraudulent with another person in preparing written work for credit)	
20. Engaging in a pattern of persistent Level 1 behavior in the same school year (For being late to school, A-E only).	

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level III

Level 3 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 3 - Range of Disciplinary Responses
21. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents	A. Admonishment by school staff
22. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, or disability	B. Student/teacher conference
23. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay or other minor altercation), or throwing an object (e.g., chalk) or spitting at another person	C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
24. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules.	D. Parent conference
25. Engaging in theft or knowingly possessing property belonging to another without authorization	E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)
26. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means	F. Removal from classroom by teacher
27. Engaging in inappropriate or unwanted physical contact. (Grades 4-5 only)	G. Suspension of 1 – 5 days
28. Engaging in gang-related behavior (e.g., wearing gang apparel, writing graffiti, making gestures or signs) (Grades 4-5 only) (D-H only)	H. Continued suspension for a fixed period of 6-10 school days
29. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others. (C-H only)	
30. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm. (C-H only)	
31. Engaging in a pattern of persistent Level 2 behavior*	

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
32. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D-H only)	D. Parent Conference E. In school disciplinary action (e.g. Exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff. G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days I. Suspension that results in expulsion
33. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury	
34. Engaging in an act of coercion or threatening violence, injury or harm to another or others	
35. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-I only)	
36. Engaging in intimidating and bullying behavior, including cyber-bullying — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability	
37. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) (for grades 4-5 only)	
38. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol	
39. Taking or attempting to take property belonging to another without authorization	
40. Falsely activating a fire alarm or other disaster alarm (D-H only)	
41. Making a bomb threat (D-H only)	
42. Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt	

buckle, or umbrella)
43. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)
44. Starting a fire (G-I only)
45. Inciting/causing a riot (G-I only)
46. Possessing or selling any weapon as defined in Category II (G-I only)
47. Using controlled substances without appropriate authorization, or using illegal drugs and/or alcohol (G-I only)
48. Engaging in a pattern of persistent Level 3 behavior in the same school year.

INFRACTIONS AND LEVEL OF SEVERITY
Kindergarten – Grade 5
Level V

Level 5 Infraction- Seriously Dangerous or Violent Behavior	Level 4 - Range of Disciplinary Responses
49. Threatening to use or using force to take or attempt to take property belonging to another	G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days I. Suspension that results in expulsion
50. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents	
51. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	
52. Planning, instigating, or participating with another or others, in an incident of group violence	
53. Engaging in threatening, dangerous or violent behavior that is gang-related	
54. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (grades 4-5 only)	
55. Selling or distributing illegal drugs or controlled substances and/or alcohol	
56. Possessing or selling any weapon, other than a firearm, as defined in Category I	
57. Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others	
58. Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others	
59. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others	
60. Possessing or using a firearm	

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level I

Level 1 Infractions – Insubordinate Behaviors	Level 1 – Range of Possible Disciplinary Responses
1. Unexcused absence from school (A-E only)	A. Admonishment by school staff
2. Failing to wear the required school uniform (A and/or D only)	B. Student/teacher conference
3. Cutting classes (reporting to school and failing to attend one or more programmed classes)	C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
4. Being late for school or class	D. Parent Conference
5. Bringing prohibited equipment or material to school without authorization (i.e., cell phone, beeper, or other electronic communication/entertainment device)	E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)
6. Failing to be in one’s assigned place on school premises	F. Removal from classroom by teacher with administration and appropriate staff
7. Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway)	
8. Engaging in verbally rude or disrespectful behavior	
9. Wearing clothing or other items that are unsafe or disruptive to the educational process	
10. Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules	
11. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level II

Level 2 Infraction- Disorderly Disruptive Behaviors	Level 2 – Range of Possible Disciplinary Responses
12. Smoking and/or possession of matches or lighters (A-D only)	A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent Conference E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher G. Suspension of 1 – 5 days
13. Gambling	
14. Using profane, obscene, vulgar, lewd or abusive language or gestures	
15. Lying to, giving false information to, and/or misleading school personnel	
16. Misusing property belonging to others	
17. Engaging in or causing disruptive behavior on the school bus	
18. Engaging in a pattern of persistent Level 1 (5–11) behavior in the same school year (For unexcused absence or being late to school, A-E only).	

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level III

Level 3 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 3 - Range of Disciplinary Responses
19. Leaving class or school premises without permission of supervising school personnel	A. Admonishment by school staff B. Student/teacher conference
20. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents.	C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)
21. Entering or attempting to enter a school building without authorization	D. Parent conference E. In school disciplinary action
22. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, or disability	(e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher
23. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay or other minor altercation), or throwing an object (e.g., chalk) or spitting at another person (for fighting use B37)	G. Suspension of 1 – 5 days H. Continued suspension for a fixed period of 6-10 school days
24. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules	
25. Engaging in gang-related behavior (e.g. wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (D-H only)	
26. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means	
27. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only)	
28. Knowingly possessing property belonging to another without authorization	
29. Engaging in sexual conduct on school premises or at school-related functions	
30. Violating FLACS-II’s Internet Use Policy	
31. 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;	

<p>collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test);</p> <p>b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source); or</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p>	
<p>32. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only)</p>	
<p>33. Engaging in a pattern of persistent Level 2 behavior in the same school year</p>	

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
34. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)	D. Parent Conference E. In school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher with administration and appropriate staff G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days I. Suspension that results in expulsion
35. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet	
36. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury (G-I only)	
37. Engaging in an act of coercion or threatening violence, injury or harm to another or others	
38. Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury (students may also be excluded from the bus as per Chancellor’s Regulation A-801)	
39. Engaging in intimidating and bullying behavior, including cyber-bullying — threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation including through the use of epithets or slurs involving actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability	
40. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol	
41. Falsely activating a fire alarm or other disaster alarm	
42. Making a bomb threat	
43. Taking or attempting to take property belonging to another without authorization (G-I only)	
44. Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)	
45. Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing	

physical injury (e.g., lighter, belt buckle, or umbrella)
46. Starting a fire
47. Inciting/causing a riot
48. Possessing or selling any weapon as defined in Category II
49. Using controlled substances without appropriate authorization, or using illegal drugs and/or alcohol
50. Engaging in a pattern of persistent Level 3 behavior in the same school year

INFRACTIONS AND LEVEL OF SEVERITY
Grade 6 – Grade 8
Level IV

Level 4 Infraction- Seriously Disruptive Behaviors or Dangerous Behavior	Level 4 - Range of Disciplinary Responses
51. Threatening to use or using force to take or attempt to take property belonging to another	G. Suspension of 1 – 5 days H. Continued suspension for 6-10 school days I. Suspension that results in expulsion
52. Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents	
53. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	
54. Planning, instigating, or participating with another or others, in an incident of group violence	
55. Engaging in threatening, dangerous or violent behavior that is gang-related	
56. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity	
57. Selling or distributing illegal drugs or controlled substances and/or alcohol	
58. Possessing or selling any weapon, other than a firearm, as defined in Category I	
59. Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others	
60. Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others	
61. Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or other	
62. Possessing or using a firearm	

Prohibited Weapons

Category I

- Firearms, including pistol and handgun, silencers, electronic dart (taser), and stun gun
- Shotgun, rifle, machine gun
- Airgun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chukka stick, and metal knuckles
- Sandbag and sandclub
- Slingshot (small, heavyweights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nunchucks and shirkens
- Explosives, including bombs, firecrackers and bombshells

Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Stun pens or other stun weapons
- Laser beam pointers
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

Definitions of Disciplinary Responses

Removal from a Classroom by a Teacher.

A student who engages in behavior that is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from the classroom by the teacher for 1-4 days, with administrative approval. Removed students will be sent to a location within the school where they will be provided with continued educational services including 1-2 hours of live instruction, classwork and homework in an alternate location in the school.

Suspension.

A student may be suspended when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities. Suspended students will be provided with independent instruction including homework and classwork. This instruction will consist of live instruction by a qualified instructor in the student's home or other agreed upon location. This instructor will be hired from a substitute teaching service, such as School Professionals, and will

work closely with permanent school staff to ensure instruction is aligned with state standards and the school curriculum. The instructor will provide instruction on a daily basis in the core standard areas. Students will be offered all assessments and examinations necessary in order to keep pace with their classes and advance to the next grade.

Right to Due Process

All students at FLACS-II have the right to due process within their school. This includes the right to

- be provided with the Discipline Code and rules and regulations of the FLACS-II;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- tell their version of events prior to discipline being administered;
- be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school;
- know possible dispositions and outcomes for specific offenses;
- receive written notice of the reasons for disciplinary action taken against them in a timely fashion;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers;
- know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
- be accompanied by a parent/adult in parental relationship and/or representative at conferences;
- challenge and explain in writing any material entered in their student records.

In the case of a suspension of five (5) or fewer days, the school will provide the student and his or her parent/guardian with notice of the charged misconduct and an explanation of the basis for the suspension in writing. The student and the parent/guardian will, on request, be given an opportunity for an informal conference with the principal at which the student and/or the parent/guardian can be authorized to present the student's version of the event and to ask questions of the complaining witnesses. The notice and opportunity for an informal conference will take place prior to suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the student's notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

In the case of a suspension of more than (5) days, the student and the parent/guardian will be notified in writing of the charged misconduct and an explanation of the basis of the suspension. They will have had an opportunity for a fair hearing at which such student will have the right of representation by counsel, the right to question witnesses against such student and to present witnesses, and the right to confront school evidence and present other evidence on his behalf. A tape recording of the hearing will be maintained. The hearing officer, as designated by the principal, shall make findings of fact and recommendations as to the appropriate measure of discipline to the principal, however the principal may accept all or any part of the recommendations. The notice and hearing will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons. The student

and/or the parent/guardian may appeal the decision of the principal by contacting the Board of Trustees. An appeal will lie from the decision to the board of trustees. The board may adopt in whole or in part the decision of the principal, and will determine appeals procedures.

Gun Free Schools Act

Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the federal Gun-Free Schools Act, 20 U.S.C. § 7151. "Firearm", as used in this law, only means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. This provision applies to special education students as well but the proposed penalty would constitute a change in placement, which must be brought to the attention of the CSE as soon as possible.

Discipline of Students with Disabilities

In accordance with federal law, FLACS-II will have some additional policies in place for students with a disability. These policies will also apply to students presumed to have a disability, defined as a student who the school is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary, including if the parent of such student has expressed concern in writing that the student is in need of special education, or the parent of the student has requested an evaluation of the student, a teacher of the student expressed specific concerns about a pattern of behavior demonstrated by the student. This will be excepted if the parents of the student have not allowed an evaluation or have refused services, repudiated an IEP or a student was determined not to be a student with a disability.

In the event of a suspension of five (5) school days or less, the school will provide written notice and phone call to parents or guardians. Parents or guardians will have the right to request an informal conference, as described previously.

In the event of suspension in excess of five (5) consecutive days, the school will provide written notice to parents and the opportunity for a fair hearing, as described previously. The school will also ensure that alternative education is provided to all students as described previously.

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability will be made immediately, if possible, but in no case later than 10 school days after a decision to change the placement of the student to an alternative educational setting or suspension of more than 10 days. A manifestation team, consisting of the special education coordinator, the parent and relevant members of the CSE, will be convened by the CSE. The parent will receive written notification, informing them of the purpose of the meeting and the individuals expected to attend, prior to any manifestation team meeting to ensure that they have an opportunity to attend. The manifestation team will review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if to

determine if there is relationship between the conduct in question and the student's disability and whether the conduct in question was the direct result of the a failure to implement the IEP.

If the CSE makes the determination that the conduct subject to disciplinary action was a manifestation of the student's disability, then the school will work with the CSE to conduct a functional behavioral assessment and implement a behavioral intervention plan for this student or if a behavioral plan has already been developed, review the behavioral intervention plan and modify it is as necessary to address the behavior and return the student to the placement from which the student was removed, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan. The CSE may also determine that the IEP is in need of modification or that that school did not properly implement the IEP including any BIP.

In the event the CSE determines that the behavior at issue is not a manifestation of the student's disability, then the student may be disciplined in the same manner as a non-disabled student. The period of suspension or removal may not exceed the amount of time that a nondisabled student would be suspended for the same behavior.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the other requirements of the IDEA is appropriate for a student with a disability who violates the school's code of conduct.

School personnel may not impose a suspension of more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless there has been a determination that the behavior is not a manifestation of the student's disability.

During any period of suspension, a student with a disability will be provided services. During suspensions or removals for periods of up to 10 school days students with disabilities of compulsory attendance age shall be provided with alternative instruction on the same basis as nondisabled students as described previously.

During subsequent suspensions or removals for periods of more than 10 consecutive school days students with disabilities will be provided with services necessary to progress toward meeting the goals set out in the student's IEP and to receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur. Coordination of these services will be determined with the CSE; for students receiving instruction from a special education certified teacher, this instruction may come from personnel hired on a temporary basis; for related services the students may return to school to receive these services, unless doing so would constitute a danger to the school.

These students are entitled to an expedited due process hearing will be conducted under situations delineated under the IDEA regulations. The CSE will arrange the expedited due process hearing according to the following time period, unless the parent and school district agree in writing to waive the resolution meeting or agree to use mediation:

- A resolution meeting shall occur within seven days of receiving notice of the due process complaint.
- The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the due process complaint.
- The expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed.
- The impartial hearing officer shall make a determination within 10 school days after the hearing.

School personnel may remove a student with an IEP for not more than 45 school days to an interim alternative educational setting without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

(1) Carries a weapon to or possesses a weapon (as defined by federal law) at school, on school premises, or to or at a school function;

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

(3) Has inflicted serious bodily injury (as defined by federal law) upon another person while at school, on school premises, or at a school function.

During any such removal pursuant to 34 CFR §300.530(g), the school will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. As defined in federal law "weapon" means a, instrument, material or substance that is used for, or is readily capable of, causing death or serious bodily injury. These service determinations will be made by the CSE. The school will place students in interim alternative educational settings as appropriate under 34 CFR §300.530(g), report same to the CSE and abide by any changes in setting recommended by the CSE.

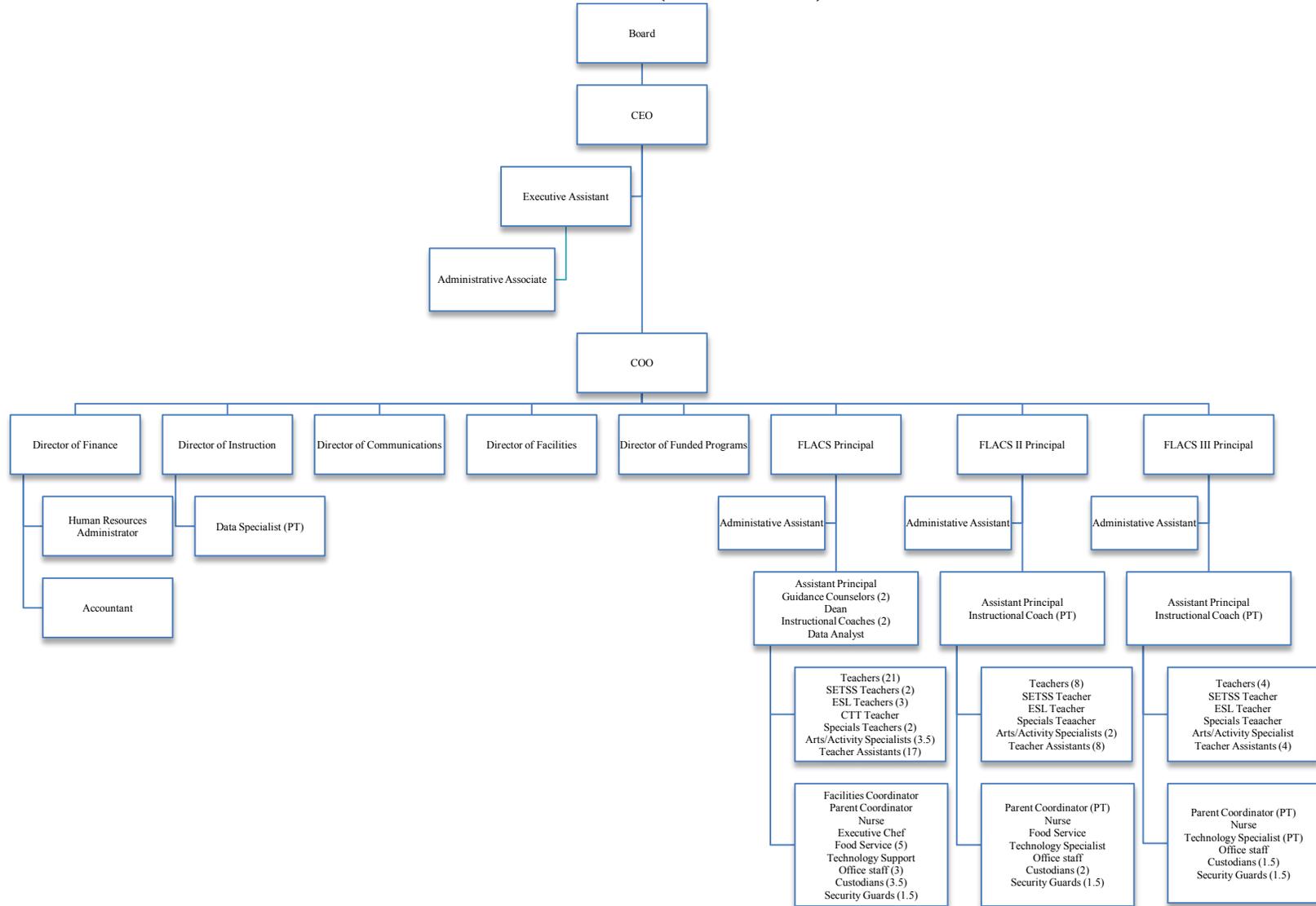
Response 9(c) - Special Education Policy

Please see Response 9(b).

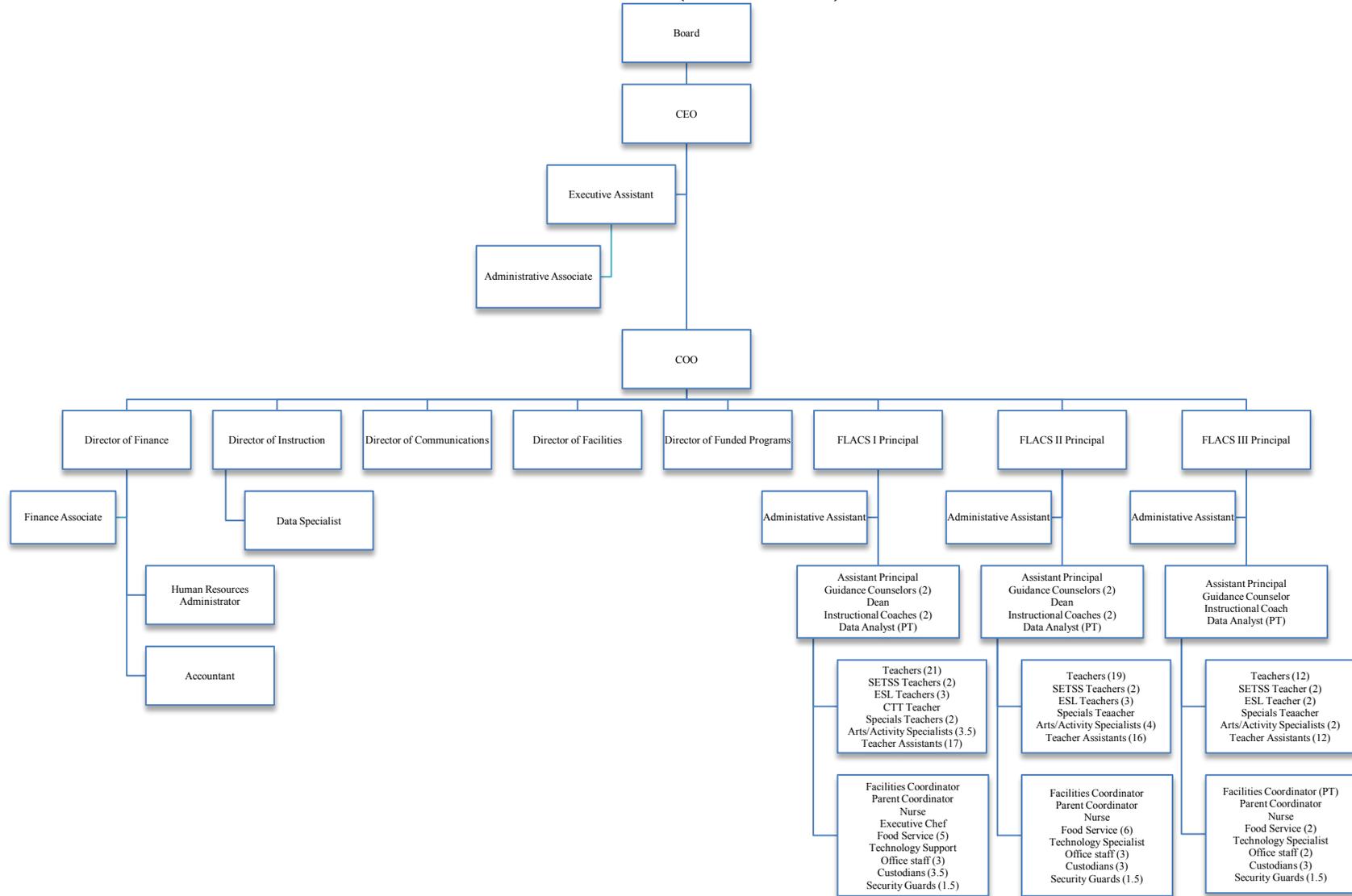
Response 9(d) - Dress Code Policy

FLACS III will adopt the same dress code policy as FLACS and FLACS II, and specifically incorporates Attachment 38 of the FLACS II Terms of Operation.

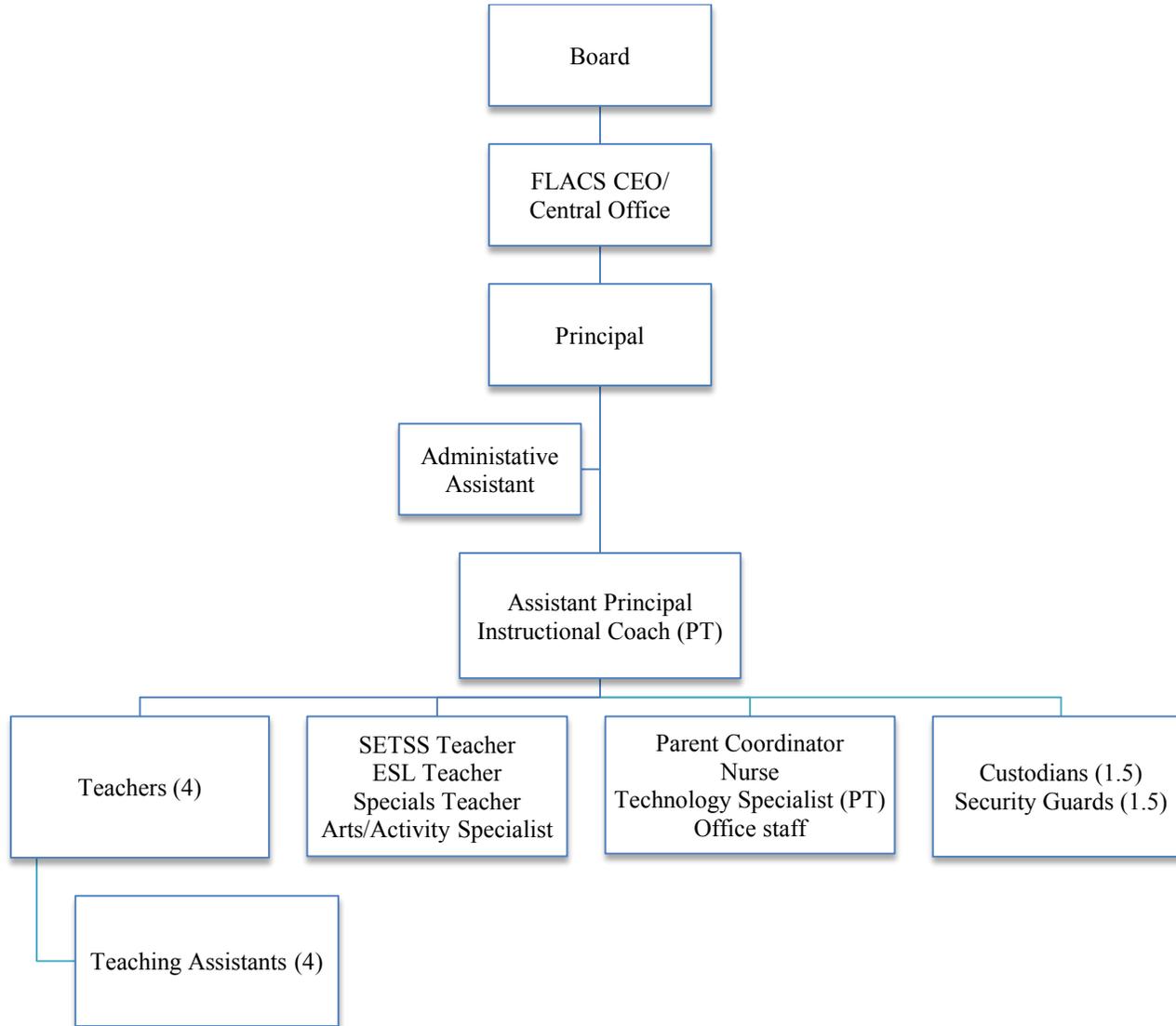
FAMILY LIFE ACADEMY CHARTER SCHOOLS (FLACS) Year One (2014-2015)



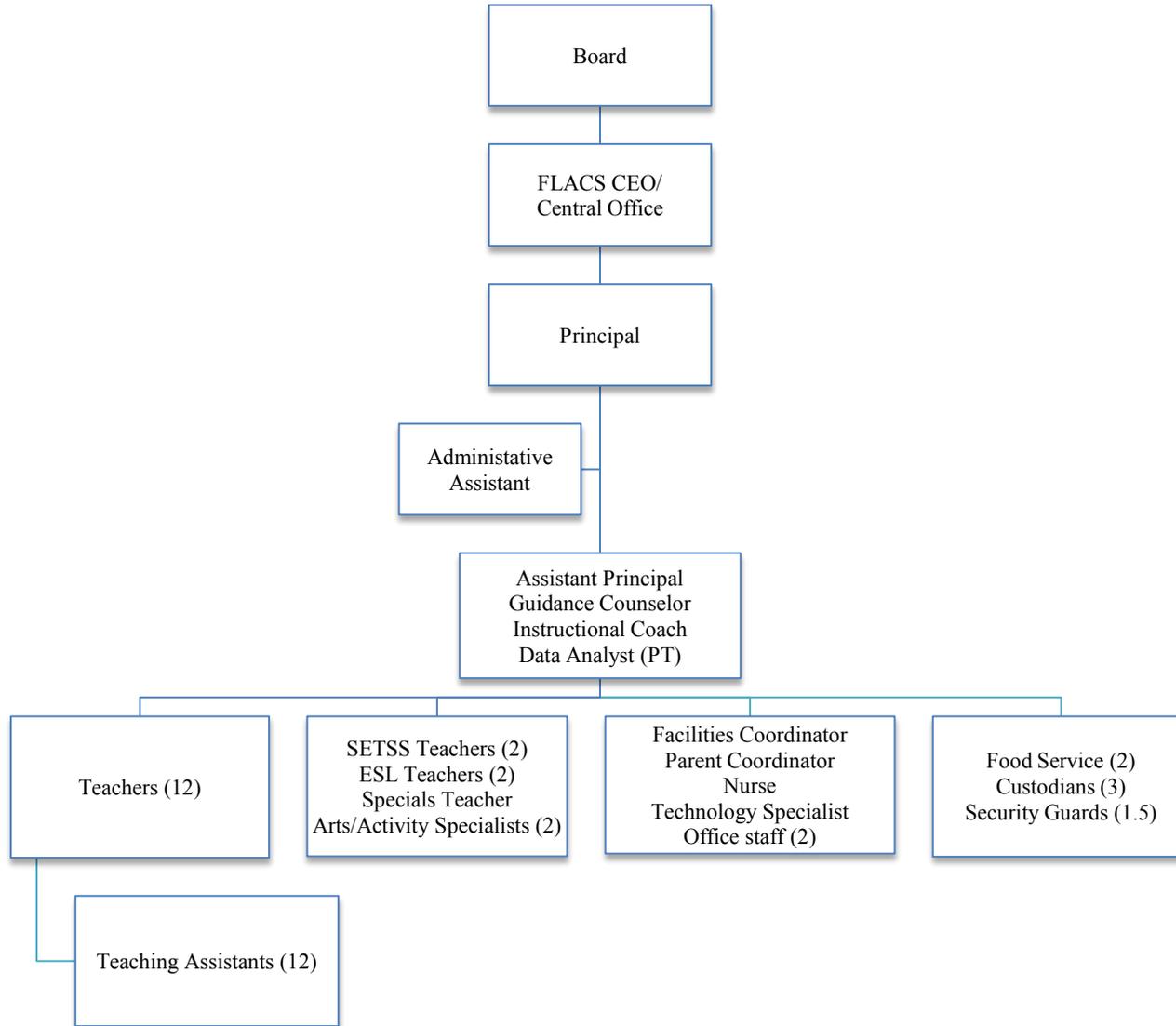
FAMILY LIFE ACADEMY CHARTER SCHOOLS (FLACS) Year Five (2018-2019)



FAMILY LIFE ACADEMY CHARTER SCHOOL III (FLACS III) Year One (2014-2015)



FAMILY LIFE ACADEMY CHARTER SCHOOL III (FLACS III) Year Five (2018-2019)



Response 11 - Personnel

(a) Staffing Chart and Rationale

FLACS (I, II & III)	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-8	K-8	K-8	K-8	K-8
Enrollment:	753	853	955	1,055	1,155
Position					
Chief Executive Officer	1.0	1.0	1.0	1.0	1.0
Chief Operating Officer	1.0	1.0	1.0	1.0	1.0
Executive Assistant	1.0	1.0	1.0	1.0	1.0
Director of Communications	1.0	1.0	1.0	1.0	1.0
Director of Facilities	1.0	1.0	1.0	1.0	1.0
Director of Finance	1.0	1.0	1.0	1.0	1.0
Director of Funded Programs	1.0	1.0	1.0	1.0	1.0
Director of Instruction	1.0	1.0	1.0	1.0	1.0
Instructional Specialist	0.0	1.0	1.0	1.0	1.0
Finance Associate	0.0	1.0	1.0	1.0	1.0
Accountant	1.0	1.0	1.0	1.0	1.0
Human Resources Administrator	1.0	1.0	1.0	1.0	1.0
Administrative Associate	1.0	1.0	1.0	1.0	1.0
Data Specialist	.5	.5	1.0	1.0	1.0
Principals	3.0	3.0	3.0	3.0	3.0
Assistant Principals	3.0	3.0	3.0	3.0	3.0
Instructional Coaches	3.0	4.0	4.0	5.0	5.0
Guidance Counselor/Social Worker	2.0	2.0	3.0	4.0	5.0
Dean	1.0	1.0	1.0	2.0	2.0
Data Analyst	1.0	1.5	1.5	1.5	1.5
Kindergarten Teachers	6.0	6.0	6.0	6.0	6.0
1 st Grade Teachers	6.0	6.0	6.0	6.0	6.0
2 nd Grade Teachers	4.0	6.0	6.0	6.0	6.0
3 rd Grade Teachers	4.0	4.0	6.0	6.0	6.0
4 th Grade Teachers	2.0	4.0	4.0	6.0	6.0
5 th Grade Teachers	2.0	2.0	4.0	4.0	6.0
6 th Grade Teachers	2.0	2.0	2.0	4.0	4.0
7 th & 8 th Grade Teachers	7.0	7.0	7.0	7.0	12.0
SETSS	4.0	4.0	5.0	5.0	6.0
CTT	1.0	1.0	1.0	1.0	1.0
ESL Teachers	5.0	5.5	6.0	6.0	8.0
Specials Teachers	4.0	4.0	4.0	4.0	4.0
Arts/Activity Specialists	6.5	6.5	7.5	8.5	9.5
Teacher Assistants	29.0	33.0	37.0	41.0	45.0
Parent Coordinator	2.0	2.0	2.5	2.5	3.0
Administrative Assistants	3.0	3.0	3.0	3.0	3.0
Facilities Coordinator	1.0	2.0	2.0	2.5	2.5
Food Service	7.0	7.0	11.0	12.0	14.0
Security Guards	4.5	4.5	4.5	4.5	4.5
Nurses	3.0	3.0	3.0	3.0	3.0
Office Staff	5.0	5.5	5.5	6.5	8.0
Technology Specialist	2.5	2.5	3.0	3.0	3.0
Custodians	7.0	7.0	8.0	8.0	9.5
Total	143.0	155.5	173.5	188.0	209.5

Proposal to Establish Family Life Academy Charter School III

FLACS III	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	100	150	200	250	300
Position					
Chief Executive Officer	0.0	0.0	0.0	0.0	0.0
Chief Operating Officer	0.0	0.0	0.0	0.0	0.0
Executive Assistant	0.0	0.0	0.0	0.0	0.0
Director of Communications	0.0	0.0	0.0	0.0	0.0
Director of Facilities	0.0	0.0	0.0	0.0	0.0
Director of Finance	0.0	0.0	0.0	0.0	0.0
Director of Funded Programs	0.0	0.0	0.0	0.0	0.0
Director of Instruction	0.0	0.0	0.0	0.0	0.0
Instructional Specialist	0.0	0.0	0.0	0.0	0.0
Finance Associate	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0
Human Resources Administrator	0.0	0.0	0.0	0.0	0.0
Data Specialist	0.0	0.0	0.0	0.0	0.0
Finance Assistant	0.0	0.0	0.0	0.0	0.0
Principals	1.0	1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	1.0	1.0	1.0
Instructional Coaches	0.5	1.0	1.0	1.0	1.0
Guidance Counselor/Social Worker	0.0	0.0	0.0	0.0	1.0
Dean	0.0	0.0	0.0	0.0	0.0
Data Analyst	0.0	0.5	0.5	0.5	0.5
Kindergarten Teachers	2.0	2.0	2.0	2.0	2.0
1st Grade Teachers	2.0	2.0	2.0	2.0	2.0
2nd Grade Teachers	0.0	2.0	2.0	2.0	2.0
3rd Grade Teachers	0.0	0.0	2.0	2.0	2.0
4th Grade Teachers	0.0	0.0	0.0	2.0	2.0
5th Grade Teachers	0.0	0.0	0.0	0.0	2.0
6th Grade Teachers	0.0	0.0	0.0	0.0	0.0
7th & 8th Grade Teachers	0.0	0.0	0.0	0.0	0.0
SETSS	1.0	1.0	1.0	1.0	2.0
CTT	0.0	0.0	0.0	0.0	0.0
ESL Teachers	1.0	1.0	1.0	1.0	2.0
Specials Teachers	1.0	1.0	1.0	1.0	1.0
Arts/Activity Specialists	1.0	1.0	2.0	2.0	2.0
Teacher Assistants	4.0	6.0	8.0	10.0	12.0
Parent Coordinator	0.5	0.5	0.5	0.5	1.0
Administrative Assistants	1.0	1.0	1.0	1.0	1.0
Facilities Coordinator	0.0	0.5	0.5	0.5	0.5
Food Service	0.0	0.0	1.0	1.0	2.0
Security Guards	1.5	1.5	1.5	1.5	1.5
Nurses	1.0	1.0	1.0	1.0	1.0
Office Staff	1.0	1.0	1.0	1.5	2.0
Technology Specialist	0.5	0.5	1.0	1.0	1.0
Custodians	1.5	1.5	2.0	2.0	3.0
Total	21.5	27.0	34.0	38.5	48.5

(b) School Leadership and Management Structure

FLACS will employ the selection process and qualifications for the principal of FLACS III that it has had at all of its schools. At the same time, FLACS' CEO, along with the COO, will advertise and interview potential candidates. Upon selecting their choice for principal, they will forward the name to the Personnel Committee of FLACS's board. If it approves the nominee, it will bring a resolution before the full board for approval.

FLACS' Board has hired the Chief Executive Officer, who, along with the Chief Operating Officer, will oversee the curriculum, staffing, and professional development of all schools. In identifying the principals for the individual schools, the CEO will ensure that the persons identified share in the school's mission, curriculum and instructional philosophies. Beyond that, they will oversee the professional development of the principals and provide opportunities for professional development for faculty and training for other staff members.

As the first tier of rating the principals, the CEO, along with the COO, will work with the principals to establish their goals, objectives, and evaluation strategies. As the second tier, the personnel committee of the Board will establish goals and objectives and evaluation strategies for the CEO. In turn, the CEO will approve the goals and objectives for the COO. The full Board will tender the annual evaluation of the CEO. In turn, the CEO will tender the annual evaluation of the COO, who will handle the day-to-day operations of the corporate office.

(c) Staff Recruitment and Retention

FLACS will adopt the same qualifications for staff and recruitment and retention of staff at FLACS III that it has implemented at all of its schools. In addition, FLACS's Human Resources Administrator will support the HR efforts of all schools. Based on previous replication experience, FLACS will expect the FLACS III principal to hire an instructional staff that consists of at least 50% having a minimum of two years of instructional experience in a school system. FLACS may offer transfers to staff members who are presently working at another FLACS school. This would ensure that the new school has a small cadre of experienced personnel that is familiar with FLACS' mission and expectations.

Response 12 - Partner Organizations

The Latino Pastoral Action Center (LPAC) is the sole partner organization of FLACS. LPAC’s CEO, Reverend Rivera, is the founder and visionary of FLACS and its schools. LPAC’s mission has always been to serve the community and strengthen the four pillars of community life: families, schools, community-based organizations, and congregations (houses of worship). Replication is directly aligned with LPAC’s mission. By replicating the FLACS model and starting FLACS-III, LPAC will be able to expand on its mission of promoting academic excellence for the poor, disenfranchised, and otherwise at-risk minority populations.

FLACS is closely aligned with the Latino Pastoral Action Center (LPAC) which applied for the initial charter to establish FLACS-I. More than simply being a partner, LPAC representatives sit on the board of trustees, including LPAC’s and FLACS’ founder, Rev. Raymond Rivera. LPAC will maintain the same close relationship as it does with all FLACS schools, and will have representation on FLACS’ corporate board.

Name of the partner organization	Latino Pastoral Action Center (LPAC)
Description of the nature and purpose of the proposed school’s relationship with the organization	LPAC was the applicant in the establishment of FLACS-I. It has maintained strong and continuing involvement in the FLACS schools through representation on the board and continuing to ensure that the FLACS schools remain committed to the original vision and mission. LPAC also leases space in its facility to FLACS-I, and has mortgaged its building to purchase a facility for FLACS II. LPAC will search and negotiate space/facility for FLACS-III. In addition, LPAC provides services to families through after-school homework help/recreational programs, fatherhood programs, family counseling, etc., at the school sites.
Name of a contact person for the partner organization	Rev. Raymond Rivera <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></div> <div style="background-color: black; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></div> <div style="background-color: black; width: 15px; height: 15px; display: inline-block; margin-right: 5px;"></div> Bronx, New York 10452 <div style="background-color: black; width: 100%; height: 15px; margin-top: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-top: 5px;"></div>



Latino
Pastoral Action
Center

Response 1266

REV. DR. RAYMOND RIVERA
FOUNDER & PRESIDENT/CEO

February 13, 2013

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

Dear Board of Trustees,

The Latino Pastoral Action Center as FLACS community institutional Sponsor is committed to the establishment of the FLACS III school. We look forward to providing supportive services to the children and families of this new 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 new school is an integral part of the community it intends to serve.

In peace and freedom

Rev. Raymond Rivera
Rev. Raymond Rivera

URBAN MINISTRY COMPLEX
14 WEST 170TH STREET, BRONX, NY 10452
TEL. 718-681-2361 FAX 718-681-2360

HOUSE OF HEALING
2429 E. TREMONT AVENUE, BRONX, NY 10461
TEL. 718-824-7777 FAX 718-824-7717

LIBERATION MANOR
224 E. TREMONT AVENUE, BRONX, NY 10468
TEL. 718-716-1830 FAX 718-716-0125

Response 1266-1

Response 13 – Governance

As was approved by CSI, FLACS seeks to establish the education corporation to be known as the Family Life Academy Charter Schools (FLACS) to operate three schools, the existing FLACS and FLACS II, and FLACS III.

(a) Education Corporation Board Roles and Responsibilities

FLACS' board will be the policy-making body of the merged education corporation and will exercise the powers and authority granted under the law. It will have final authority for policy and operational decisions of the corporation and its individual schools. It will:

- Ø Approve the corporate budget, which will include all school budgets, as well as certified financial statements;
- Ø Oversee all transactions regarding facilities and space use;
- Ø Develop and implement the corporate strategic and annual plans;
- Ø Approve the goals and objectives and evaluation procedures for the Chief Executive Officer and the school principals (through its Accountability Committee);
- Ø Hire the Chief Executive Officer, who will have oversight over the current and future FLACS schools that may be sought and approved by CSI; and
- Ø Approve the finalists for school principals presented by the Chief Executive Officer.

FLACS' board officers will manage the corporation's overall work. The Chair will organize and lead the board's oversight of the corporation. S/he will moderate corporate board meetings and oversee the proceedings of committees and officers. The Vice-Chair will assist the Chair. The Secretary will keep a record of all Board proceedings, produce and disseminate board minutes and public board materials, maintain record book(s). The Treasurer will help ensure detailed records of corporate properties, receipts and disbursements, will render to the Board, an annual accounting of FLACS's financial transactions and condition, and will prepare reports on all financial issues. Committee Chairs will oversee the committee's work and will report at Board meetings. The ex officio non-voting school principals will provide ongoing progress reports to committees and the full Board.

(b) School Board Design

The merged FLACS Board will be a consolidation of the membership of the two current boards of FLACS and FLACS II). It will have no more than 15 voting members, and will have representation from all of its schools as well as the community at-large. Two members will be connected to each school, and the remainder will be from the broader community. One school-based member will be the president of each Parents' Association, who will be ex-officio voting members. The schools principals will be ex-officio non-voting members. Board meetings will take place monthly and will be open to the public, except for executive sessions.

FLACS' board officers will be the Chair, Vice-Chair, Secretary, and Treasurer. The Board's standing committees will be the Executive, Finance, Membership/Nominations, Programs, Accountability, and Compensation. The Board will elect education corporation trustees to these standing committees by a vote of a majority of the whole number of the Board, and may elect alternates to the committees.

Specifically, the Executive Committee will consist of board officers, and will oversee and administer the board's overall plans. The Finance Committee will review and approve all financial agreements, including the leasehold between LPAC and FLACS. The Membership/Nominations Committee will identify and will bring candidates to the full board. The Programs Committee will oversee the school accountability plans, for which it will maintain sub-committees for each school in order to monitor their performance. The Accountability Committee will review and evaluate the job performance of the Chief Executive Administrators and the three principals. The Compensation Committee will review the performance and annual compensation of the Chief Executive Office and school principals, and will make recommendations to the Board.

The Board may create other committees for limited purposes, for which the Chair will designate the committee chairs and appoint members subject to the Board's approval. Membership for these special committees will come from among board members, school staff, parents, students, community members, and public officials. All committee members will be able to vote, which will make their voices heard throughout the meeting proceedings and within subsequent reporting mechanisms.

Board members will serve without compensation; however, the Board may approve reimbursement of actual and necessary expenses incurred while conducting FLACS business. Subject to the limitations of the NY General Municipal Law, no more than 40% of the Trustees shall be interested persons—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. Also, no 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. A "single entity" is any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Trustees, may, at their sole discretion, waive this restriction upon written request from FLACS.

(c) Current or Proposed Founding Board of Trustees

For its merged corporate board, FLACS will consolidate the existing FLACS and FLACS II boards and will reserve seats for the PTA president and ex-officio non-voting principal of FLACS III. All qualifications and criteria for membership for the currently approved FLACS boards will remain the same. The current chair of FLACS initially will serve as the chair of the new Board until it convenes and elects its officers.

Proposal to Establish Family Life Academy Charter School III (FLACS III)

Name	Voting	Ex-Officio	Current Officer Position and/or Committee Membership	Length of Initial Term
Pedro Alvarez	X		Chair FLACS – I Accountability	
Marvin Dutton	X		Member, Development	
Rev. Raymond Rivera	X		Member, Nominating	
Kevin Kearns	X		Member, Development	
Janet Lerner	X		Member, Accountability	
Hilda Sanchez	X		Member, Accountability	
Florence Wolpoff	X		Member, Accountability	
Wanda Torres	X		Member, Accountability	
Greg Nannery	X		Member, Treasurer FLACS II	
Mohammed Barry	X	X	PTA President – FLACS	
Bernarda Martinez	X		PTA Vice-President – FLACS	
Miguel Peña	X		Secretary, FLACS Board	
TBD	X	X	PTA President - FLACS II	
TBD	X	X	PTA President - FLACS III	
Angel Rodriguez		X	Principal, FLACS	
Lourdes Arroyo		X	Principal, FLACS II	
TBD		X	Principal, FLACS III	
Marilyn Calo		X	FLACS Chief Executive Officer	

FLACS will make every effort to identify and approve Board members with varied expertise necessary for a well-functioning board. For this reason, FLACS’ board will include:

- Ø One attorney, who will serve as advisor on all legal matters.
- Ø Two educators – one who was an assistant principal, head of a mini-school and a testing coordinator, and the other who was the director of funded programs in Community School District 4, director of academic intervention services for the DOE and who has been a member of NYS Quality Review teams. Both will be assets in supporting the monitoring of educational and assessment programs.
- Ø Two administrators/supervisors/trainers of city-wide and community based programs, who are familiar with after school programs, staff training, and budgets. One also was a fund developer, who can support the schools’ fund development efforts.
- Ø Four businessmen (one is an accountant, another financial consultant, and two are local vendors), who have been supportive in contract negotiations and have been members of the finance committee.

In the event, the merger is not finalized by the time the application is submitted for approval, the FLACS board, consisting of the board members on file with the Institute, will be the board for purposes of the FLACS III application (as set forth below).

All the members of the Board have made a commitment to closely scrutinize and monitor all matters to ensure that the schools are successful. In particular, Reverend Raymond Rivera, the visionary and founder of the FLACS schools and the CEO of our partner organization, the Latino Pastoral Action Center, as well as a social justice activist, has an unwavering passion for FLACS and is fully dedicated to assuring that it continues to thrive and positively influence communities. His constant vigilance of the work at FLACS' schools, and his advocacy for Community Grown Charter Schools, needs to be highlighted because he has vowed to impact the community through having and growing successful charter schools.

(d) Stakeholder Participation

As mentioned above, FLACS is committed to ensure stakeholder input. Thus, parent leaders at FLACS' schools are asked to apply and be a part of the Board once they have been elected as school PTA president. Faculty and staff have been invited to participate in the Accountability Committee and other committees that the Board has formed, including Benefits and Fund Development. Also, LPAC, the community partner, has two members on the Board of Trustees.

Response 13(e) - By-laws

The following by-laws were forwarded for CSI's approval for the educational corporation, which will be known as Family Life Academy Charter Schools (FLACS).

Article I

Name and Location

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

FLACS, in collaboration with the Latino Pastoral Action Center (LPAC) and the parents, seeks to empower all New York City K-8 students to reach high standards, help them assume 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 often 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.

Article III

Board of Trustees

- Section 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 charter and these bylaws.
- Section 2. The Board shall consist of no less than seven (7) and no greater than twenty-one (21) members, and shall fix the number by resolution or amendment of these bylaws.
- Section 3. The Board shall elect individuals to serve as Trustees, who in its discretion will serve the interests of FLACS faithfully and effectively.
- a. Trustees shall serve without compensation; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting FLACS business.
 - b. 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.
 - c. 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 to such entity such as parents, subsidiaries, affiliates and partners. The Trustees, may, at their sole discretion, waive this restriction upon written request from FLACS.
 - d. 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 immediately family members

so affiliated, and one (1) such Trustee's affiliation is limited to serving as a director of such entity; provided, however, that in such case the following restrictions shall apply:

1. termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such persons(s) from the Board, and upon such termination of such person(s) may be removed from the Board by a vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;
2. such persons(s) shall not hold the offices of Chairperson or Treasurer of the Board;
3. 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 personnel of such company or entity, of such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
4. the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

- Section 4. The Board shall elect the Trustees by vote of a majority of the Trustees in office—whether or not the number of Trustees is sufficient to constitute a quorum—or by the sole remaining Trustee.
- a. The President 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.
 - b. The FLACS Director of each school shall be an ex-officio non-voting member of the Board.

- Section 5. The Board shall have the power to remove Trustees in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

Article IV

Trustees

- Section 1. The Trustees 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.

- Section 2. The term of the Trustees shall begin on July 1st of a given year, and shall be elected by the Board at an Annual Meeting, a regular meeting designated for that purpose, or a special meeting called for that purpose.

- a. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the FLACS charter or bylaws, or other Board action.
 - b. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the FLACS charter or bylaws, or other Board action.
- Section 3. The term of a Trustee elected to fill a Board vacancy begins on the date of said Trustee's election, and continues for (1) the balance of the unexpired term in the case of a vacancy created by the resignation, removal or death of a Trustee, or (2) the term specified by the Board in the case of a vacancy resulting from the increase in the number of Trustees authorized, which term shall expire on July 1 of the current or next calendar year.
- a. A Board vacancy is deemed to occur on the effective date of a resignation of a Trustee, upon the removal of a Trustee, upon declaration of a vacancy pursuant to these bylaws, or upon a Trustee's death. A Board vacancy also is deemed to exist upon the increase by the authorized number of Trustees.
- Section 4. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation shall be effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- Section 5. Trustees have the right to inspect and copy all books, records and documents of every kind, and to inspect the physical properties of FLACS, provided that such inspection is conducted at a reasonable time and after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any federal, state or local law.
- Section 6. Trustees have a duty to maintain the confidentiality of Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Session. Any Trustee violating this confidence may be removed from the Board.
- Section 7. Trustees shall not be personally liable for FLACS debts, liabilities, or other obligations.

Article V

FLACS Directors

- Section 1. The FLACS Director of each school shall be the Chief Executive Officer of such school and shall have the general and active supervision and management of such school, and shall see that all orders and resolutions of the Board are carried out.
- Section 2. The FLACS Directors shall with respect to his or her school:
- a. Have custody of such corporate funds, and shall receive income and receipts and dispose or cause to be disposed of the same only to the extent and subject to such controls as may from time to time be established by the Board.
 - b. Keep a record of all receipts and disbursements of funds made by him or her in manner and form satisfactory from time to time to the Board and in keeping with good accounting practices.

- c. Have supervision and control of the annual budget as approved by the Board.
- d. Annually, in consultation with the Trustees as shall be appropriate, prepare and present to the Board for its approval a proposed budget for operations for succeeding fiscal year.
- e. Present to the Board annually a full and detailed report properly audited of the receipt and disbursement of all funds, except the investment funds of FLACS, during the preceding fiscal year, together with such other financial reports as may from time to time be required by the Board.

Article VIII

Duties of Officers

- Section 1. The Chair shall have the general responsibility for organizing and leading the Board's oversight of the affairs of FLACS, and such other powers and duties as the Board may prescribe. The Chair shall moderate FLACS Board meetings and oversee the proceedings of committees and officers. The Chair shall be subject to the orders of the Board, and none of his or her acts shall conflict with action taken by FLACS.
- Section 2. The Vice-Chair shall perform all the duties prescribed to the Chair should the Chair be absent or unable to perform the respective duties. In the event the Chair cannot perform his or her duties, the Vice-Chair shall carry out these duties until a new Chair is selected in a subsequent election. The Vice-Chair shall have other such powers and perform such other duties as the Board may prescribe.
- Section 3. The Secretary shall keep a record at the FLACS principal office 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 tern. The Secretary shall have other such powers and perform such other duties as the Board may prescribe.
- Section 4. The Treasurer shall help ensure detailed records are kept of all FLACS properties, receipts and disbursements; make the books of account available for inspection by Trustees upon request; render to the Chair and Board, as requested but no less than once a fiscal year, an accounting of FLACS's financial transactions and condition; and prepare reports on financial issues required by an agreement on loans. The Treasurer shall have other such powers and perform such other duties as the Board may prescribe.

Article IX

Committees

- Section 1. The Board may create committees for any purpose, and the Board Chair shall appoint members to and designate the committee chairs.
- a. The Board may delegate to a committee any of the authority of the Board, except for election of Trustees, filling vacancies on the Board or committees, fixing Trustee compensation for serving on the Board, amendment or repeal of bylaws

or the adoption of new bylaws, appointment of other Board committees, and the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

- Section 2. The Standing Committees of FLACS shall be Executive, Finance and Compensation, and any other standing committees as the Board may from time to time establish.
- a. The Board, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee, consisting of five or more Trustees.
 - b. The Finance Committee will consist of no less than three (3) Trustees, a majority of which shall have no affiliation with the Latino Pastoral Action Center (LPAC), and shall serve at the pleasure of the Board Chair.
 1. All financial agreements between LPAC and FLACS, including but not limited to the leasehold (including, but not limited to, its execution, renegotiation and enforcement), must be reviewed and approved by the Finance Committee as a condition preceding approval by the Board.
 2. In the event that the Board Chair has any affiliation with LPAC, the Chair shall not have the power to remove unaffiliated members of the Finance Committee. Removal of such Trustees must be made by a vote of the Board.
 - c. The Compensation Committee shall review the performance and annual compensation of the Directors of each school and other key employees of FLACS and make recommendations to the Board.
 - d. Standing Committees shall consist of no less than three (3) Trustees, and members shall serve at the pleasure of the Board Chair.
- Section 3. All committees shall keep records of their actions and report such action to the Board at its next meeting.
- Section 4. In case of an overlapping of jurisdictions among committees, the Board Chair shall settle the matter.

Article X

Fiscal Management

- Section 1. The fiscal year of FLACS will begin on July 1 of each year and will end on June 30 of the following year.
- Section 2. Except as otherwise provided in these bylaws, the Board may adopt a resolution authorizing any FLACS 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.
- Section 3. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of FLACS must be signed by any two of the following: a Chief Executive Administrator, a FLACS Director, the Chief Fiscal Officer or the Board Treasurer. In certain instances involving de minimis expenses regarding a specific and well-defined set of transaction, a single signature by an authorized individual may be appropriate; in all other instances, two signatures are required.

Section 4. The FLACS Director shall present annually to the Board, for their approval, an audited balance sheet and statement of income and expenses, certified by an independent certified public accountant firm, prepared in accordance with generally accepted accounting practices.

Article XI

Conflict of Interest

Section 1. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, 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 (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not 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 FLACS. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to FLACS' interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) 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 be inferred that the gift was intended to or could reasonably be expected 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; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) 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. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

- Section 2. Any Trustee, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to FLACS interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows a conflict of interest exists or can reasonably be construed to exist.
- Section 3. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussions). The minutes of the meeting shall reflect the disclosure made, the vote thereon, and, where applicable, the abstention from voting and participation.
- Section 4. For the purposes of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with FLACS, or is a director, trustee or officer of, or has significant financial or influential interest in the entity contracting or dealing with FLACS.

Article XII

Indemnification of Corporate Agents and Insurance

- Section 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.
- Section 2. 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 XIII

Self-Dealing Transactions

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 XIV

Parliamentary Authority

Section 1. Whenever any provision of these bylaws is in conflict with the provisions of the charter, the provisions of the charter shall control.

Section 2. The rules contained in the most current edition of Robert's Rules of Order, shall govern FLACS 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 XV

Amendment of Bylaws

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 13(f) - Code of Ethics

FLACS will adopt the Code of Ethics in FLACS-III that it has implemented at all of its schools.

Response 13(g) - Board Information

FLACS already has submitted the “Request for Information from Prospective Charter School Board Members (RFI)” for each proposed new board member of the FLACS corporate board to the Institute. The membership will consist of the current board members of FLACS-I and II. Once new board members are identified, FLACS will ask the prospective board members to provide a resume or biographical statement, and complete the RFI. Immediately, FLACS will forward the information to CSI.

Response 14 - Community Relations

(a) District Relations

The past year, FLACS has cultivated a relationship with Yolanda Torres, the Community School District 7 Superintendent.

In February 2013, FLACS's Principal, Angel Rodríguez, reached out to Superintendent Torres to secure her support toward implementing the three-year Charter Dissemination program at IS/MS 224. This initiative will enable FLACS to disseminate its effective practices and programs that it has developed, tested, and proved successful. In turn, IS/MS 224 would improve its quality of teaching and learning, and thereby increase student outcomes. The program includes: 1) instructional leadership, 2) effective use of data to guide classroom instruction; and 3) establishment and support of a professional learning community (PLC).

In April 2013, FLACS' founder, Rev. Raymond Rivera, met with Superintendent Torres to obtain her support for opening a second charter school in her district. She expressed general support for the school, and set up a meeting for May to meet Neyda I. Franco, the then president of the Community School Council. We also agreed to continue meeting to build a working relationship.

In May, FLACS's founder, the FLACS II chair, Francisco Lugovina, FLACS Chief Executive Officer, Marilyn Calo, and Evelyn Castro, FLACS Chief Operating Officer, met with Superintendent Torres. We shared our discussions with the Office of Charter Policy and Planning at the NYC Department of Education concerning our interest in co-locating in CSD7. This office suggested that we consider co-located spaces in other community school districts, but we made it clear to Superintendent Torres that we wanted to operate our third school in CSD7. She was generally supportive of FLACS III co-locating in CSD7, and expressed excitement that another community-grown charter school would be starting in her district. At the same time, she pointed out that space in the district was ultimately determined by the NYCDOE.

In that meeting, we also spoke about the vision of our respective organizations, our philosophy of education, and several innovative projects that she was attempting to implement in her district. She also expressed her desire to have us participate in these initiatives (High Quality ELL Instruction, Problem with the Aging Out population etc.). In addition, we discussed her relationship with the charter schools that already exist in CSD7, and we learned that she was generally supportive of them. Moreover, we reminded her about our pending partnership with IS/MS 224, for which we were awaiting approval of a \$500,000 grant. Superintendent Torres expressed excitement about this future collaborative effort. Since that meeting, the grant was approved for \$498,000. We are scheduled to begin working with IS/MS 224 in September 2013, and will continue through the academic year 2015-2016.

We also met with the CSD7 Family Advocate, Frances Torres, and the Chair of Ms. Neyda Franco. Providentially, we had known both individuals. FLACS II's chair worked with Ms. Franco for over a quarter of a century, and FLACS' CEO and COO had trained and inspired Ms. Torres two decades ago when she was a part of the President's Council of PTAs in CSD4. We believe that this will serve to strengthen our relationship with the Superintendent and the District.

In further developing a positive working relationship with CSD7 Superintendent and the district, FLACS will carry out the following efforts:

- A. FLACS's CEO and COO will maintain a continual dialogue with Superintendent Torres to explore opportunities to coordinate the vision's district with the charter schools' vision so that we would be mutually supportive of each other in meaningful ways.
- B. FLACS's CEO and COO will identify whether there is a group of leaders of charter schools in CSD7 that meets with Superintendent Torres and/or other public school leaders. We look forward to adding our expertise and perspective as a community-grown charter school to the group. (To date, we have not been invited to any meetings, nor have other charter leaders). If such a group does not exist, we will be proactive and organize it.
- C. FLACS's CEO, COO, and FLACS II and III principals will share our best practices through Charter Dissemination program with CSD7's IS/MS 224, as well as other local schools that are in our immediate vicinity. We will organize bi-monthly meetings with the principals to dialogue about the work being done in the schools, and discuss possible opportunities to support each other throughout the school year.
- D. FLACS's CEO, COO, and FLACS II and III principals will attempt to meet with the heads of CSD7's ELL instruction and Special Education to share our work, best practices, and professional development opportunities, and to discuss mutual support.
- E. FLACS's CEO, COO, and FLACS II and III principals will work with local public schools to explore opportunities to use our school's facilities. In addition, we would collaborate on special programs, including a Pen Pal, reading buddy, wellness, and cooking club.

Description of low performing CSD7 schools

In the following chart we have presented a comparison of the performance of district 7 schools and FLACS as reported by State Education Department for 2010-2011 (the last report published by NYSED). This chart reports on those grades for which FLACS had students in grades that were tested. Grades reported for district 7 are district wide averages. Thus, it can be assumed that the scores have been elevated by the inclusion of higher performing schools in the district. Since FLACS III has not entered into a lease agreement, we are unable to report exclusively on the probable proximate schools.

Immediately noticeable is that the data demonstrates the higher performance of FLACS students for every grade and every subject. Noticeable also is that FLACS made all of its AYP targets. The discrepancy in number of AYP target areas is based on the fact that district 7 has two more reportable ethnic groups.

Grade	ELA		Math		Science	
	Dist 7	FLACS-I	Dist 7	FLACS-I	Dist 7	FLACS-I
3	29	43	34	43		
4	32	39	41	55	69	92
5	29	56	40	67		
6	22	52	35	57		
7	16	53	36	91		
	AYP					
	Elem					
	1 of 8	6 out of 6	1 out of 8	6 out of 6	1 out of 1	1 out of 1
	Middle					
	1 of 8	6 out of 6	1 out of 8	6 out of 6	1 out of 1	1 out of 1

(b) Community Relations

In response to its intention to operate FLACS-III, FLACS has secured from several community stakeholders, including parents, schools, community-based organizations, churches, and public officials. Among the supporters are Council Member, Maria Del Carmen Arroyo, from CSD7, Bronx Borough President, Ruben Diaz Jr., Assemblywoman Carmen E. Arroyo; United Bronx Parents, Inc. Co-Founder, Lorraine Montenegro Narco Freedom, Inc., Administrator, Dr. Janet Lerner; IS/MS 224 principal Sojourner Welch-David; CSD7 Community School Council president, Neyda Franco; Sanctuary Church; One Family Worship Center; Love Gospel Assembly; and AOG Jerome Pentecostal Church.

Throughout the time that it has been engaging individuals and organizations concerning the intended launch of FLACS III, FLACS has not received opposition to its proposal. Moreover, in its 12 years of operating charter schools, FLACS has never received open opposition to its schools. Recently, we hosted two (2) roundtable discussions with Bronx and CSD7 parents, students, and community members. We received overwhelming support and were happy to learn that we would provide a school in the area, which targeted children who spoke a language other than English in their homes, or whose first language was not English or have special needs.

Response 14(c) – Evidence of Community Support

See attached

Attachment 1 – Sanctuary Church

Attachment 2 – Council Member District 17 – Maria Del Carmen Arroyo

Attachment 3 – Bronx Borough President – Ruben Diaz Jr.

Attachment 4 – Narco Freedom, Inc.

Attachment 5 – Love Gospel Assembly

Attachment 6 – United Bronx Parents, Inc.

Attachment 7 – New York State Assemblywoman – Carmen E. Arroyo

Attachment 8 – One Family Worship Center

Attachment 9 – Iglesia Pentecostal de Jerome Avenue

Attachment 10 – 2 Round Table discussion(s) (17 pages)

Attachment 11 – Superintendent District 7 - Yolanda Torres (3pages)

Attachment 12 – The Science School for Exploration and Discovery

14(6)

Attachment 1



SANCTUARY CHURCH

A Place of Refuge, Renewal, and Regeneration

SENIOR PASTOR
Rev. Dr. Raymond Rivera

ASSOCIATE PASTOR
Rev. Jose Carlos Montes

PASTOR,
SANCTUARY MAITRI
Rev. Percy Howard, Jr.

YOUTH PASTOR
Rev. Sandy Robles

ELDERS
Marilyn Calo
Mike Díaz
Wanda Fontánez
Rev. Percy Howard Jr.
Susana Rivera León
Rev. Kwadjo Ofori

DEACONS
Pedro Estévez
Emilio 'Mitch' Fontánez
Julio Rivera
Misty Rivera
Phyllis Williams

EVANGELISTS
Renee Howard

TREASURER
Emilio 'Mitch' Fontánez

SECRETARY

August 5, 2013

Reverend Raymond Rivera
Latino Pastoral Action Center
14 West 170th Street
Bronx, N.Y. 10452

Dear Reverend Rivera:

I am writing on behalf of our congregation's leadership and members. We were very pleased to hear that you are opening up a third Charter School in the Bronx (South Bronx).

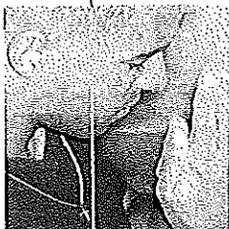
Many of our congregation's children (and parents alike) have benefited from your excellent model of innovative education and are blessed to be FLACS scholars.

We truly appreciated you sharing your vision for the new charter school, FLACS 3 on February 3, 2013. I hope that our suggestions will be reflected in your curriculum; such as being sensitive to English Language Learners educational needs (particularly immigrants). Also, preparing our children for admission into excellent high schools, where they'll receive college preparatory courses.

We will continue to pray and support you in this new project and thank you for continually serving our families, children and the community at large.

Serving His Kingdom,

Rosa E. Mercado
Ms. Rosa E. Mercado
Sanctuary Church
Secretary



14(c)

Attachment 2

MARIA DEL CARMEN ARROYO
COUNCIL MEMBER, 17TH DISTRICT

□ DISTRICT OFFICE
384 EAST 149TH STREET, SUITE 300
BRONX, NY 10455
(718) 402-6130
FAX: (718) 402-0539

□ CITY HALL OFFICE
250 BROADWAY, SUITE 1768
NEW YORK, NY 10007
(212) 788-7384
FAX: (212) 788-8920



THE COUNCIL
OF
THE CITY OF NEW YORK

- CHAIR
- HEALTH
- COMMITTEES
- AGING
- GENERAL WELFARE
- JUVENILE JUSTICE
- LAND USE
- PUBLIC HOUSING
- SANITATION & SOLID WASTE MANAGEMENT
- LANDMARKS, PUBLIC SPACING & MARITIME USES
- CO-CHAIR BLACK, LATINO AND ASIAN CAUCUS

February 12, 2013

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

Dear Board of Trustees,

It is with great pleasure that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of their third Charter School, FLACS III, in Councilmatic District 17.

LPAC has proven itself to be a successful partner in the creation of two public Charter Schools having attained several renewals for its first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. Family Life Academy Charter School II opened its doors in my Councilmatic District in September 2012 a district with a high number of English Language Learners and children with Special Needs. I support their well-researched premise that our Borough-as well as the entire City of New York-has great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty level or any other perceived encumbrance.

It is admirable and I applaud the founding team's goal is to have classes with no more than 25 students and a teacher and a teacher assistant in every classroom, since this will better serve the needs of the children in my community. The school will then grow to include a middle school, which is greatly needed in our community. I am especially impressed with the work that the first Family Life Academy Charter School has done with the middle school population so I welcome a third school that will offer opportunities for children up to the eighth grade. I have been informed that the school will open in September 2014 with two kindergarten and two first grades in the District 7 Community School District. I believe that certainly the needs of the children in this community will be well served with FLACS III.

14(c)

Attachment 2

I welcome this beacon of hope in Council District 17 and in Bronx on behalf of all the families who want and are entitled to quality education for their children.

Sincerely,



Maria Del Carmen Arroyo
Council Member, District 17

14(c)

Attachment 3



Bronx Borough President Ruben Diaz Jr.

February 12, 2013

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

Dear Board of Trustees,

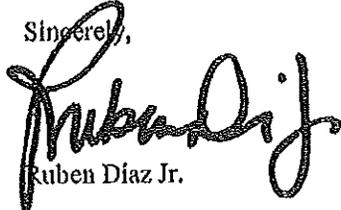
I write in support of the Latino Pastoral Action Center (LPAC) in their establishment of their third charter school, FLACS III, in the borough of the Bronx.

LPAC has proven itself to be a successful partner in the creation of two public charter schools already, having attained several renewals for its first school, Family Life Academy Charter School located in the Highbridge section of the Bronx.

Family Life Academy Charter School II opened its doors in September 2012 in District 7, a school district with a high number of English Language Learners and children with special needs. I support their well-researched premise that our borough-as well as the entire City -has great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty level or any other perceived encumbrance.

I believe that the needs of the children in this community can be served with the addition of FLACS III and we welcome this school option on behalf of all the families in the Bronx.

Sincerely,


Ruben Diaz Jr.

1465

Attachment 4

**NARCO FREEDOM, INC.
RESEARCH, DEVELOPMENT, AND TRAINING
250 GRAND CONCOURSE
BRONX, NEW YORK 10451
PH: 718-402-5259
FAX: 718-866-0656**

February 15, 2013

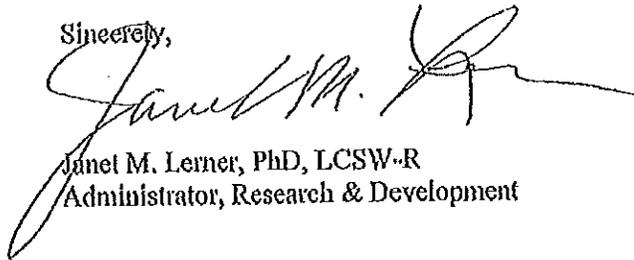
Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Sirs: .

Narco Freedom is proud to support the work that Family Life Academy Charter School is doing for the children and families of the South Bronx area of New York City. The schools they are operating and their desire to establish a third school are exactly what this community needs to build a better future for everyone in this area.

Narco Freedom supports their efforts and especially the development of this particular Charter School and will look forward to possibly working with them toward establishment of more Family Life Academy Charter Schools in the future.

Sincerely,



Janet M. Lerner, PhD, LCSW-R
Administrator, Research & Development

Love Gospel Assembly

Micah 6:9

August 5, 2013

*"The
Lord's
voice
crieth
unto
the
city".*

Reverend Raymond Rivera
Latino Pastoral Action Center
14 West 170th Street
Bronx, N.Y. 10452

Dear Reverend Rivera:

I am writing on behalf of the congregation both its leadership and members. We were excited to receive the news that you are opening up a third Charter School in the Bronx (South Bronx).

As someone whose members have benefited from your excellent model of innovative education; I appreciated you sharing your vision for the charter school at our service on Sunday, January 13, 2013.

I hope that our suggestions will be reflected in your curriculum; such as being sensitive to English Language Learners (particularly immigrants) and being sensitive to the children's primary language and their cultural context.

We will continue to pray and support you in this new endeavor.

Sincerely,


Bishop Ronald Bailey
Love Gospel Assembly

14(c)

Attachment 2



UNITED BRONX PARENTS, INC.

Realizing Human Dignity

LA ESCUELITA

Dra. Evelina Lopez Antonetty
FOUNDER

773 Prospect Avenue
Bronx, New York 10456
Tel. (718) 991-7100
Fax (718) 991-7643



Lorraine Montenegro
EXECUTIVE DIRECTOR

"LA FAMILIA EN MARCHA"

February 28, 2013

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

Dear Board of Trustees,

Greetings from the South Bronx! It is with great pleasure that I hereby offer our support to the Latino Pastoral Action Center (LPAC) in the establishment of their third Charter School, FLACS III.

LPAC has proven itself to be a successful partner in the creation of two public Charter Schools having attained several renewals for its first school, Family Life Academy Charter School located in the Highbridge Section of our Bronx. Family Life Academy Charter School II opened its doors in September 2012 a school district with a high number of English Language Learners and children with Special Needs. United Bronx Parents supports their well-researched premise that our Borough-as well as the entire City of New York-has a great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. Many of our families are consistently looking for schools that work with their children and believe that they can achieve regardless of their disability or language dominance, so I applaud the work of the FLACS schools.

It is important that our youth receive the best education available to them that will ensure high school graduation and that they are motivated to go on to higher education so that they can return to their community and contribute to its economic growth. We have been informed that the school will open in September 2014 with two kindergarten and two first grade classes in a Bronx school district, preferably Community School District 7. After living and working in this community for the past 69 years, I believe that certainly the needs of our children in this community will be well served with the opening of FLACS III.

United Bronx Parents has a 50 year history under the leadership of La Dra. Evelina Lopez Antonetty in the field of EDUCATION for our people and we welcome this beacon of continued hope to our community in THE BRONX. On behalf of all the families who want and are entitled to quality education for their children I fully endorse the opening of FLACS III.

Respectfully,
United Bronx Parents, Inc.

Lorraine Montenegro, MHS
Co-Founder/UBP Historian

DAY CARE CENTER N° 1
888 Westchester Ave.
Bronx, New York 10469
Tel. (718) 378-5000
Fax (718) 378-2395

MRS. A'S PLACE
986 Prospect Ave.
Bronx, New York 10469
Tel. (718) 817-6060
Fax (718) 589-2888

LA CASITA
834 East 168 Street
Bronx, New York 10465
Tel. (718) 292-9808
Fax (718) 665-5778

LA CASITA II HDFO
803 Prospect Ave.
Bronx, New York 10466
Tel. (718) 402-4094
Fax (718) 402-4095

LA CASITA III
807 Prospect Ave./1008 E. 161 St.
Bronx, New York 10455
Tel. (718) 742-0082
Fax (718) 742-9307

CASITA ESPERANZA
974 Prospect Ave.
Bronx, New York 10469
Tel. (718) 893-6555
Fax (718) 893-2650

14(c)



CARMEN E. ARROYO
Assemblywoman 84th District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

Attachment 7

CHAIR
Sub-Committee on Bilingual Education

CHAIR
Sub-Committee on Effective Treatment
for Alcohol and Drug Abuse

CHAIR
Office of State-Federal Relations

COMMITTEES
Aging
Alcoholism and Drug Abuse
Children and Families
Education

MEMBER
Black, Puerto Rican, Hispanic and Asian
Legislative Caucus
Puerto Rican/Hispanic Task Force
Women's Caucus

February 15, 2013

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

Dear Board of Trustees,

It is with great pleasure that I hereby offer my support to the Latino Pastoral Action Center (LPAC) in the establishment of their third Charter School, FLACS III, in my Assembly District.

LPAC has proven itself to be a successful partner in the creation of two public Charter Schools having attained several renewals for its first school, Family Life Academy Charter School located in the Highbridge Section of the Bronx. Family Life Academy Charter School II opened its doors in my Assembly District in September 2012 a school district with a high number of English Language Learners and children with Special Needs. I support their well-researched premise that our Borough-as well as the entire City of New York-has great need for schools that respond effectively to the academic requirements of all children, especially English Language Learners. The desired programmatic impact is to ensure that students attain high achievement levels regardless of their language dominance, special needs, poverty level or any other perceived encumbrance.

It is admirable and I applaud the founding team's goal is to have classes with no more than 25 students and a teacher and a teacher assistant in every classroom, since this will better serve the needs of the children in my community. The school will then grow to include a middle school, which is greatly needed in our community. I am especially impressed with the work that the first Family Life Academy Charter School has done with the middle school population so I welcome a third school that will offer opportunities for children up to the eighth grade.

14(c)

Att. to [redacted] 7

I have been informed that the school will open in September 2014 with two kindergarten and two first grades in the District 7 Community School District. I believe that certainly the needs of the children in this community will be well served with FLACS III.

I welcome this beacon of light in my Assembly District on behalf of all the families who want and are entitled to quality education for their children. Should you have any questions, you may contact me at [redacted]

Sincerely,



Carmen E. Arroyo
New York State Assemblywoman
84th A.D.

14(c)

Attachment 8



ONE FAMILY WORSHIP CENTER

June 26, 2013

Reverend Raymond Rivera
Latino Pastoral Action Center
14 West 170th Street
Bronx, New York 10452

Dear Reverend Rivera:

Thank you for your visit to our congregation on June 8, 2013 and bringing the great news of your plan to open a third Charter School in the Bronx.

As a congregation that has had the pleasure to see first-hand the growth of your first charter school and even have some of our families win placement at FLACS I. It brings great joy that there will be other families in our Bronx community that will be able to have the same opportunity.

I know that God will continue to bless the work that you will continue to do for our immigrant families who want the best for their children.

Our congregation will continue to pray for you and the charter schools that your work with.

Sincerely,

Reverend George Abosi

14 West 170th Street
Bronx, New York 10452
718-548-6683 / 718-715-6319

14(c)

Attachment 9



Iglesia Pentecostal de Jerome Avenue

August 5, 2013

Reverend Raymond Rivera
Latino Pastoral Action Center
14 West 170th Street
Bronx, N.Y. 10452

Dear Reverend Rivera:

I am writing on behalf of the congregation both its leadership and members. We were truly overjoyed to hear the news that you are opening up a third Charter School in the Bronx (South Bronx).

Some of our members have benefited from your excellent model of innovative education and are blessed to attend FLACS. They were thankful and appreciative when you came to our services on January 20, 2013 and shared your vision for the new charter school, FLACS 3.

I hope that the suggestions that came up in our meeting about being particularly sensitive to immigrants, in which English is not primarily the language spoken at home. Also, that all forms of communication, especially in written form, be made available in the Spanish language.

We will continue to pray and support you in this new endeavor and thank you for continually serving our families, children and the community at large.

In His Service,

Pastor Ebehezer Martinez
Iglesia Pentecostal de Jerome Avenue

Iglesia Pentecostal de Jerome Avenue
14 West 170th Street, Bronx, N.Y. 10452

FLACS Staff

Noemi Santana, Presider
José Montes, Recorder
Marilyn Calo
Catherine Rodríguez

Attendants

Giovani, African American/Puerto Rican/Italian
Joshua, African American
Jasmine, African American
Angel, Ecuador, Spanish-dominant, retired, school volunteer (11 years)
Carmen, HS grad, Puerto Rican, US-born, Certified nurse assistant
Sandra, HS grad, Mexico, cleaning services, Spanish-dominant, CSD7 resident
Alisa, Puerto Rican, student
Shania, Dominican, US-born, student
Melanie, Mexican-Ecuadorian, US-born, student
Teresa, HS grad, stay-at-home mother, African American, studying medical assistance, CSD7 resident
Angel, AA, Puerto Rican, student, private firm owner, CSD7 rep for Ncyda Franco
Wade, HS grad, African American, retired NYS Dept. of Sanitation

Purpose of Roundtable Discussion

Qualitative research looking for thoughts, comments, feedback on FLACS-III

1. How familiar are you with charter schools?

- Not at all
- I have heard about them but don't know too much about charter schools xxxx
- I know a lot about charter schools xxxxxx
- I have a child in a charter school xxxxxx

2. In your opinion, are charter schools a good thing?

- Yes xxxxxxxxxxxxxx
- No

Why?

- Not every child learns one way; charter schools are a breath of fresh air in their methodology
- Different structures as compared to traditional charter schools
- Organized structure
- Offer a private school education for free
- Child has a more one-on-one ratio with the teachers as compared with traditional public schools; teachers can pay more attention to their students
- Quality of instruction
- After school/Extended day programs
- Do not give up on the students
- Great communication between the teachers and parents

FLACS Roundtable Discussion on FLACS-III
August 6, 2013 from 10:00-12:00 pm
SOBRO Building

- More personalized attention feedback
 - Two children graduated from charter schools
 - Tight-knit community
 - Sense of community contributes to childhood development
 - Involve parents in school life
 - Student developed over the years; has become a better person
 - Open process for anyone to be selected through the lottery—not just the top students
-

3. For students, do you think you missed something in your education by having attended a charter school?

Yes x
No

Why?

- Charter school had everything the student needed
 - One school did not have as many sports
-

4. What, if anything, would you change from charter schools?

- Lottery process; first come-first served
-

5. If you have a child in a charter school, would you recommend to other parents to register their child in the same school?

Yes xxxxx
No

Why?

- Parent took applications to child's daycare center
 - FLACS is health-conscious with their lunches
 - Staff respectful to children and parents
 - Avenues for teachers to speak with parents
 - Recently moved into the Bronx, but would still recommend to other parents
 - Based on the students' needs; some charter schools may not have the necessary resources
-

6. What do you like the most about charter schools?

- Son went into the school not reading well; now entering the 2nd grade with a 4th grade reading level
- Enrichment programs—violin
- Challenges students to excel
- Everyone knew each other; was with the same students her whole life; 11 of 30 graduates went to the same high school

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- Do not deal with the UFT; greater accountability among charter school teachers because they are not covered by the union
- 7. Scenario describing FLACS (without mention)**

How does that sound to you? Why?

- Charter school is the way to go for their children; seems that students are performing well
 - Seems that students are faring better
 - Question which CSD the schools are in; difference between CSDs performance
 - ELLs are able to learn; they will not get lost because of teacher attention
 - Teachers are more dedicated to make sure students (incl. ELLs) are prepared for the world
 - A parent in a traditional public school did not inform the parent about child's poor performance
 - Would benefit a community like CSD7, which has a high population of Spanish-only speaking households; usually, students do not complete their formal education through high school
-

8. School Calendar/School Program

How does that sound to you? Why?

- Description seems "scary" but it is actually doable
 - Electives or Specials
 - Saturday enrichment is not available (offered as grades increase)
 - Where does penmanship fit in the program? Awareness about diabetes and asthma?
 - Regents prep is very helpful; student took the algebra regents in 8th grade
 - What is in the literacy instruction? (balanced literacy, which includes phonics)
-

9. LPAC, the School's Sponsor and Character Education

How does that sound to you? Why?

- Character education adds to the uniformity within the school
- Expectation of the teachers is the same
- Repetition is key; aids learning; lessons are reinforced throughout the day and the years
- Ability to provide age-appropriate content; too many children are making adult decisions in CSD7—important to allow students to be children
- Character education was integrated into the curriculum
- Learned manners and how to communicate politely with others
- Guidance counselor met with the students to teach the concept
- Students acknowledged for their use and implementation of the concept during an assembly
- Appreciated staff encouragement for students to learn the concepts
- Students were not aware of the moral values within the school day
- Important to learn manners and social skills
- Character education is foundational to student development; at times, students are not learning about this in the home

FLACS Roundtable Discussion on FLACS-III
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- Sometimes a parent may mistake a character education teaching by the teacher; may perceive it as too strong
 - Parent of a charter school graduate misses the character education they were being taught; not learning that in her traditional public school
 - Students are learning respect
-

10. Commitment to ELLs and immigrant populations; success of all its students

How does that sound to you? Why?

- Parent's child received intensive literacy support—reading 2 grade levels higher
 - Child of a friend is not receiving instruction at home; benefits from teachers instructing the child
 - Charter schools are better prepared to deal with students from these special populations
 - A parent's child received individualized instruction, which helped them to succeed
 - Child with developmental disabilities will receive support in the school; students did not have to go elsewhere to receive the services
 - Everyone with special needs was included in the school life; students were not alienated
 - Services for special needs are not available in all charter schools
-

11. Introduction to FLACS: Have you heard about these schools before?

Some heard about FLACS, and other were unfamiliar with FLACS.

12. FLACS Mission

How does that sound to you? Why?

- Self-empowerment
 - Take responsibility for the own learning—do not have to depend on others
 - Will want to be determined to learn and do different things
 - Statement consistent with what parents have experienced
 - Tries to incorporate everything that was discussed
 - Statement is wordy; writer is not a business major
-

13. FLACS opening FLACS-III within CSD7. Would you support the opening of a FLACS in CSD7?

Yes—All

14. Any questions or additional comments?

- Will there be a FLACS high school in the future? (Yes, it's in the plan)

FLACS Roundtable Discussion on FLACS-III
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- Renovation of a building or co-location? (Initially, FLACS looked at co-location, but decided on a private, renovated building)
- FLACS is committed to working in partnership with local schools—ex: partnership with IS/MS224

FLACS Roundtable Discussion #2 on FLACS-III
August 6, 2013 from 6:00-8:00 pm
SOBRO Building

FACILITATOR: Noemi Santana
RECORDER: Catherine Rodriguez

6:00 PM _____

PARTICIPANT INFORMATION:

1. Name/Nombre: _____
2. Address/Direccion: _____

3. Tel./Cell: _____ Home/Hogar/ _____ Work/Trabajo: _____
4. E-mail/Correo electrónico: _____
5. Are you a parent of a school age child in District 7? ___ Yes ___ No
Es usted padre/madre de un niño/a de edad escolar en el Distrito 7? ___ Si ___ No
6. If you answered "yes" to question number 5, please answer the following: Si contestó "Si" a la pregunta número 5, por favor conteste lo siguiente:
 - a. Number of children you have ___ -- ¿Cuántos hijos/as tiene? _____
 - b. How many are in school? _____ ¿Cuántos asisten a la escuela? _____
7. If you are not a parent, what is your occupation or business in the School District 7 vicinity/the Bronx? Si no es un padre/madre, ¿cual es su ocupación o negocio en la vecindad que comprende el Distrito Escolar 7/the Bronx?

David: Bx – 62 years in the Bronx PR NY Spanish bilingual - retired 14 yrs school

Daniel: Bx born – PR – spanish bil- intensive case manager – bachel Mgmt Mstr Divinity

Scarlett: Bx born – DR – english – student – 9th grade

Keliza: Bx 12yrs in the Bronx– born DR – English

Nahomi: Bx born – Honduras – English

Zamansky: Bx 12 yrs in the Bronx– Ghana

Aimee: Bx 25 yrs – PR – bilingual – medical records Clerk – HS – currently in school

Judith: Bx born – DR – BA p – quality coordinator – English

Amanda: Bx born DR/PR – Admin Asst – billing

Jacqueline: Bx born – PR/DR – spanish– program director – 16 years in the Bronx

Jennifer: Bx 18 – born ny – PR Eng – Manager of OPS for city – 15 years in the Bronx

Joanne: Bx 15 – PR – confidential sec – Eng – 16 years in the Bronx

FLACS Roundtable Discussion #2 on FLACS-III
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ROUND TABLE DISCUSSION GUIDE

- 1) How familiar are you with charter schools?
- a. Not at all 0
 - b. I have heard about them but don't know too much about charter schools
4
 - c. I know a lot about charter schools 6
 - d. I have a child in a charter school 3
-

- 2) In your opinion, are charter schools a good thing?
- a. Yes: _____
 - b. No: _____
 - c. Why do you say that?

Aimee

Yes

Affordable way not to cheat child from education, don't remember education given to me at the time I go to school. My child went to school considered the jungle in one year went up 3 grade levels

Observer joined us – Mr Lugovina

Zamansky

Yes

Went to charter school for 6 years went to a bad traditional ps had a good experience, learned a lot even though teachers are strict we got a good ed

Nahomi

Yes

5 years – previous school was hectic and all over the school FLACS community

Keliza

Yes

k-8 – although never went to PS my cousins and friends did rules are different and education is better

Scarlett

Yes

k-8 – better education pinpoint issues and give needed help

Daniel

Innovative methods changed from rule base to accountability provide families high school choice

David

Yes

FLACS Roundtable Discussion #2 on FLACS-III
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The failure of the ps has created this situation –

Joanne

Don't know much but would say yes

Jennifer

3 children at CS – small structure able to advance and when we moved they were above other students – the youngest is now in a CS child has excelled

Jacqueline

Little bit about cS = curriculum setup is extra ordinary – good curriculum all schools should be run like a CS

Amanda

Yes because of smaller classes – traditional too big not enough time for indiv student

Judith

Yes 1 year PS next year in charter so far I like that he's there – the curriculum is advanced its disciplined its structured.

Anything negative you have heard

Jennifer

Bronx Preparoty charter School

7 C – accountability – change of administration made changes in curriculum not good, parents voice was heard – because of this parents voice was heard and they were able to restructure again and the school is coming back

Aimee

Parent its great that there is a voice and parent involvement – problem for us is that we cannot participate because of work – daughter not able to join violin team because of parent not able to commit to the parent time.

3) If you have a child in a charter school, would you recommend to other parents to register their child in the same school?

a. Yes: _____

b. No: _____

c. Why do you say that?

Aimee – yes – nothing worse than see a child not get a good education or revert –

Jennifer – yes – advocate even though both negative and positive – CS have so many opportunities for the students and families

Judith- yes – atleast the school my child goes to FLACS II not all schools the same – even the welcome process daily is wonderful

FLACS Roundtable Discussion #2 on FLACS-III
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SOBRO Building

- 4) If you do not have a child in a charter school, would you like to register your child in a charter school?
- Yes: _____
 - No: _____
 - Why do you say that?
-

- 5) What do you like most about Charter schools?

I am going to read to you several paragraphs after which I will ask for your comments:

There is a group of community leaders and educators who wish to provide students from local Bronx neighborhoods with an educational environment where there is an expectation for high student achievement and personal development that exceeds what has come to be expected from the local public schools.

Their schools have already been identified as having the largest English as a Second Language population (by number and percentage) of any charter schools in the State of New York. Given this student population, their first two schools have been able to provide quality instruction and learning environments that have resulted in student performance scores higher than those of the local community school districts and, in many grades, are above New York City and New York State school performance.

How does that sound to you? Why do you say that?

Jennifer

Daughter school is highly rated – difference with her homework/summer package – no excuses no slacking

Keliza & Scarlett

Didn't like having to get up early on sat -- but it did make a difference and we got better grades

Scarlett

Regents test prep also – many students took regents and passed

Keliza

Elaborated on her new HS and how preparing at CS prepared her for a tough HS also even though

Zamansky

HS I will be going to is a private school – I have been attending some Italian classes at the HS during my 8th grade year. Teachers have helped me and preparing for it.

- 6) The school calendar for all three schools will be the same, including 184 full days of instruction for children in addition to 10 full days of professional development for teachers

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and staff. The school day for grades K-8 will be from 8:10 am to 3:30 pm. Instructional staff work until 4:10.

The school has special structures that support learning and are non-negotiable such as:

- After School Program -two hour after school program to support students who need more time in reading or math in order to achieve grade level standards
- Saturday Enrichment for advanced students
- Regents classes for middle school students
- 120 minutes per day allocated for literacy instruction, in addition to an extra forty-five minutes of writing daily
- 65 minutes for mathematics each day, one hour of social studies and science three times a week, specials program to enhance learning that includes: art, music (choral and/or violin), yoga, Spanish, Healthy Bodies, Healthy Minds, physical education, and computer technology
- Healthy lunch program – chefs providing fresh, organic and healthy meals on site or delivered from an Healthy meals vendor
- Weekly Planning period for grade level /subject area teachers
- Weekly/Monthly Assessments to track student progress and support learning
- Bi-Weekly monthly data meetings to analyze student data and immediately respond to any individual needs or gaps in learning
- Awards Assemblies to share success and effort with the entire school community
- A month of service – collecting food for City Harvest, running a penny drive for leukemia, making jewelry for seniors etc.

How does that sound to you? Why do you say that?

David

Think its fabulous did not know it was mandatory to go on sat and the community hours coming from a PS background I can see even as you have spoken today I can see the difference I wish I could have spoken like you have when I was 15

Daniel

Think fabulous points – considering the math time – Bronx students have scored low on math – also the healthy foods / organic studies has spoken about healthy bodies healthy minds – I would recommend for other children and my children – I welcome anything that brings change that will be

Yes we knew we did so much

High lights from your CS experience

The food – healthy –

Jacqueline

I'm jealous – my older daughter went to Catholic School and it went well – but now that system has also changed – my child needed something like this – she needed to be prepared better

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educationally – I am thinking of looking for a CS for HS. Tuition is expensive charging for books, computers and light

Jennifer

I have been telling them for years about CS versus catholic – they are paying so much and not getting the same level of education

Jacqueline

Our cultures Hispanic people believe that you are rich because you put them in these schools –

Zamansky

I was accepted by 3 catholic schools – even though I am a child I know that's a lot of money – I spoke to guidance counselor and she helped me get a private school with full scholarship.

Keliza

I complain about my middle school because of all the work but looking at it – I know that's what prepared me now our teacher was surprised because of the

Amanda

I am the youngest adult in this group – I wish I had a school like this when I was going to school – just looking at this I want my little ones to go to a school that people want the children to succeed. I have seen

Aimee

For the skeptics – as parents and as kids that it was worth it – a parent can be the teachers worst enemy – kinder graduation – parents were happy about all the rooting for the kids – the summer packet parents were not happy – but my child talks to me and is so happy – teachers are all so involved and call us at work

Zamansky

I didn't want to go to the math class because I didn't want to stay more time with this teacher and I thought I hated him until I graduated I understood that he cared and he wanted us to succeed and not struggle with math in HS. I passed the algebra regents with an 80

Nahomi

He cared for us and now I help him by tutoring the upcoming 7th grade class – he would ask me about geometry and I passed with a 91 and he was so happy

Amanda

CS teachers are great even though they don't make the same amount of money and definitely not anywhere the same amount of benefits

Scarlett

That same teacher even cried at the last day because he cares so much

FLACS Roundtable Discussion #2 on FLACS-III

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- 7) The sponsor of the schools is the Latino Pastoral Action Center (or LPAC), a reputable and well-known organization founded in 1992 and whose main focus is to provide services to families in the community. LPAC has been providing afterschool programs for working parents and for youth at many levels at their schools.

The educational program at the FLACS schools includes an intentional focus on character education. There is a weekly daily advisory session in the middle school on various ethical, moral, and adolescent growth issues. In the elementary school a character value is introduced monthly and discussions and activities are developed throughout the month and displayed for the entire school community to view the values being discussed and highlighted at FLACS. Throughout the year the school leaders engage in the task of intentionally identifying school-wide books with ethical/moral themes in which all classes engage in age-appropriate discussions and work on related projects.

How does that sound to you? Why do you say that?

David

I think its an important concept – if child not being taught at school – it will be

Jacqueline

What is LPAC

It is a faith based community organization

Daniel

It think it's a wonderful idea particularty the ethical teachings that I don't see in the PS it helps a student grow it

Parents?

Joanne

Its

Jacqueline

I love it the adolescent years are the worst years especially for girls its great that they take the time to help them individually

Jennifer

Helping a student grow there is more to it than education when you incorporate these other areas grow successful teenagers – no matter what background – this brings us a well-rounded young person

Students?

Zamansky

Discussions daily sometimes watched documentaries -- book – the coldest winter ever --

Parent question -- they allowed you to read that in school --

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Nahomi

A monthly theme – even though a childish book – it does talk about things to your age

Parent

Judith

Theme (Befana?) they learned Christmas in different languages – the Italian version of santa claus – to me I am also learning as he goes to school – when I was in kinder I wasn't learning these things – I feel like I am not prepared for his work at times

Aimee

Something I like although we are not so multicultural – due to the fact that we are Hispanic and black – they celebrate all these things even though we don't even have those cultures in our school – these children are being taught empathy and so much

Scarlett

7 tips for teenagers

Zamansky

Not only in advisory but also in health class –peer pressure was discussed – taught to stand on our own values

Daniel

The book on values or ethics are so important – even at graduate school we read such books and this is important

-
- 8) The schools are committed to supporting English Language Learners and immigrant populations. Also special needs - Thus the schools are situated in communities with large numbers of applicants from these backgrounds.

With the belief in high expectations, FLACS schools seek to ensure the success of all of its students.

How does that sound to you?

Why do you say that?

Jacqueline

CS do not have ELL classes – a lot of students are not getting the help because of not getting the help

Judith

In FLACS II they gave him a test to see where his language level was – I wanted him to go to a class with Spanish help but they explained that he does not speak enough Spanish he is English dominant

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Zamansky

School survey – there was a part about special needs students – I didn't know how to answer it because I didn't realize that we had special needs students – in our school everyone is in the same class and there are not treated differently

The name of the schools described above is: Family Life Academy Charter Schools (also known as FLACS) and it is authorized by the State University of New York Charter School Institute (CSI).

- 9) Had you heard about these schools before:
- a. Yes: _____
 - b. No: _____
-

10) The mission of FLACS Schools is as follows:

Family Life Academy Charter School, 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.

How does that sound to you? Why do you say that?

Jacqueline

That sounds really nice as its written – but what stands out for me that they are taking responsibility – it seems that the school is helping them all around not only in school but in humanity and the name Family Life

Jennifer

This mission statement is truly working – as the monthly book shows that they are incorporating – I am a parent of 3 children and see that they have to be treated as individuals

Aimee

This is a true statement – not one teacher does not know the name of each student – nothing better than the staff knowing your kid – its like a family they really care about the kids

Judith

Even the siblings

Keliza

Its not only inside even out of school – once my parent left me outside a store and the staff member asked me what I was doing

Daniel

The part of the human value I think is so important that makes me reflect about the youth and so many youth in jails – what if students would have taught human values in school

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Nahomi

While going to school I met up with the security guard and we chatted about how things were. I was doing a project at school and I reached out to a previous teacher who helped me with the project and provided

Aimee

Hurricane Sandy – teachers called to check on family and kids – did we have lights, food, etc

11) All charter schools operate on a lottery basis, which means parents can apply on behalf of their children and all applications are then submitted to a process of a random lottery. If a FLACS school opened in your neighborhood, would you apply on behalf of your child?

- a. Yes: _____
b. No: _____

Why do you say that?

Amanda

Yes – the opportunity that is being offered is not available every day – especially for one of my children he has potential

Judith

I got lucky that FLACS II is not near my school – but I went in as I was told – they took me in quickly –

My dad was all for CS -

Because FLACS II started late and there were not the necessary number of applicants so a lottery was not held

12) Family Life Academy Charter Schools are planning to open FLACS III within School District 7. Would you support the opening of a FLACS III in School District 7?

- a. Yes: _____
b. No: _____

Why do you say that?

Unanimous – 12

Anything you'r opposed to or anything you have not heard about

Capacity and grades

School starts Kinder and 1 and then

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FLACS II

we have options – take over the 23 year lease – the principal and teacher loves that building but the building has issues – everything has aged – we would have to probably put money into it – right now we also bought new building

13) Do you have any questions for us or any additional comments?

FLACS Round Table Discussions Tuesday, August 6, 2013 -- CONFIRMED PARTICIPANTS

10:00 AM to 12:00 M	TELEPHONE #	LANGUAGE PREFERENCE	RECEIVED STIPEND	SIGNATURE
1. Carmen Vargas ✓		Eng	yes	Carmen Vargas
2. Theresa Fleming ✓		Eng	yes	Theresa Fleming
3. Marlene Solis		Bilingual	yes	Marlene Solis
4. Wade Irby		Eng	yes	Wade Irby
5. Melany Lucero ✓		Eng	yes	Melany Lucero
6. Shanla Santana ✓		Eng	yes	Shanla Santana
7. Giovanni Carris		Eng	yes	Giovanni Carris
8. Joshua Agyei		Eng	yes	Joshua Agyei
9. Jasmine Agyei		Eng	yes	Jasmine Agyei
10. Sandra Garcia		Spanish	yes	Sandra Garcia
11. Angel Paredes		Spanish	yes	Angel Paredes
12. Alissa Rodriguez		Bilingual	yes	Alissa Rodriguez
Angel Franco		Bilingual	yes	Angel Franco
6:00 PM to 8:00 PM				
1. Zamansky Twum ✓		Eng	yes	Zamansky Twum
2. Judith Ortega ✓		Bilingual	yes	Judith Ortega
3. Scarlett Alvarez ✓		Eng	yes	Scarlett Alvarez
4. David Rosado ✓		Bilingual	yes	David Rosado
5. Rev. Daniel Valentin ✓		Eng	yes	Rev. Daniel Valentin
6. Jacqueline Calderon ✓		Eng	yes	Jacqueline Calderon
7. Pedro Esteves		Bilingual	yes	Pedro Esteves
8. Joanne Miranda ✓		Eng	yes	Joanne Miranda
9. Jennifer Ortiz ✓		Eng	yes	Jennifer Ortiz
10. Amanda Aviles ✓		Eng	yes	Amanda Aviles
11. Almee Andino ✓		Eng	yes	Almee Andino
Keliza Alvarez		Eng	yes	Keliza Alvarez
Nahomi Pineira		Bilingual	yes	Nahomi Pineira

Acting Bursar for FLACS Catherine Rodriguez

Rev. Raymond Rivera

14(c)

Page 1 of 1

Attachment 11

From: Marilyn Calo [REDACTED]
To: ylorres5 [REDACTED]
Cc: revrayrivera [REDACTED], evelyn.castro4 [REDACTED]

Subject: Rev. Raymond Rivera

Date: Wed, May 1, 2013 4:29 pm

Dear Superintendent Torres,

I am writing on behalf of Reverend Raymond Rivera, who visited you on April 11, 2013 to share with you the work that we are doing in District 7 at the Family Life Academy Charter School II. Reverend Rivera shared that we would like to continue to serve the children in District 7 with Family Life Academy Charter School III that will open in 2014. He was quite impressed with your enthusiasm, your strong commitment to impacting instructional practice and your love for the community that you grew up in and have served for so many years. Reverend Rivera is requesting a date to meet to continue the discussion on Family Life Academy III. Evelyn Castro, former Superintendent of CSD 4 and a member of the Board of Trustees and I would be joining Reverend Raymond Rivera. Please let me know what would be a good day and time for you starting the week of May 13, 2013.

I look forward to meeting you. Have a great evening.

Marilyn Calo
Chief Executive Administrator
Family Life Academy Charter School
Family Life Academy Charter School II
14 West 170th Street
Bronx, New York 10452
718 410-8100
Fax 718 410-8100

14cc)

Superintendent Torres,

Thank you for making time out of your busy schedule to meet with us. We will be there on Friday, May 17, 2013 at 10am.

Again thank you so much.

Reverend Raymond Rivera
CEO /President
Latino Pastoral Action Center
Founder-Family Life Academy Charter Schools

Marilyn Calo
Evelyn Castro
Chief Executive Administrators
Family Life Academy Charter Schools

Sent from my iPad

On May 10, 2013, at 12:34 PM, "Torres Yolanda" [REDACTED] wrote:

<meeting.ics>

14(c)

Attachment 1



FamilyLifeAcademy C h a r t e r S c h o o l

July 17, 2013

Superintendent Yolanda Torres
510 Courtlandt Avenue
Room 102
Bronx New York, 10452

Dear Ms. Torres:

The Charter School Office (CSO) has released its first-ever dissemination grant called the New York Charter School Dissemination Program. The purpose of this grant is to provide funds to support the dissemination of effective practices and programs that have been developed, tested, and proven successful in New York Charter Schools. Dissemination funds are made available to assist charter schools in disseminating their successful innovations to any district school(s) in New York through designated partnerships. I am excited to inform you that Family Life Academy Charter School (FLACS) has been selected as 1 of 10 grantees statewide to receive this multi-year grant to partner with I.S./M.S.224

FLACS will partner with I.S./M.S.224 in District 7 to implement the strategies that have led to its success as a school; team members will work to customize the approach to reflect their particular reality as a school. More specifically, FLACS will not take "a one size fits all approach" when working with its partner school but will use the individual school's data—both qualitative and quantitative—to develop and implement an action plan that reflects the priority areas, goals and objectives that have been set forth for the school by the principal and the district superintendent. By doing this, the FLACS team will start modeling the effective use of school-wide data to guide the school improvement planning process. Equally important, FLACS recognizes that the success of this project will truly be dependent on a team effort that involves the full participation of both the school principal and the district superintendent. This partnership is important because it makes it possible for everyone involved to implement an improvement planning process that is closely aligned to the requirements of this grant as well as district-wide priorities.

FLACS's focus on instructional leadership, teacher effectiveness, data driven decision making and the establishment of a sound professional learning community are the key building blocks for success at I.S./M.S.224. The customized, embedded professional development that the FLACS team will provide to the principal and staff will be critical for success. Through modeling and direct conversations with the school leadership, administrators, and teachers, all participants will be introduced to new and effective approaches for working with students, as well as get the follow-up support needed to apply these strategies in the classroom. This charter-district collaboration is one way in which we as educators can improve the overall quality of public education for the neediest students in our community. FLACS is committed to work with you and the principal and staff of I.S./M.S.224 in establishing an environment of high expectations for student achievement and teacher performance.

If you have any questions, feel free to contact me at [REDACTED] or email me at [REDACTED]

Sincerely,

Angel Rodriguez
Principal

14(c)

Attachment 12



The Science School for Exploration and Discovery



Middle School 224
345 Brock Avenue, Bronx, NY 10454
School Phone No. (718) 665-9804
School Fax No. (718) 665-0078

Mrs. Sojourner Welch-David, Principal

Mr. Richard Cole, Assistant Principal
Mr. Larry Thornton, Assistant Principal

March 13, 2013

To Whom It May Concern,

I am writing to inform you that I am honored to be a partner with Family Life Academy Charter School (FLACS) on the Charter Dissemination Grant. FLACS's track record in significantly raising the academic performance of all students, particularly those who have been identified as English Language Learners (ELLs) and students with disability is quite impressive. As you already know, ELLs and students with disabilities have historically underperformed in our public schools and to be given the opportunity to turn the tide with these two student subgroups within my own school is very exciting to me and my staff.

My school, I.S./M.S.224, is located in District 7 in New York City and we serve students in grades 6-8. Our student demographic is typical of schools in the South Bronx: 72% Hispanic, 24% Black, 1% White, 1% American Indian and 2% Asian. Thirty-six percent (36%) of our students are English Language Learners and 12% are students with Individualized Education Plans (IEPs). While I have been able to improve the overall school culture, strengthen my staff's capacity to deliver quality instruction to our students, especially our ELLs and students with disabilities, during the two years that I have been the principal of the school, we still have a long way to go before we meet the high standards to which my staff and I hold ourselves. We believe that we can achieve this through our partnership with Family Life Academy Charter.

FLACS's relentless focus on instructional leadership, teacher effectiveness, data driven decision making and the establishment of a sound professional learning community are the key building blocks for success that I want to have at I.S./M.S.224. The customized, embedded professional development that the FLACS team will provide to me and my staff is exactly what we need. Through modeling and direct conversations we will not only be introduced to new and creative ways for working with our students, but get the follow-up support we need to apply these strategies when working with our particular students. I am confident that at the end of the three years of the grant, my teachers, administrators and I will have learned a lot from the experience and expertise of the FLACS team.

In my opinion, this district-charter collaboration is one way in which we as educators can improve the overall quality of public education for our neediest students, especially those who live in urban areas. My staff and I are committed team members and we are ready to do this work with the FLACS team.

If you have any questions, feel free to contact me at [redacted] or email me at [redacted]

Yours truly,
Sojourner Welch-David
Sojourner Welch-David

14(c)

Attachment #2

LorIn Brown

To: Angel Rodriguez
Subject: RE: Professional Development Support

-----Original Message-----

From: Angel Rodriguez
Sent: Friday, March 08, 2013 11:10 AM
To: LorIn Brown; Aretha Miller [REDACTED]
Subject: FW: Professional Development Support

FYI

From: Welch-David Sojourner [REDACTED]
Sent: Fri 3/8/2013 10:15 AM
To: Rodriguez Angel [REDACTED]
Subject: RE: Professional Development Support

I spoke with the sup't about the grant and she wanted me to possibly add the following components.

See Below:

A partnership with a University that can provide coursework for teachers to receive their bil/ESL extension. (Maybe the professor can hold the classes in the school). (This will help the teacher become highly qualified). She also mentioned afterschool program with technology that will allow the parents and students can learn English together.

She is in full support of the grant.

Thanks

Sojourner

Sojourner Welch-David

14(e)

Attachment # 2

Principal

MS 224

3.45 Brook Avenue

Bronx, New York 10454

718-665-9804

From: Rodriguez Angel [REDACTED]
Sent: Friday, March 08, 2013 9:54 AM
To: Welch-David Sojourner [REDACTED]
Subject: Professional Development Support

Sojourner,

Please speak to your Superintendent asap and go the proposal....we will need for her to be on board.

Thank you.

15 - Student Demand, Recruitment and Retention

(a) General Student Population

FLACS' schools were established to disprove the almost commonly accepted belief that second language students, immigrant students, and students in poverty are causative for poor student performance. Toward this end, FLACS, located in the community served by the Latino Pastoral Action Center (LPAC), attracted local students. The local community, demographically, served such students. There also was a swell of requests from community parents for LPAC to apply for and establish a charter school.

From its opening, the large number of applicants caused FLACS to maintain a waiting list of hundreds of students. In 2013-2014, FLACS received over 807 applications in FLACS. As the students in FLACS aged through the K-5 grades, there was another swell of requests from parents for FLACS to expand to a middle school. Since filing for and receiving a charter amendment to expand to middle school grades, FLACS also has been approached by many requests to fill such seats. Similarly, FLACS II has also had more applicants than seats, even though it just opened this past September. We anticipate this to persist as FLACS II ages through the K-8 grades. Already, FLACS II has nearly 100 names in the waiting list. This is significant because FLACS III almost certainly also will be in FLACS II's community school district.

Moreover, 300 parents signed our "Petition of Parent Interest and Support" (see Response 15(c) - Evidence of Demand). Of those who signed the petition, 80 families have children who will be attending 1st grade in the 2014-15 school year. They expressed their intent to apply to FLACS III once applications are available. These 80 applicants exceed the 50 seats that FLACS III will have available for 1st Grade. Furthermore, we expect to amass at least 100 more applicants, based on the NYC Charter School Center's annual reports that show that over 4,000 applicants apply to charter schools in CSD7 annually.

Concerning the above-noted history, we include the persistent challenge that charter schools have not adequately admitted ELL students. FLACS intentionally identifies communities where there is a predominance of ELLs and immigrant families, believing that applicants will reflect the community. This will result in large populations of the targeted groups. Moreover, Rev. Rivera has a well-established network with hundreds of community leaders who have assisted in the recruitment of local families and students at FLACS and FLACS II. All of this is supported by the reputation that FLACS' schools have engendered on account of their quality of instruction and demonstrated student success.

(b) Target Populations

FLACS is committed to meet and even exceed the enrollment and retention targets established by the SUNY trustees for students with disabilities, ELLs, and FRPL students. Toward this end, FLACS intentionally selects communities that have large segments of these populations. The following are the percentages of these populations for CSD7:

- Free or Reduced Price Lunch: 90%
- English Language Learners: 18%
- Students with Disabilities: 27% [Grades 3-9]

Recruitment Strategies

Our plan to meet the recruitment targets at FLACS III is based on informing our community about our school, and providing opportunities for parents to receive the necessary information so that they can apply in a timely fashion. FLACS III will utilize the following methods to recruit students from the three target populations:

- Visit and present to headstart, early intervention, and pre-K programs during parent meetings;
- Attend kindergarten school fairs held at headstart, early intervention, and pre-K programs;
- Host school fairs and open houses at our current FLACS schools;
- Announce and advertise in various media outlets, including local neighborhood newsprints (i.e., Penny Pincher, Bronx Times, etc.), local television channels (i.e., Bronx 12, NY1, Bronx Net, etc.), citywide television channels (Univision, Channel 2 WCBS, etc.), and citywide newspapers (i.e., El Diario La Prensa); and
- Distribute flyers with information on enrollment and/or recruitment activities.

With most of these approaches, a school principal/designee will make a presentation to parents and guardians on the school, including key design elements, non-negotiables and curriculum.

To ensure high enrollment of these populations, FLACS will employ a series of recruitment strategies. Through LPAC’s network of community affiliations, we will distribute information about its schools. Also, with supportive community groups and leaders, we will get the publicity into the hands of parents in the community in their native languages. Already, we have announced the intent to open a charter school in the area in local media.

In addition, FLACS will conduct outreach to local houses of worship, community organizations, childcare centers, and shelters. The chart below indicates the specific venues that we will target, and the specific populations that we will reach out through the venues.

Outreach Venues	ELLs	Students w/Disabilities	Free or Reduced Price Lunch Students
Thessalonian Baptist Church	X		X
Hispanic Catholic Charismatic	X		X
Epworth Methodist Church	X		X
Evangelica United Methodist	X		X
Deeper Life Bible Church	X		
Holy Tabernacle Church	X		X
Love Gospel Assembly	X	X	
Bronx Spanish Evangelical Church	X	X	X
Metro Hope Covenant Church	X	X	X
St Pius V Church	X		X

Proposal to Establish Family Life Academy Charter School III

St Lukes RC Church	X		X
Tercera Iglesia Bautista	X		X
Masjid Ebun Abass	X		X
Mott Haven Library	X	X	X
Eastside House Settlement	X	X	X
New York City Housing Authority Millbrook Houses	X	X	X
New York City Housing Authority Patterson Houses	X	X	X
New York City Housing Authority Mitchel Houses	X	X	X
Brightside Academy (Early Intervention)		X	X
Bronx Works Community Center		X	X
Mitchell Community Center		X	X
ACS Division of Child Care & Head Start	X	X	X
Pamela C. Torres Day Care Center	X	X	X
St. Dominic's Torch (Early Intervention Program)	X	X	X
St. Anthony Shelter	X	X	X
Aguila, Inc. (Shelter)	X	X	X
Prospect Interfaith Family Inn (Shelter)		X	X

At all these venues, FLACS will conduct info sessions, open houses, fairs, canvassing, petitions, presentations, info tables at community events, flyers posted on-site, informational letters.

Even with the lottery, FLACS expects that the pool of applicants generally will reflect the community and district with respect to these populations. Starting with kindergarten, very few applicants, aside from hard criteria for special needs, enter school having been identified as needing special education services. However, it should be noted that FLACS and FLACS II have sought to bring related services as needed by their students and, after working through the Child Study team and alternative educational and supportive approaches, have been referred to the Committee on Special Education (CSE). Both schools have sought to retain such students and provide for their educational and emotional needs. FLACS will continue this with FLACS III.

Retention Strategies

FLACS is committed to ensure the retention of its students with disabilities (special needs), ELLs, and FRPL students. We pride ourselves in providing a strong instructional program with

services that support the needs of all our students, particularly these three target populations. In general, FLACS schools have a parent coordinator, who interacts with all parents on educational, student, social, and other matters. They also offer workshops on education, health, and advocacy directly or in conjunction with other faculty and staff.

In addition, FLACS offers the following specific services to each of the target populations:

- 1) Students with Disabilities—FLACS schools employ a Special Education Coordinator, who supports both parents and students with special needs. The coordinators ensure that all related services are provided as per the students' IEP. For example, they attend referral, annual review, and placement meetings with the parents (It is important to note that most schools do not offer this service to parents of students with special needs). They conduct parent workshops regarding IEPs and the needs of students with special needs. These workshops are open to all FLACS parents, not just those with children who currently have IEPs. We do this to orient those parents who have children that are exhibiting gaps in learning and may be resistant to having their children being stigmatized by a special needs or special education label.

In addition, FLACS does not separate special needs students into self-contained classes. All of our children are integrated into all of our class offerings. Our program design ensures that SETSS and related services are provided to our special needs students in a seamless fashion. At the same time, FLACS has been responsive to the growing number of special needs students at its schools, which it is prepared to replicate at FLACS III should the need arise. At FLACS, we identified six students who were entering the fourth grade with an IEP designation of CTT. Rather than advising the parents to enroll their children in schools with CTT settings, we created our own CTT class within one of our fourth grade classes. Along with the general education and special education teachers, we also retained the teaching assistant in the classroom, which provides an 8:1 student to teacher ratio in the class.

- 2) ELLs—FLACS schools have an ELL Coordinator and ESL teachers (for the elementary and middle school grades), who support both parents and ELL students. They provide ESL classes. They articulate with teachers to make sure that ELLs are progressing academically. They also have parent meetings, teach ESL series to parents, and conduct parent workshops on literacy and reading to your child even when they do not know English. In addition, we offer translation services for all of our meetings, and we translate our communications into Spanish.
- 3) FRPL Students—At each FLACS school, we help parents who are not able to purchase uniforms or pay for school supplies or trips by securing donations from LPAC, our community sponsor, and other individuals and local groups. Some of our faculty and staff also have donated food, clothing, healthcare, personal care, etc., to families and students. We offer free trainings and workshops on education, health, and advocacy. In addition, we do not charge Reduced Price families their anticipated financial contribution as per our charter.

Through LPAC, low-income families receive scholarships for afterschool programs and summer camp. They receive food and clothing from drives. They also receive family and

individual counseling for students and parents. They participate in community events and concerts, including their Hispanic Heritage Month and Black History Month celebrations.

Response 15(c) – Evidence of Demand

See attached

Attachment 1 – Petition of Interest and Support

Petition of Parent Interest and Support

The *Latino Pastoral Action Center's/ Family Life Academy Charter Schools* is proposing to open *Family Life Academy Charter School III*. The school will serve the community with a school that will be a Kindergarten through Eighth grade. Once authorized, Family Life Academy Charter School III will open in September 2014 and serve students who are Kindergarten and First grades.

Key Features of the Charter School will be:

- Small class size (25 students in each class, 2 classes on each grade level)
- A teacher and an Assistant teacher in each classroom
- Academic Rigor, High Standards and Clear Expectations
- Partnership with the Latino Pastoral Action Center
- Student School Uniforms
- Extended day the school day will begin at 8:15 end at 3:30 p.m.
- After School programs for children needing extra support and enrichment
- After School program sponsored by the Latino Pastoral Action Center for Homework help, recreational educational activities, counseling
- 90 minutes of English language arts instruction every day
- An integrated curriculum that incorporates the study of Math, Science, Social Studies and English instruction every day
- Special Classes including music, art, physical education, dance, Spanish
- School Leadership and staff who are committed to the Bronx and to the school's mission and who are highly qualified
- Commitment to serving the entire community!

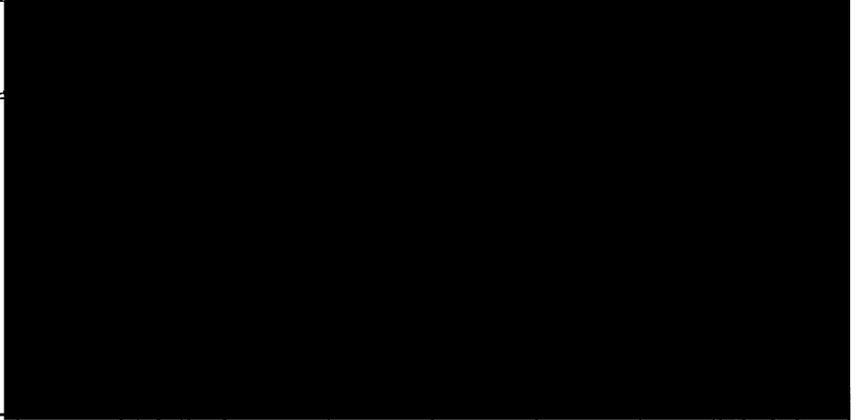
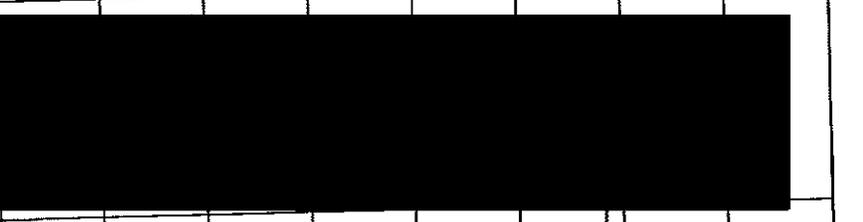
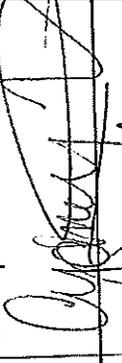
Our Mission

Family Life Academy Charter School III, in partnership with the Latino Pastoral Action Center and parents, seeks to empower all K-8 students to achieve high standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

If you are interested in, or support, the establishment of Family Life Academy III, you may sign the attached petition. All personal information is for presentation to the New York State charter school authorizer, and shall not be publicly available.

**Petition of Interest and Support for the Establishment of
Family Life Academy Charter School III**

By signing this petition, you are indicating your personal interest and/or support of the proposed free, public charter school to serve children in the Bronx. **NOTE: Information is confidential and shall not be made public.**

NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Douana Ventura				
Cydney Williams				
Perla Lopez				
Evelyn Fernandez				
RAMON PEREZ RAMON PEREZ				
Wilson Ocedo				
Sindy Quezada				
Rodriguez Jessi Carolina Torres				

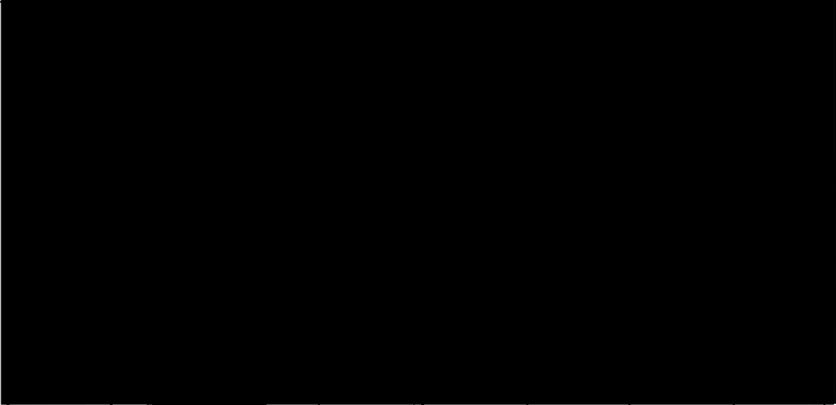
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Family Life Academy Charter School III**

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Roxanne Mays	<i>Roxanne Mays</i>	[REDACTED]	[REDACTED]	[REDACTED]
Nancy Martinez	<i>Nancy Martinez</i>	[REDACTED]	[REDACTED]	[REDACTED]
Maritza Guzman	<i>Maritza Guzman</i>	[REDACTED]	[REDACTED]	[REDACTED]
Shana Bryant	<i>Shana Bryant</i>	[REDACTED]	[REDACTED]	[REDACTED]
Tommy Rivers	<i>Tommy Rivers</i>	[REDACTED]	[REDACTED]	[REDACTED]
Karen Bryant	<i>Karen Bryant</i>	[REDACTED]	[REDACTED]	[REDACTED]
Robbie Garner	<i>Robbie Garner</i>	[REDACTED]	[REDACTED]	[REDACTED]
Yousuf A. Mervin	<i>Yousuf A. Mervin</i>	[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Eric Carroll				
Angelica Batista				
Andy Leunni				
Lindy Trizora				
JAIME SANTOS				
Ana M. Paredes				
Pablo	GALVEZ			
Ofelia Flores	Ofelia Flores			

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Eddie	<i>Eddie Lopez</i>	[REDACTED]	[REDACTED]	[REDACTED]
Secundo Amario	<i>Secundo Amario</i>	[REDACTED]	[REDACTED]	[REDACTED]
Agnia	<i>Agnia</i>	[REDACTED]	[REDACTED]	[REDACTED]
Eladio Espino	<i>Eladio Espino</i>	[REDACTED]	[REDACTED]	[REDACTED]
Gladys Rivera	<i>Gladys Rivera</i>	[REDACTED]	[REDACTED]	[REDACTED]
Merydel Ortega	<i>Merydel Ortega</i>	[REDACTED]	[REDACTED]	[REDACTED]
Virgen Cortes	<i>Virgen Cortes</i>	[REDACTED]	[REDACTED]	[REDACTED]
Carla Martinez	<i>Carla Martinez</i>	[REDACTED]	[REDACTED]	[REDACTED]

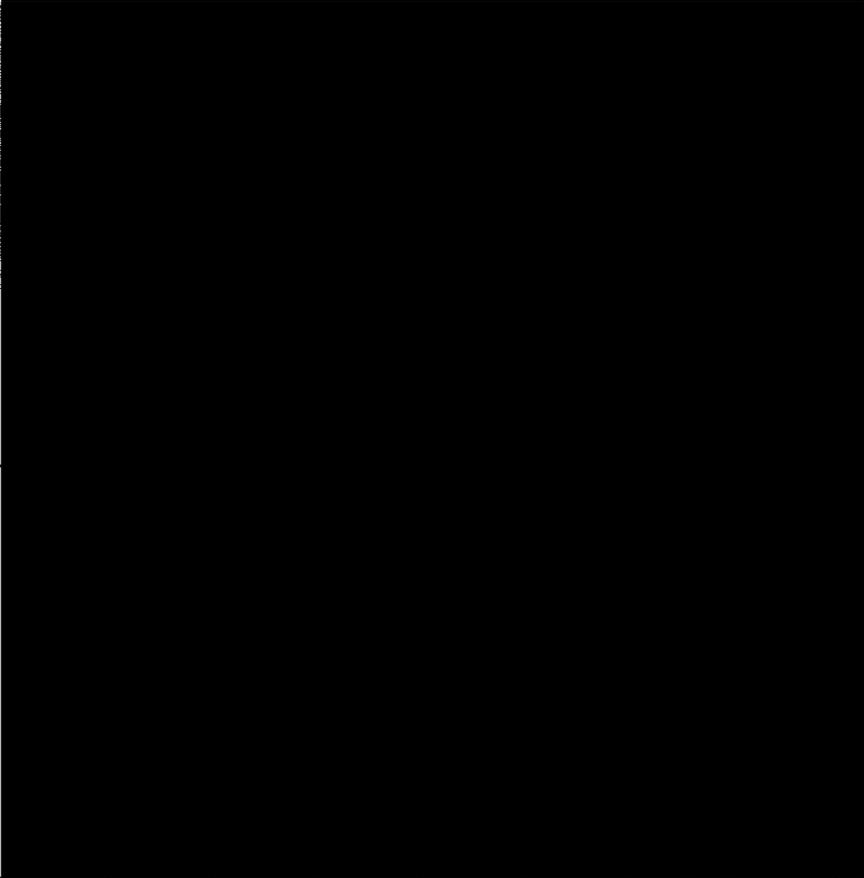
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Muhammed Barry	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Indira oetiz	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Adelina Ramirez	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Micaela Belanos	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Laramea Santana	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Yoselin Gomez	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Lourdes de la Cruz	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]
Karin Cardenas	<i>[Signature]</i>	[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Lisa McShee				
Carmen R. Cruz				
Marina Cabren				
Locely Luster				
Joanna Colon				
Praxangel Ubarez				
Erijon McDaniel				
Mario Galeano				

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Family Life Academy Charter School III**

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Sixto Michael Carrion	<i>Sixto Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
MIRZA Carrion	<i>Mirza Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
Joshua Carrion	<i>Joshua Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
MATTHEW Carrion	<i>Matthew Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
Rachel Carrion	<i>Rachel Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
Michael Carrion III	<i>Michael Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]
Joyce Faxedes	<i>Joyce Faxedes</i>	[REDACTED]	[REDACTED]	[REDACTED]
Elizabeth Carrion	<i>Elizabeth Carrion</i>	[REDACTED]	[REDACTED]	[REDACTED]

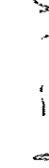
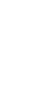
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Victor J. Pellet	<i>Victor Pellet</i>	[REDACTED]	[REDACTED]	[REDACTED]
Jordan Dankins	<i>Jordan Dankins</i>	[REDACTED]	[REDACTED]	[REDACTED]
Kubi Michalewicz	<i>Kubi Michalewicz</i>	[REDACTED]	[REDACTED]	[REDACTED]
Syieda Stone	<i>Syieda Stone</i>	[REDACTED]	[REDACTED]	[REDACTED]
Piero moran	<i>Piero moran</i>	[REDACTED]	[REDACTED]	[REDACTED]
A. BOTAH.	<i>A. BOTAH.</i>	[REDACTED]	[REDACTED]	[REDACTED]
Luz MARIA	<i>Luz Maria</i>	[REDACTED]	[REDACTED]	[REDACTED]
Elizabeth Ortiz	<i>Elizabeth Ortiz</i>	[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
SCARLETT VELAZQUEZ		[REDACTED]	[REDACTED]	[REDACTED]
La Tiffany Campbell-Morrissey		[REDACTED]	[REDACTED]	[REDACTED]
Henry Nikol		[REDACTED]	[REDACTED]	[REDACTED]
Ortiz, John		[REDACTED]	[REDACTED]	[REDACTED]
FELIPE McDaniel		[REDACTED]	[REDACTED]	[REDACTED]
Manuel Rodriguez		[REDACTED]	[REDACTED]	[REDACTED]
Jessica Liao		[REDACTED]	[REDACTED]	[REDACTED]
Bebea M. Martinez		[REDACTED]	[REDACTED]	[REDACTED]

**Peticion de Interes y Apoyo para establecer la escuela
Family Life Academy Charter School III**

Firmando esta peticion indica que Ud. esta personalmente interesado en apoyar la propuesta de esta escuela que es publica, gratis y servira a los ninos en el condado del Bronx. **NOTA: Toda informacion es confidencial y no se presentara al public.**

NOMBRE	FIRMA	DIRECCION	EIDADES de	GRADO DE
Gleny L. Pineda	<i>Gleny Pineda</i>			
Daniel E. Lichstein	<i>Daniel E. Lichstein</i>			
Rene Medina	<i>Rene Medina</i>			
MARGARITA D. HZ	<i>Margarita HZ</i>			
Amaro Ruben	<i>Amaro Ruben</i>			
Rafael Samanis Gross	<i>Rafael Samanis Gross</i>			
Nicole Novato	<i>Nicole Novato</i>			
Ed Gross	<i>Ed Gross</i>			

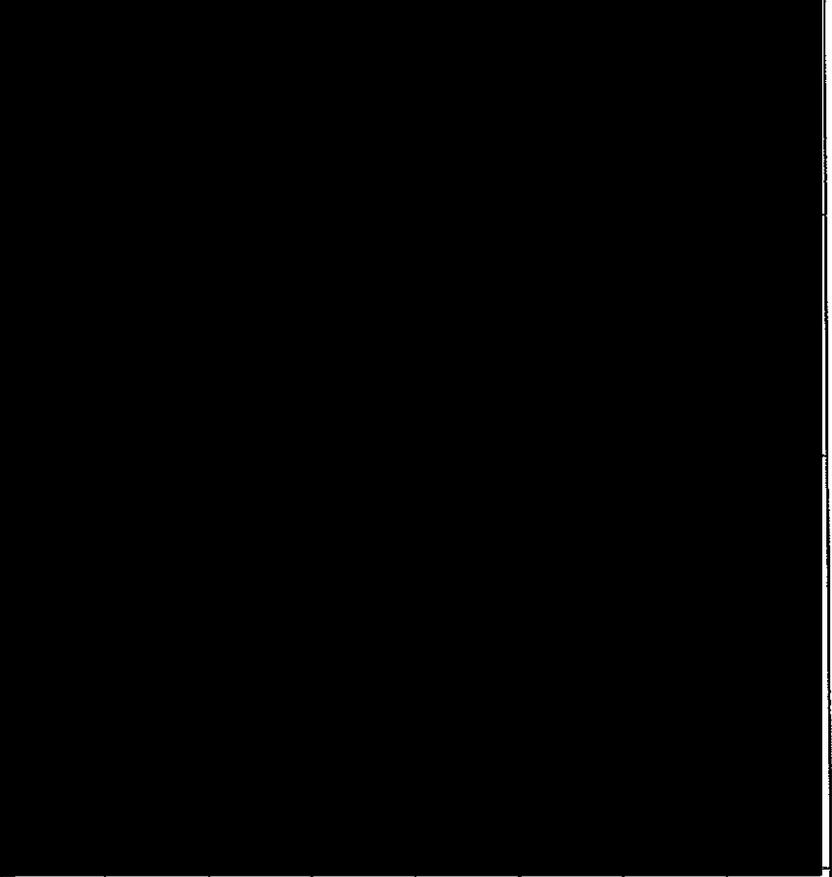
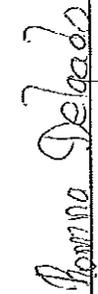
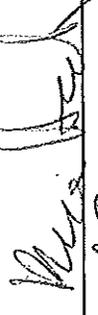
**Petition of Interest and Support for the Establishment of
Family Life Academy Charter School III**

By signing this petition, you are indicating your personal interest and/or support of the proposed free, public charter school to serve children in the Bronx. NOTE: *Information is confidential and shall not be made public.*

NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Alfa Mendez	<i>Alfa Mendez</i>			
Josefina Ramos	<i>Josefina Ramos</i>			
David Dank	<i>David Dank</i>			
Dariusz	<i>Dariusz</i>			
Sionerys Sanchez	<i>Sionerys Sanchez</i>			
Ebony Perment	<i>Ebony Perment</i>			
Angela Carrino	<i>Angela Carrino</i>			
Smythia Gross	<i>Smythia Gross</i>			

**Petition of Interest and Support for the Establishment of
Family Life Academy Charter School III**

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Paola Elao				
Romna Delgado				
Daniel Olivares				
Gaudelupe Hernandez				
Smagdalena Lopez				
Kamisa Hidalgo				
Leticiana Reyes				
FRANCY DELGADO				

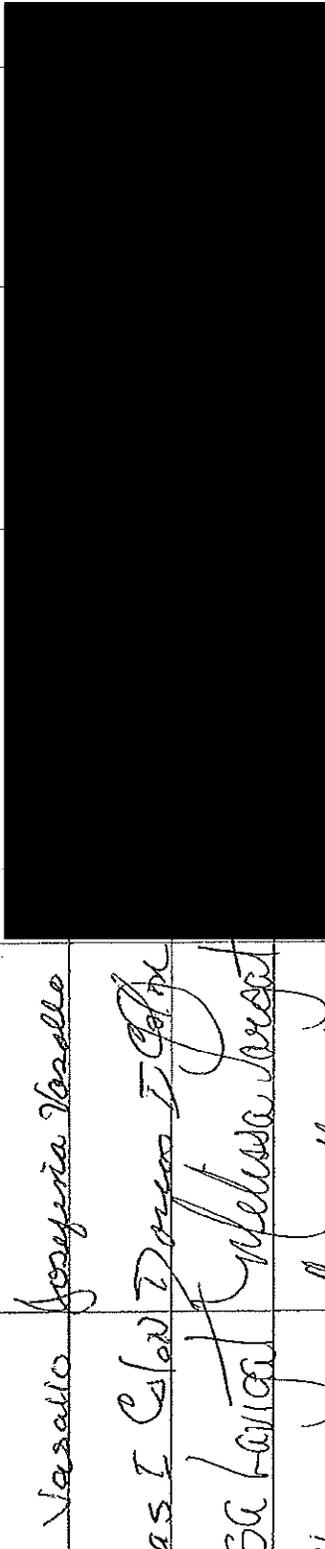
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Ana I. Mejia	Ana L. Mejia	[REDACTED]	[REDACTED]	[REDACTED]
DESIREE CONTRERAS	DESIREE CONTRERAS	[REDACTED]	[REDACTED]	[REDACTED]
Rosalia Hernandez	Rosalia Hernandez	[REDACTED]	[REDACTED]	[REDACTED]
ALFREDO JIMENEZ	Alfredo Jimenez	[REDACTED]	[REDACTED]	[REDACTED]
ANA I Jimenez	Ana I Jimenez	[REDACTED]	[REDACTED]	[REDACTED]
Suzanna Behalla	Suzanna Behalla	[REDACTED]	[REDACTED]	[REDACTED]
Jose Pabon	JOSE PABON	[REDACTED]	[REDACTED]	[REDACTED]
Gladys Cruz	Gladys Cruz	[REDACTED]	[REDACTED]	[REDACTED]

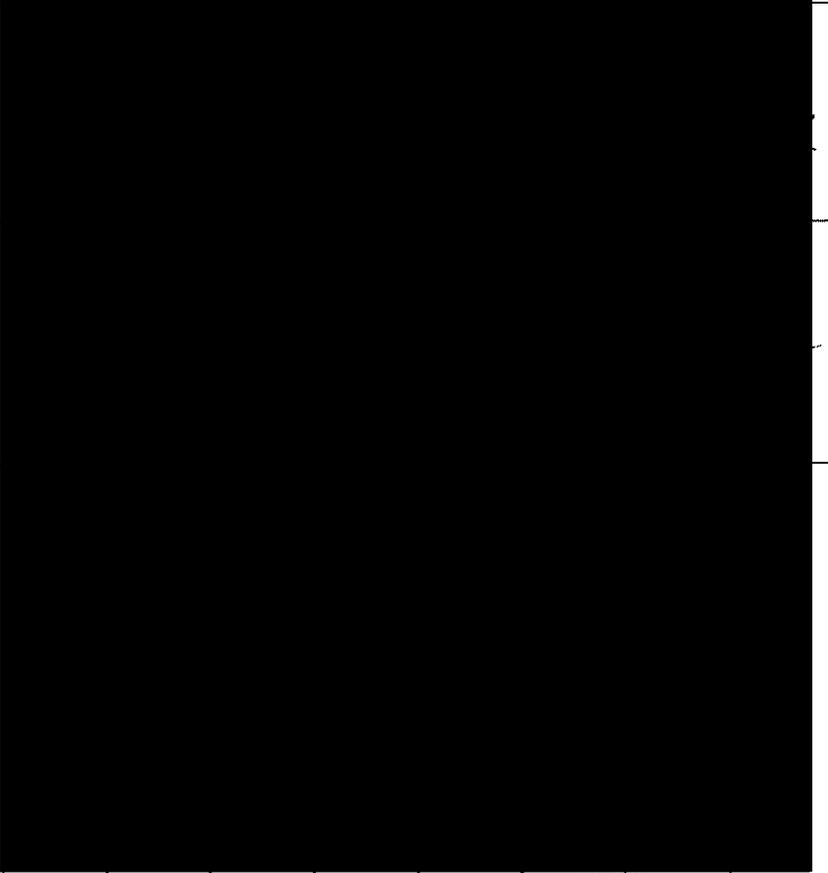
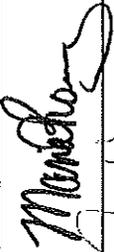
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Josefina Vasallo	<i>Josefina Vasallo</i>			
Doreas I Colon	<i>Doreas I Colon</i>			
Melissa Larrat	<i>Melissa Larrat</i>			
Myrian Hernandez	<i>Myrian Hernandez</i>			
Dervis Hernandez	<i>Dervis Hernandez</i>			
Adreea Abreu	<i>Adreea Abreu</i>			
Selinet Camacho	<i>Selinet Camacho</i>			
Romonta Ryan	<i>Romonta Ryan</i>			

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Flor Urbacz.				
Analiz Minaya				
Carmen Percira				
MARIA RODRIGUEZ				
Angel Goveia				
Bryant Lugo				
Manuel Nunez				
Chris Martinez				

**Peticion de Interes y Apoyo para establecer la escuela
Family Life Academy Charter School III**

Firmando esta peticion indica que Ud. esta personalmente interesado en apoyar la propuesta de esta escuela que es publica, gratis y servira a los ninos en el condado del Bronx. **NOTA: Toda informacion es confidencial y no se presentara al public.**

NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el
Albina Costa	<i>Albina Costa</i>	[Redacted]		
Jose Rivera	<i>Jose Rivera</i>	[Redacted]		
Don Juan	<i>Don Juan</i>	[Redacted]		
Monoy SALDADOR	<i>Monoy SALDADOR</i>	[Redacted]		
Raymond Bellard	<i>Raymond Bellard</i>	[Redacted]		
Patricia Ryan	<i>Patricia Ryan</i>	[Redacted]		
ARACELIS PARAFIX	<i>ARACELIS PARAFIX</i>	[Redacted]		
NAHAM MONCADA	<i>NAHAM MONCADA</i>	[Redacted]		

**Petition of Interest and Support for the Establishment of
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
CARLOS GARCIA	<i>Carlos GARCIA</i>	[REDACTED]	[REDACTED]	[REDACTED]
<i>Mauro Pizarro</i>	<i>Mauro Pizarro</i>	[REDACTED]	[REDACTED]	[REDACTED]
EDUARDO GUERRA	<i>Eduardo Guerra</i>	[REDACTED]	[REDACTED]	[REDACTED]
DAVID MOLINA	<i>David Molina</i>	[REDACTED]	[REDACTED]	[REDACTED]
Mildred Aquino	<i>Mildred Aquino</i>	[REDACTED]	[REDACTED]	[REDACTED]
JULIA MALDONADO	<i>Julita Maldonado</i>	[REDACTED]	[REDACTED]	[REDACTED]
Florida Vasquez	<i>Florida Vasquez</i>	[REDACTED]	[REDACTED]	[REDACTED]
ANTHONY SOTO	<i>Anthony Soto</i>	[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
EUGENIA ESPINAL	EUGENIA ESPINAL	[REDACTED]	[REDACTED]	[REDACTED]
HANSEL ESPINAL	HANSEL ESPINAL			
La Tiffany Campbell-Morrissey	La Tiffany Campbell-Morrissey			
ZOE MORINEZ	ZOE MORINEZ			
Brenda da BONDINO	Brenda da BONDINO			
John Nardiana	John Nardiana			
Londie & Zoey Ali	Londie & Zoey Ali			
Carol Dyer	Carol Dyer			

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Kenyasia Mente	<i>Natasha Mente</i>	[REDACTED]	[REDACTED]	[REDACTED]
Theresa Fleming	<i>Theresa Fleming</i>	[REDACTED]	[REDACTED]	[REDACTED]
Lahasia Williams	<i>Lahasia Williams</i>	[REDACTED]	[REDACTED]	[REDACTED]
Dulmi Padrao	<i>Dulmi Padrao</i>	[REDACTED]	[REDACTED]	[REDACTED]
John Marlow	<i>John Marlow</i>	[REDACTED]	[REDACTED]	[REDACTED]
Lauren Keane	<i>Lauren Keane</i>	[REDACTED]	[REDACTED]	[REDACTED]
Doreen Furea	<i>Doreen Furea</i>	[REDACTED]	[REDACTED]	[REDACTED]
Reina F. Irizarry	<i>Reina F. Irizarry</i>	[REDACTED]	[REDACTED]	[REDACTED]

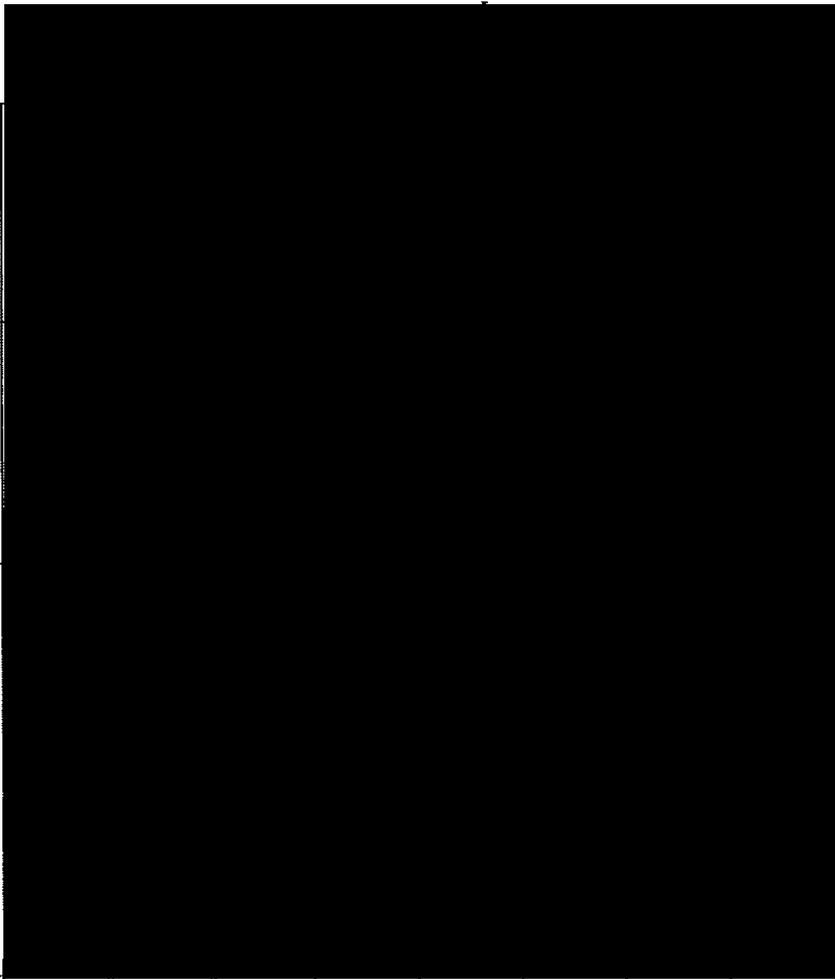
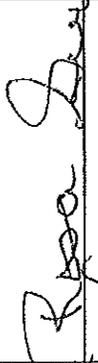
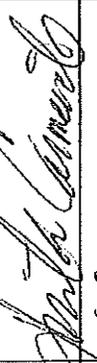
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Stephanie Espinosa	E. Elk	[REDACTED]		
Kosa Colon	Kosa Colon			
JAMIE PORTIÑO	[Signature]			
ANA FIGUEROA	[Signature]			
YEsenia ROSA RIVERA	[Signature]			
Anthony Cruz	[Signature]			
IRIS RIVERA	IRIS RIVERA			
MARIA SOBA	MARIA SOBA			

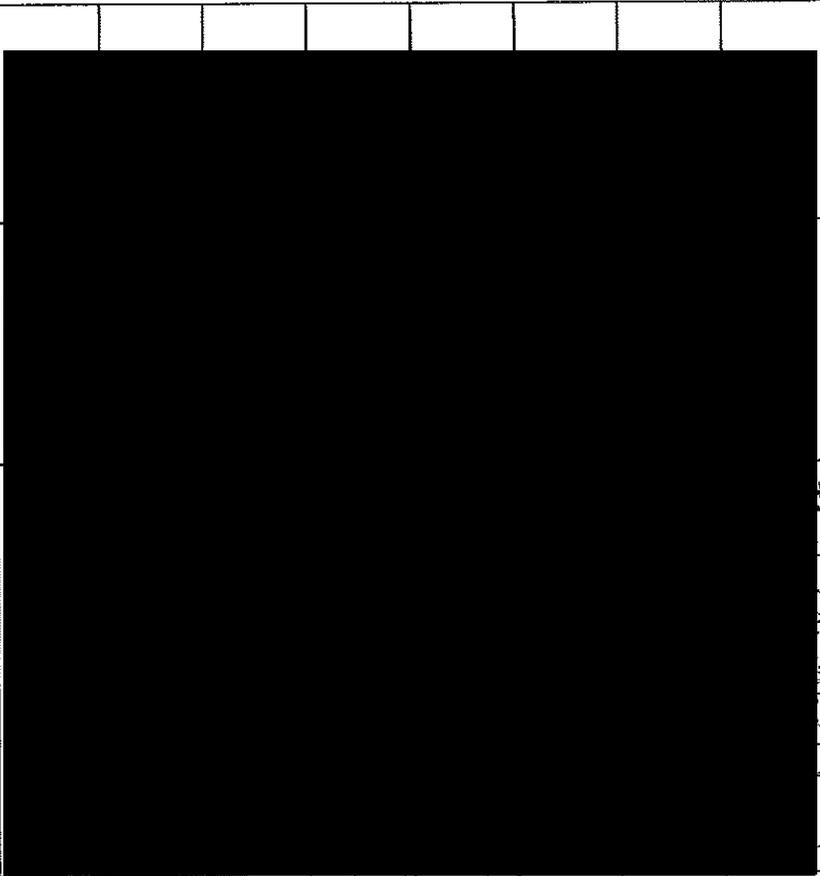
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015	
IRIS MORA					
Rosa Swan					
Julia Torres					
Anita Camacho					
LADIKIA OUNGG					
Rosa Tejada					
Eliodashti					
CARMEN Mdina					

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Maria King				
Sayda Nelson				
Jhannay Ortiz				
Saroya Reddix				
Victor Lopez				
Keora Ferguson				
Raven Becerra				
Barclay Hayes				

Signature of [Name]

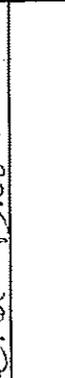
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Pilar Martin	<i>[Signature]</i>			
Samuel Quiles	<i>[Signature]</i>			
Luzma Fajardo	<i>[Signature]</i>			
Virginia Candelario	<i>[Signature]</i>			
Janner Jimenez	<i>[Signature]</i>			
Rosario Gonzalez	<i>[Signature]</i>			
Rebecca Polomino	<i>[Signature]</i>			
Genivi Andujar	<i>[Signature]</i>			

**Petition of Interest and Support for the Establishment of
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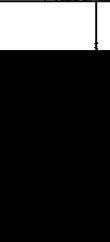
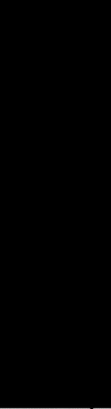
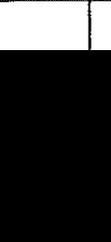
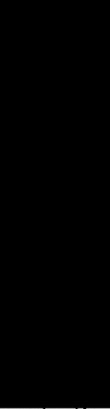
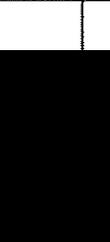
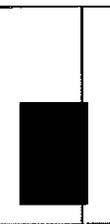
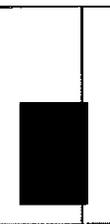
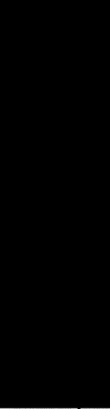
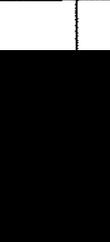
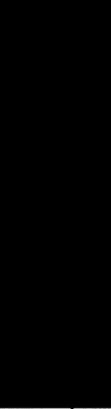
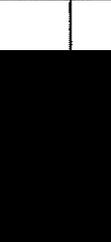
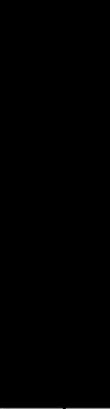
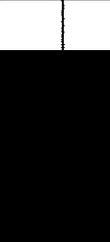
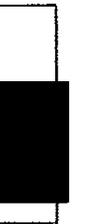
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NAME	SIGNATURE
Sanna Amos	
Lena Forester	
Lena Brown	
Rashara Blease	
Shayna Burton	
Sarah Burton	
Carol v. morales	
Felix Johnson	
Jennifer Ploner-Jones	



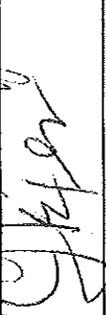
**Petition of Interest and Support for the Establishment of
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Jared Thompson				
Chaim Pfeffer	Chaim Pfeffer			
PATRICIA HABBE				
Gabriella Robinson				
Serman				
Nick Bobrow				
MICHAEL BRADY				
Aino Viggetta	Aino Viggetta			

**Petition of Interest and Support for the Establishment of
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Janet Stafford				
Karen Eyer				
Gloria Willis				
Franklin Williams				
J. de Catherines				
Emmanuel Guzman				
Nestor Mena				
Shirley Wilson				

Petition of Interest and Support for the Establishment of
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Silvia Soto	<i>Silvia Soto</i>	[REDACTED]	[REDACTED]	[REDACTED]
Eli AS / Ason	<i>Eli AS / Ason</i>	[REDACTED]	[REDACTED]	[REDACTED]
Olga Pacheco	<i>Olga Pacheco</i>	[REDACTED]	[REDACTED]	[REDACTED]
Melissa L. Myers	<i>Melissa L. Myers</i>	[REDACTED]	[REDACTED]	[REDACTED]
Angela Benizwila	<i>Angela Benizwila</i>	[REDACTED]	[REDACTED]	[REDACTED]
Samuel R. SA	<i>Samuel R. SA</i>	[REDACTED]	[REDACTED]	[REDACTED]
Diga Fante	<i>Diga Fante</i>	[REDACTED]	[REDACTED]	[REDACTED]
ELSA CRUZ	<i>ELSA CRUZ</i>	[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Hector Ramirez		[REDACTED]	[REDACTED]	[REDACTED]
Ramon A. Acosta B. Acosta		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
Rosa Maita Puello Posen Maita Puello		[REDACTED]	[REDACTED]	[REDACTED]
Norma Caraballo YUK		[REDACTED]	[REDACTED]	[REDACTED]
Sheila Arroyo	Sheila Arroyo	[REDACTED]	[REDACTED]	[REDACTED]
Graciela Melendez	Graciela Melendez	[REDACTED]	[REDACTED]	[REDACTED]
Arana Arroyo		[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Rosa Medina	Rosa	[REDACTED]	[REDACTED]	[REDACTED]
Petra Javier	Petra Javier	[REDACTED]	[REDACTED]	[REDACTED]
Aurora Escarrio	Aurora Escarrio	[REDACTED]	[REDACTED]	[REDACTED]
Antonia Sanchez	Antonia Sanchez	[REDACTED]	[REDACTED]	[REDACTED]
Salome Carrillo	Salome Carrillo	[REDACTED]	[REDACTED]	[REDACTED]
Rachel Carrion	Rachel Carrion	[REDACTED]	[REDACTED]	[REDACTED]
Yerna Agosto	Yerna Agosto	[REDACTED]	[REDACTED]	[REDACTED]
Joselyn Monte	Joselyn Monte	[REDACTED]	[REDACTED]	[REDACTED]

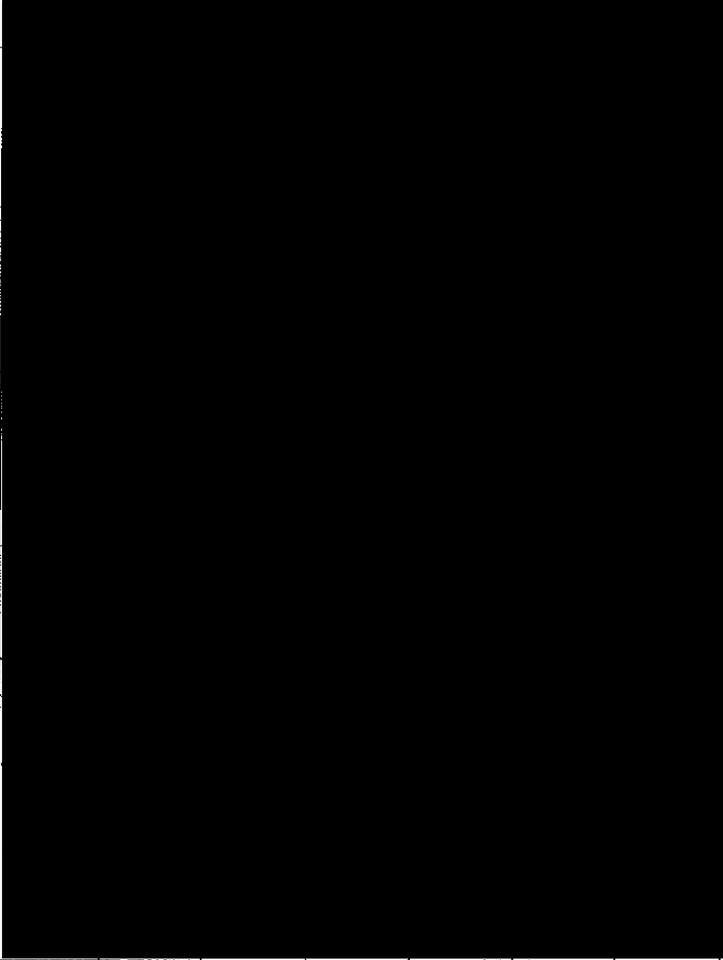
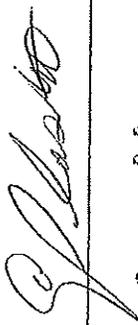
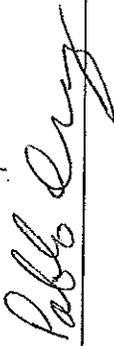
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Teresa Jimenez	<i>Teresa Jimenez</i>	[REDACTED]	[REDACTED]	[REDACTED]
Christina Ramos	<i>Christina Ramos</i>	[REDACTED]	[REDACTED]	[REDACTED]
Antwan Plaskett	<i>Antwan Plaskett</i>	[REDACTED]	[REDACTED]	[REDACTED]
Porsha Manso B	<i>Porsha Manso B</i>	[REDACTED]	[REDACTED]	[REDACTED]
Bernarda Martinez	<i>Bernarda Martinez</i>	[REDACTED]	[REDACTED]	[REDACTED]
Wade Irby Sr	<i>Wade Irby Sr</i>	[REDACTED]	[REDACTED]	[REDACTED]
Christian Vincenty	<i>Christian Vincenty</i>	[REDACTED]	[REDACTED]	[REDACTED]
Gerardo	<i>Gerardo</i>	[REDACTED]	[REDACTED]	[REDACTED]

Peticion de Interes y Apoyo para establecer la escuela
 Family Life Academy Charter School III

Firmando esta peticion indica que Ud. esta personalmente interesado en apoyar la propuesta de esta escuela que es publica, gratis y servira a los ninos en el condado del Bronx. NOTA: Toda informacion es confidencial y no se presentara al public.

NOMBRE	FIRMA	DIRECCION	EIDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
Daby Alvarado				
Joannis Santiago				
Herari Posa				
André Plaskett				
Dorian Malloy				
RAFAEL M. HESKEY				
Pablo Cruz				

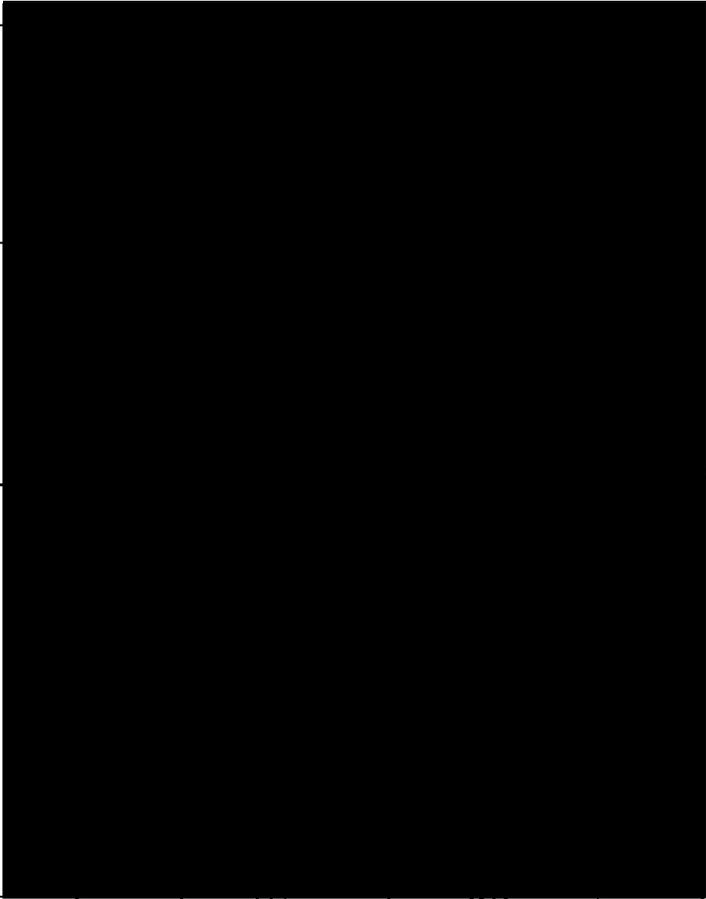
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NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
Roberta Cardozo	Roberta Cardozo	[Redacted]		
Moses Gonzalez	M. Gonzalez			
Leone Larzala	Leone Larzala			
Sussex Hernandez	Sussex Hernandez			
Amanda Martinez	Amanda Martinez			
Angela Perez	Angela Perez			
Francis Perez	Francis Perez			

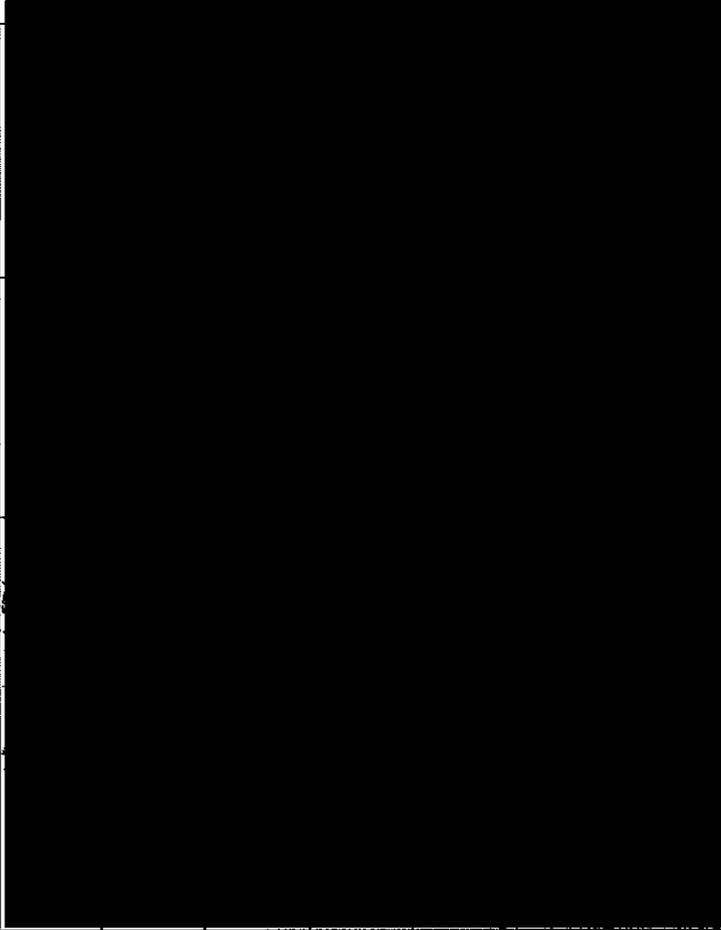
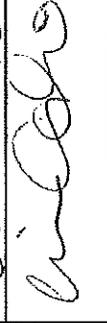
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Family Life Academy Charter School III**

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NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
Joel Veras				
Rosa Espinoza				
Adrián Vargas	Adrián Vargas			
Juana Rodriguez	Juana Rodriguez			
Emice Valdes	Emice Valdes			
OMAYRA Valentin				
Rafaela Amante	Rafaela Amante			

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NOMBRE	FIRMA	DIRECION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
Olga Villalona				
LaTiffany Campbell				
Kamaria Hilda Vazquez				
Haricio Diaz				
Carmen Cruz				
Wendga Cruz				
Aimée Andino				

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NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
AMARILIS BURDICK	FOOTC 11/15/15 [Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
ANGRID MENA	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
JUAN RODRIGUEZ	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
REBECA MONTE	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
ANTONIO MENA	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
RAFAEL JOSE	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]
RAFAEL OLIVO	[Handwritten Signature]	[Redacted]	[Redacted]	[Redacted]

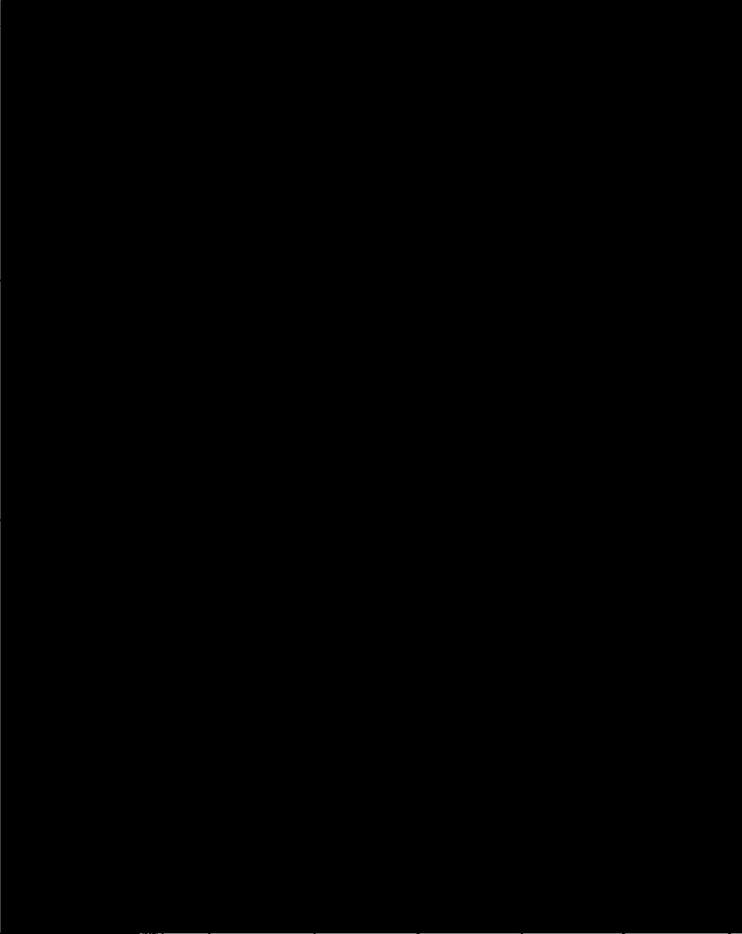
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NOMBRE	FIRMA	DIRECCION	EIDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
MARIA NUÑEZ	<i>Maria Nuñez</i>	[Redacted]	[Redacted]	[Redacted]
Doris M. Peder	<i>Doris M. Peder</i>	[Redacted]	[Redacted]	[Redacted]
José Andrés Men	<i>José Andrés Men</i>	[Redacted]	[Redacted]	[Redacted]
Amparo Rodriguez	<i>Amparo Rodriguez</i>	[Redacted]	[Redacted]	[Redacted]
Deisy D. Los Santos	<i>Deisy D. Los Santos</i>	[Redacted]	[Redacted]	[Redacted]
MILPRE SANTANA	<i>Milpre Santana</i>	[Redacted]	[Redacted]	[Redacted]
Melisandra Nuñez	<i>Melisandra Nuñez</i>	[Redacted]	[Redacted]	[Redacted]

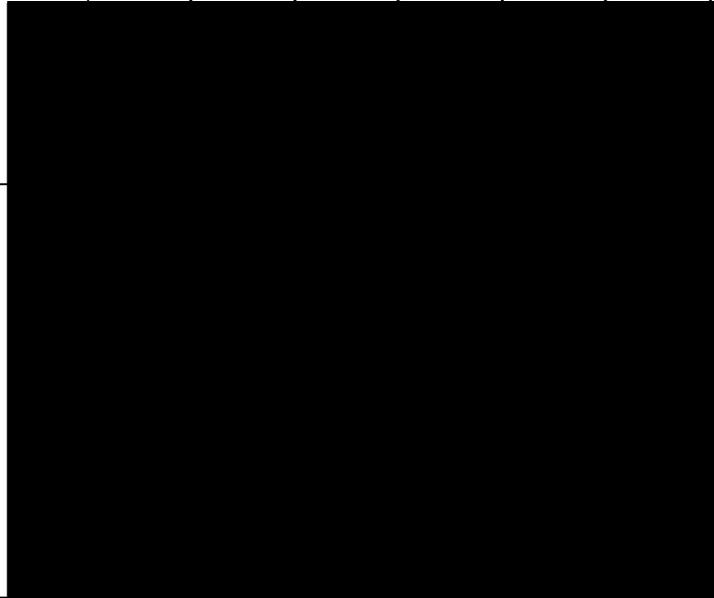
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NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
maria ledesma	<i>Maria Ledesma</i>			
Geanny Martinez	<i>Geanny Martinez</i>			
Anca Rojas	<i>Anca Rojas</i>			
Isabella Ramos	<i>Isabella Ramos</i>			
Wilson L. Lozada	<i>Wilson L. Lozada</i>			
Burdier, Jhermie	<i>Burdier, Jhermie</i>			
Victor Crespo	<i>Victor Crespo</i>			

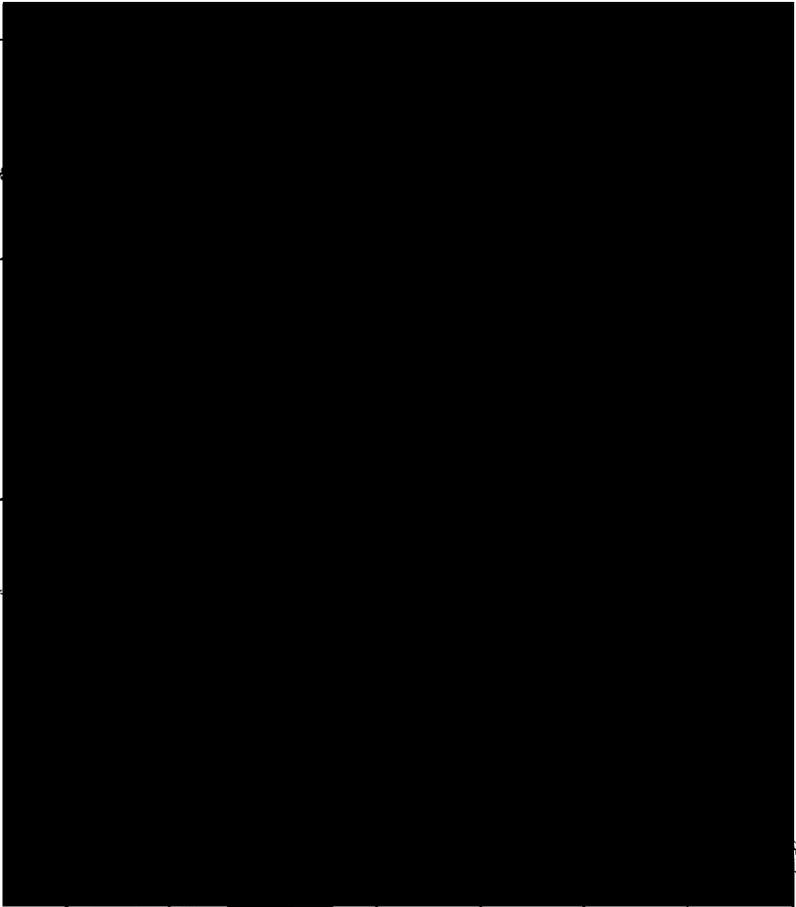
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NOMBRE	FIRMA	DIRECION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
Elizabeth Arana				
Minerva Sánchez				
Wendy Aponte				
Nurys Capellan				
Nancy Aybar				
Rafael Ferrer				
Paul Ferrer				

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015	
Emelby Laford	<i>Emelby Laford</i>				
KATARINA DELACRUZ	<i>Katarina Delacruz</i>		Luis	<i>Luis</i>	
Leda Saniano	<i>Leda Saniano</i>		MARIA SANCHEZ	<i>Maria Sanchez</i>	
Mirian Unzueta	<i>Miriam Unzueta</i>		PETRA HUENEA	<i>Petra Huenea</i>	
Marlene Solis	<i>Marlene Solis</i>				

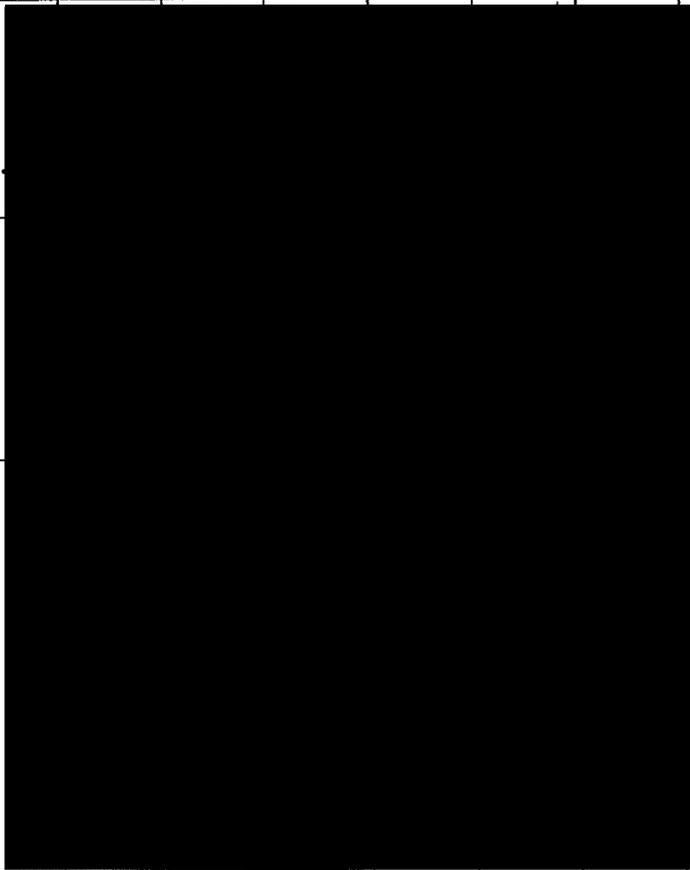
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NOMBRE	FIRMA	DIRECION	EADADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
JENN MARIQUEA	<i>Jenn Mariquea</i>			
Oshay Henderson	<i>Oshay Henderson</i>			
Murshad Mohammed	<i>Murshad Mohammed</i>			
Darlene Anne DANEEEN LOVE	<i>Darlene Anne DANEEEN LOVE</i>			
Jordan R. Land	<i>Jordan R. Land</i>			
Aissaton Camero	<i>Aissaton Camero</i>			
Pedro L. Martinez	<i>Pedro L. Martinez</i>			

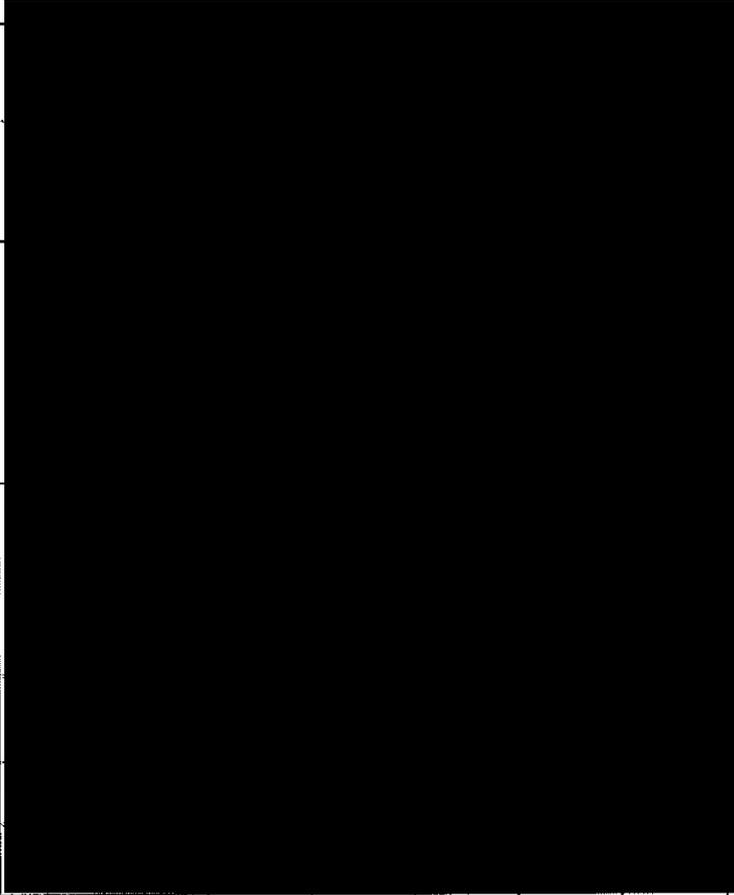
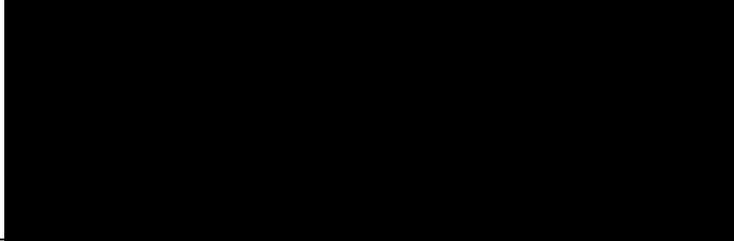
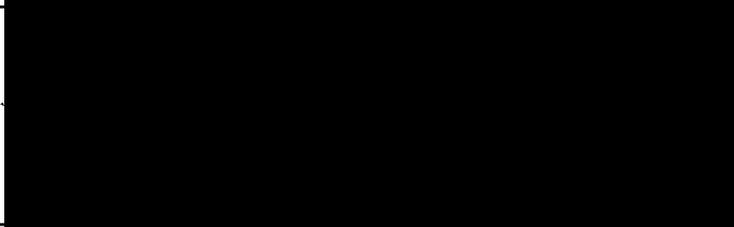
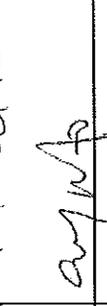
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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Judith de Leon				
Eddy Rodriguez				
Sophie Ayari				
Kerby Reyes				
Anfelka Arica				
Vanessa Ortiz				
Gabrielle Campos				

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Oliver Morkausk				
Kate Rivera				
Aissatou Gama Aissatou				
Corey Morkausk				
Ossoberry				
Kelvin Palacios				
Lovely Luster				

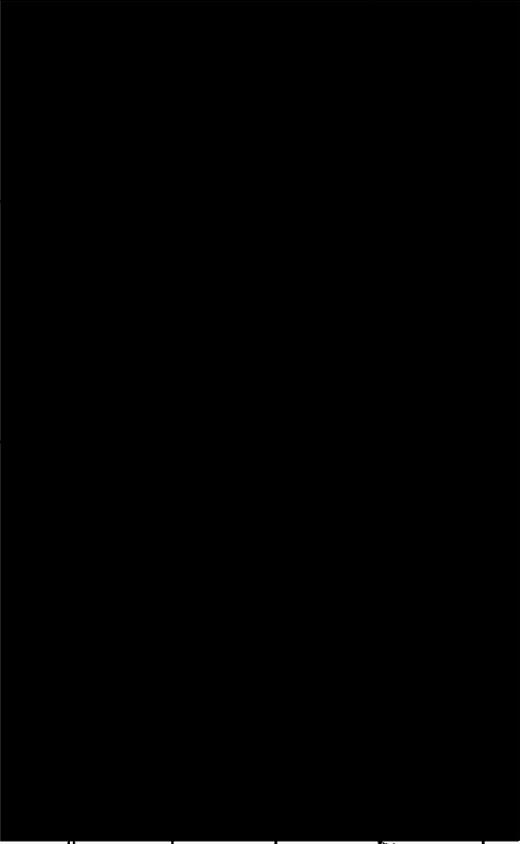
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NOMBRE	FIRMA	DIRECCION	EDADES de NINO (NINOS)	GRADO DE NINO (NINOS) en el 2014-2015
YAI & A Montoya	<i>YAI & A Montoya</i>	[REDACTED]	[REDACTED]	[REDACTED]
Cheryl Sandford	<i>Cheryl Sandford</i>	[REDACTED]	[REDACTED]	[REDACTED]
Katherine Byrd	<i>Katherine Byrd</i>	[REDACTED]	[REDACTED]	[REDACTED]
Bianca Mamolejo	<i>Bianca Mamolejo</i>	[REDACTED]	[REDACTED]	[REDACTED]
Tahmael Duncan	<i>Tahmael Duncan</i>	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
DETROIT MICHIGAN	<i>Althea M. M...</i>			
NY CA NY	<i>Ally G. Sy</i>			
Mahaan Din	<i>[Signature]</i>			
C. J. S. S. S.	<i>[Signature]</i>			
Public Corner	<i>[Signature]</i>			

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Leonarda Flores	Leonarda Flores	[REDACTED]	[REDACTED]	[REDACTED]
Maricela Ponce	Maricela Ponce	[REDACTED]	[REDACTED]	[REDACTED]
Juan Escobar	Juan Escobar	[REDACTED]	[REDACTED]	[REDACTED]
Fabrizia Cisneros	Fabrizia Cisneros	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD (REN)	GRADE OF CHILD (REN) IN 2014-2015
Nilsa Gomez	<i>Nilsa Gomez</i>	[REDACTED]		
Gilbert Benite	<i>Gilbert Benite</i>			
Sr. Juan Gonzalez	<i>Sr. Juan Gonzalez</i>			
Jorge L. Tollinchi	<i>Jorge L. Tollinchi</i>			

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NAME	SIGNATURE	ADDRESS	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2014-2015
Lakasia Williams	Lakasia Williams	[REDACTED]	[REDACTED]	[REDACTED]
Jonn MARRIDGEM	[Signature]	[REDACTED]	[REDACTED]	[REDACTED]

Response 15(d) – Admissions Policy

FLACS will amend the Admissions Policy that it has implemented at its previous schools for use at FLACS-III. In particular, we will be accepting all children and will not provide admissions “preferences” to students at-risk of academic failure. Simultaneously, we will make every effort to enroll the three target populations (students with disabilities, ELLs, and students who qualify for the Federal Free or Reduced Price Lunch Program). The following is the FLACS-III policy:

FLACS-III, a nonsectarian K-8 public school will welcome all students who are eligible to attend school under New York State Law. Admission of students to FLACS-III will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. As a public school, FLACS-III will not charge tuition.

FLACS-III will admit each eligible student who is interested in becoming a student at FLACS and submits a timely application by the first day of April, unless the number of applications exceeds the capacity of the grade level. The school will admit no more than 25 students per grade.

If the number of timely applications to the school exceeds capacity, students will be accepted by a random selection process, a lottery. First priority will be given to pupils returning to the charter school in the second or any subsequent year of operation and siblings of pupils already enrolled in the charter school. In accordance with Education Law §2854, FLACS-III is specifically designed to provide expanded learning opportunities for students at-risk of academic failure, in particular English language learners. FLACS-III will demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities and limited English proficient students when compared to the enrollment figures for such students in Community District 7. Priority will also be given to pupils residing in Community School District 7, in accordance with the Education Law. Priority will be given to students who reside in Community District 7, though any student residing in New York City will be eligible for the lottery.

Once capacity is filled, a wait list will be compiled of all remaining applicants. Places on the waitlist will be determined by the order the names were selected during the lottery.

Admission will not be restricted to Kindergarten, any elementary grade with available spots will be filled with students from the waitlist.

The application process will occur as follows:

- Invitations to 4 – 6 open houses at the school will be distributed to families in the Bronx through a vigorous outreach effort which includes flyers posted in the community, informational letters, local media coverage, and information sessions held at local community centers and places of worship.
- At the open houses, the principal/designee will provide a presentation to parents and guardians on the school, including key design elements, non-negotiables and curriculum.
- Interested parents and guardians will submit an application by April 1 of that year.

- If necessary, a lottery will be held on approximately April 1.

Procedures for Voluntary Student Withdrawal from the School

FLACS-III will be a school of choice. As such, FLACS-III expects that a limited number of families will find that the program does not meet their needs or desires for a school. Likewise, families that move out of district or state may have the need to withdraw their children for logistical reasons. All parents or guardians who wish to withdraw their children must first meet with the principal and classroom teachers in question. At that time, the parties involved will discuss the issues at hand and ensure that FLACS-III truly cannot meet the child's needs or the parent's educational desires. If the family is moving or it is agreed that FLACS-III is not the right place for the child, all school records will be transferred to the new school where the child matriculates and the student will be removed from the FLACS-III roster. At such time that a child withdraws from FLACS-III, the seat that they leave may be filled with the next available student from the waiting list.

Procedures for Currently Enrolled Students to Notify their Intent to enroll the following year

At the end of the year, all families will be asked to complete an intent to enroll form the following year. This will be completed in June.

The procedures for currently enrolled students to notify the school of their intent to enroll the following year.

(d) A student may withdraw from a charter school at any time and enroll in a public school. A charter school may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from the public school has expired, consistent with the requirements of due process.

Outreach Plan

Since FLACS-III will initially be establishing themselves many avenues will be exhausted to ensure that the community is informed about the FLACS Schools and FLACS III.

Flyers, advertising the admissions process and mission statement will be distributed throughout the community both within and outside of local community groups, housing projects. Information will also be placed in local media, radio, television, and newspapers to advertise the school and highlight the admissions process. We will also seek to partner with independent pre-K programs in the area in order to draw in families with students entering Kindergartens. In order to attract English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location.

LPAC will also work with its network of community organizations and places of worship to disseminate information about FLACS III. Due to the

FLACS has a record of recruiting comparable figures to its district in the three target areas (ELLs, Special Needs and Students meeting the poverty target) and continuously attracts students as evidenced in the FLACS schools population.

Response 16 - Facilities

(a) Facility Needs

FLACS is seeking a facility in Community School District 7. We made this decision due to our work in CSD7 with FLACS-II and our concern that it is the lowest performing district in the city. Although there are other charter schools in CSD7, we feel that more charters, especially the FLACS brand, are needed to impact positively on the students in this district. This is our desired location for the facility. At the same time, we know that the Bronx has many low performing districts with large numbers of ELLs, so we are amenable to opening FLACS-III in another district should we be successful in procuring a space in CSD7.

The school will start with four general education classes the first year and two classes will be added per year.

First Charter Period 2014 – 2019 General Education Classrooms

Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
4	6	8	10	12

First Charter Period 2014 – 2019

Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
4	General 6	Education 8	Classrooms 10	12
	Additional	Classroom Space	Required	
1 -Special Education	1-Special Education	2–Special Education	2–Special Education	2 – Special Education
1-ESL Room	1-ESL Room	2-ESL Rooms	2-ESL Rooms	2-ESL Rooms
1-Music/Art Room	1–Music Room 1-Art Room	1–Music Room 1-Art Room	1–Music Room 1-Art Room	1–Music Room 1-Art Room

Space requirements for administrative functions, food services and physical education.

Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
-Principal's Office	-Principal's Office	-Principal's Office	-Principal's Office	-Principal's Office
-Assistant Principal's Office	-Assistant Principal's Office	-Assistant Principal's Office	-Assistant Principal's Office	-Assistant Principal's Office
-Administrative Assistant's Office	-Administrative Assistant's Office	-Administrative Assistant's Office	-Administrative Assistant's Office	-Administrative Assistant's Office
-Pupil Accounting Space	-Pupil Accounting Space	-Pupil Accounting Space	-Pupil Accounting Space	-Pupil Accounting Space
-Professional Development Room/Staff Room	-Professional Development Room/Staff Room	-Professional Development Room/Staff Room	-Professional Development Room/Staff Room	-Professional Development Room/Staff Room
-Nurse's office	-Nurse's office	-Nurse's office	-Nurse's office	-Nurse's office
-Gymnasium or large multipurpose Room	-Gymnasium or large multipurpose Room	-Gymnasium or large multipurpose Room	-Gymnasium or large multipurpose Room	-Gymnasium or large multipurpose Room
-Lunch room	-Lunch room	-Lunch room	-Lunch room	-Lunch room
-Kitchen (would love in the first year but it is optional)	-Kitchen	-Kitchen	-Kitchen	-Kitchen
-auditorium or a large gathering space	-auditorium or a large gathering space	-auditorium or a large gathering space	-auditorium or a large gathering space	-auditorium or a large gathering space
-Custodial workroom / supply closet	-Custodial workroom supply closet	-Custodial workroom supply closet	-Custodial workroom supply closet	-custodial workroom supply closet

(b) Facility Selection

In identifying a facility, FLACS's Board has favored obtaining private space for its schools. We are familiar with the costs for facilities and some of the difficulties associated with obtaining space. Yet, for the first time in twelve years, during the initial meetings to discuss applying for FLACS-III, we introduced the idea of co-location. We raised concerns about the loss of independence and freedom to use the facility, but we discussed some positive reasons for considering co-location. First, fostering an on-going relationship with public schools in CSD7 or other Bronx school districts would support our belief in serving the community by sharing best practices and thus impacting families.

Second, for the first time, we would be able to introduce to the community school districts the concept of Community Grown Charter Schools, which can begin to help community leaders shift their suspicion of charter schools as outsiders and not connected to the community. To this effort of securing public space, we met with Bert Wyman and a team from the Office of Charter Policy and Planning at the Department of Education. We discussed CSD7 as our preference, but also our willingness to work in any area that had a large concentration of ELL students. They shared that the southern part of CSD10 has many immigrant families, and that it could be a possible place to also consider.

In addition, we met with Yolanda Torres, superintendent of CSD7, to discuss our interest in continuing our work in CSD7. She was amenable and welcomed further conversations. She coordinated a follow-up meeting in May that included the Community School Council president. Should we acquire space in a public school building, we will assess our co-location experience yearly to determine if we will remain only the first charter period, but then seek to relocate in a private space. Based on our discussions, we expressed that if the partnership is not what was expected then relocation would take place sooner rather than later.

Ultimately, FLACS' board decided to identify a private facility. Recently, the Office of Charter Policy and Planning at the Department of Education informed us that there was no public space available to house FLACS-III in CSD7. Subsequently, FLACS' founder and other board members met with the local elected officials to discuss the prospects of supporting FLACS in securing a co-located space. However, after some reflection and several meetings of the board's committee on school growth, the board decided to pursue a private space.

Already, we had had several meetings with Stan Conway, from Conway Towne, the real estate consultant who was instrumental in the purchase of our building for FLACS II and who worked with the Lavelle Charter school in finding their private space. Reverend Rivera also researched possible ways of leveraging the two real estate properties to purchase a new building. In addition, Reverend Rivera reached out to Rev. Paul Sauer, Secretary of the Missouri Synod of Lutheran Churches, who is in charge of leasing Lutheran Church school buildings that have been closed in Bronx County.

Three months ago, FLACS' founder, CEO and a FLACS-I board member met with Irma Zardoya, chair and principal of the Board of the NYC Charter High School for Architecture, Engineering and Construction Industries, where FLACS-II is currently housed. We discussed an extension of the lease for FLACS-II as part of our contingency should the renovations of the

pending Gerard Avenue facility for FLACS-II not be completed. In addition, we discussed negotiating a possible lease agreement for FLACS-III after FLACS-II moved to its anticipated renovated facility. Since that meeting, FLACS' board has met to discuss approaching the charter school to negotiate a lease for FLACS-III. We informed the board chair and principal of our interest in the space, and we are awaiting a positive response from the Institute to proceed with the negotiations.

(c) Facility Related Conflicts of Interest

FLACS will be searching first for a building to lease that will allow the school to succeed without draining it financially. Under guidance of counsel, all precautions will be observed to avoid conflicts of interest.

Response 16(d) –Facility Documents

(a) Additional Facility Information

At this writing, FLACS has identified a tentative site for FLACS-III in CSD7 (We no longer are considering co-location in the district). However, any negotiations will occur once FLACS-III is approved by the Institute.

Response 17 - Food Services

FLACS will adopt the same food services program in FLACS-III as it has implemented in all of its schools.

Response 18 - Health Services

FLACS will adopt the same health services program in FLACS-III that it has implemented at all of its schools.

Response 19 –Transportation

FLACS will adopt the same transportation system in FLACS-III that it has implemented at all of its schools.

Response 20 - Insurance

Based on the current thinking, FLACS intends to insure each facility separately. However, we will continue to investigate if there are financial benefits in establishing an umbrella policy to cover all three schools. We will ensure that FLACS-III has all necessary insurance policies in place. We already approached Austin and Co., a NYCSA Preferred Vendor to provide us with quotes. The following table represents the list of necessary insurance policies and estimated premiums:

<i>Type</i>	Limits	Estimated Premium
<u>Property - Including Business Interruption and Crime</u>	200,000	\$2,000
<u>General liability</u>	<u>1,000,000/3,000,000</u>	<u>4,000</u>
<u>Directors and officers</u>	<u>1,000,000</u>	<u>2,600</u>
<u>Umbrella Liability</u>	<u>5,000,000</u>	<u>3,000</u>
<u>Student accident</u>	<u>25,000</u>	<u>300</u>
<u>Cat student accident</u>	<u>1,000,000</u>	<u>300</u>
<u>Workers Comp</u>	<u>Statutory Limits based on approx payroll of \$700K</u>	<u>\$5,600</u>
<u>Total Estimated Premium</u>		<u>17,800</u>

Response 21 - Programmatic Audit

To ensure that FLACS-III is living up to the terms of its charter, FLACS will conduct a programmatic audit to measure accountability around student achievement, attendance, suspension rates, staffing practices and other program indicators. The year-end audit will be used for program review, evaluation, and modification. We will ensure that all contracts for equipment and services, including consulting services, special education services, leases, improvements, real property purchases and insurance requirements related to the management of FLACS-III will be in compliance with all federal and state mandates.

The Instructional Leadership Team (IT) at each school will develop a checklist of programs and goals described in this charter. Every year the IT will determine the success of FLACS-III at implementing its programs and meeting its goals. The IT, in coordination with the teachers and parents, will make recommendations as to how FLACS-III could further refine its academic program to meet the terms of the charter and fulfill the school vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to CSI and the state. We will also release this report to parents and the public at an annual public meeting and by posting the report on the school's web site.

The programmatic audit will include the following:

- 1) Summary data showing student progress towards the goals and outcomes
- 2) Analysis of whether student performance has met student achievement goals. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising students' confidentiality, gender, ESL and IEP designations.
- 3) Summary of major academic programs-related decisions and policies established by the IT during the year.
- 4) Data on the level of parent involvement in the school's governance and parent committees.
- 5) Data regarding the number of staff working at the school and their qualifications.
- 6) Review of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- 7) Information demonstrating the school implementation of items listed in this charter for achieving a racially and ethnically balanced student population.
- 8) Overview of the school's admission practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- 9) Analysis of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- 10) Other information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter.

We expect to complete an annual programmatic audit for all schools within 45 days upon completion of the school year, and no later than August 15. We should submit the final audit report by October 31.

Response 22 - Fiscal Soundness

(a) Budget

Pre-Opening Budget

The Pre-Opening budget will cover salaries for an identified principal, assistant principal, and an aide over the 6 month period preceding the September 2014 school opening. The remaining funds will be used to pay for rent, computers, and supplies. We anticipate receiving a CSP Grant from NYSED in support of these costs.

Year 1 Budget

Assumptions

In the first year, FLACS III will enroll a total of 50 Kindergartners and 50 first grade students. We anticipate adding a grade yearly until we have filled our full complement of Kindergarten through 8th grade. Students will be assigned to a total of four classrooms with a teacher and teacher assistant for each classroom. We estimate during the first year, at least 3% of the population will require additional special education services for 20 - 60% of the day while estimating this number to increase annually until the percentage aligns with the percent of special needs students in district 7. We do not anticipate any student requiring Special Education over 60% on any day. Should this occur, we anticipate receiving additional funds for these students from earmarked State and Federal funding. We estimate about 85% will be eligible for free lunch and reduced lunch.

Revenue

All revenue figures in this first year budget, and the associated cash flows, have been calculated using conservative assumptions that per pupil funding will remain flat at \$13,527 and all Title monies will remain flat and be based on free and reduced lunch eligibility. We anticipate receiving ERATE funds based on 90% of our Telephone and Internet services

Expenditures

FLACS plans to employ 22.5 employees in FLACS-III during the first year, including:

- Principal
- Assistant Principal
- 4 classroom teachers
- 4 teacher assistants
- .2 Special Ed
- .8 SETSS teacher
- .2 ELL coordinator
- .8 ELL teacher
- 1 Admin Asst
- 1 specials teacher
- .5 data specialist
- an Operations & Finance manager
- 1 lunch room staff member
- 1 security
- 2 maintenance workers
- 1 aide
- 1 nurse
- 1 tech specialist

FICA and all payroll taxes are budgeted at 21% of salaries including all health benefits

We will purchase supplies, text and library books, Smart Boards, classroom furniture and computers for 4 classrooms

We anticipate paying \$348,000 of rent the first year and \$45,000 of utilities.

We have also allocated \$25,000 towards a dissolution fund with the goal of setting aside a total of \$75,000 by the third year.

We have also allocated a total of \$290,000 - \$352,497 for “Other Purchased/Professional/Consulting line”. This total has been comprised based on our current FLACS schools (FLACS, FLACS II) 2013-2014 CSI yearly budget, which is approximately \$250,000. For our first year we have increased this number by \$40,000 considering the previous consulting costs for a start up year. Beginning with that figure we are using a 5% yearly increase over the next 4 years. This number may fluctuate and most likely be lower based on the coordination of services between our schools.

(b) Financial Planning

For the pre-planning stage of the budget analysis, the individuals involved with this application have discussed all aspects of the application and their budget ramifications.

We have taken a conservative approach to the budget process analyzing FLACS’ budget against actual numbers and extrapolating some of the figures.

Once school is in session, budgeting will be utilize a system similar to the way it is managed for the executive administrators, finance manager, the principal and the board’s finance committee. All will consider real numbers and ramifications.

There will be a three month timeline beginning in April and ending before June 30 during which the necessary discussions will take place with the executive administrators, the finance manager, principal and the finance committee where needs will be weighed versus the revenue expected and adjusted accordingly. The budget will then be presented to the entire board for a vote. By June 30, which has been the deadline in the past, the board-approved budget will be sent to CSI.

(c) Fiscal Audits

The school will undergo an annual audit choosing an independent auditor. It will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States.

The school will use the institutes Audited Financial Report Template ensuring that the completion of the required main schedules. The school will ensure the first annual fiscal audit includes the start-up period (January 1, 2014 through June 30, 2014)

(d) Dissolution and Closure Procedures

Education Corporation Dissolution and Dissolution Reserve Fund

- A. In the event of termination of the Charter of Family Life Academy Charter Schools, whether prematurely or otherwise, Family Life Academy Charter Schools shall establish and follow procedures consistent with those required by subdivision 2851(2)(t) of the Education Law for the transfer of students and student records to the school district in which a school operated by Family Life Academy Charter Schools is located and for the disposition of Family Life Academy Charter Schools' assets to another charter school located within the school district in which Family Life Academy Charter Schools is located. In addition, in case of such an event, voluntary surrender of the Charter or the closure of all of the schools of Family Life Academy Charter Schools without termination of the Charter, Family Life Academy Charter Schools will follow any additional procedures required by the Trustees or the Regents to ensure an orderly dissolution or transition process (including the implementation of an education corporation closure plan as provided by and posted on the website of the Institute, appointment of pupil placement coordinators, a custodian of records and any other necessary personnel).
- B. Family Life Academy Charter Schools must create a dissolution reserve fund or account for purposes of school closures and/or dissolution of Family Life Academy Charter Schools in an amount to be determined as follows:
- a. Seventy-five thousand dollars (\$75,000) per school for each of the first two (2) schools operated by Family Life Academy Charter Schools to be funded, at a minimum, by reserving twenty-five thousand dollars (\$25,000) per year during the first three (3) years of operation of each school; and
 - b. Twenty-five thousand dollars (\$25,000) per school for each additional school operated by Family Life Academy Charter Schools to be reserved in the first year of operation of each school up to a maximum of three hundred and fifty thousand dollars (\$350,000).
- C. The Trustees may require the escrow or other third-party safeguarding of the funds in the dissolution reserve account and may require funds disbursed therefrom pursuant to terms and conditions determined by the Trustees or their designee in the event any of the following conditions or events occur:
- a. Family Life Academy Charter Schools' authority to operate any school is terminated or revoked because the Trustees determined that one of the grounds set forth in Education Law § 2855 apply to such school; or
 - b. Family Life Academy Charter Schools' authority to operate any school is terminated or revoked by mutual agreement of Family Life Academy Charter Schools and the Trustees; or
 - c. the Trustees determine that one of the grounds for termination or revocation of the Charter as defined under the Charter School Act, as amended (the "Act"), has occurred or is occurring, and the Trustees elect as follows:
 - (i) to terminate the Charter; or

- (ii) to terminate Family Life Academy Charter Schools' authority to operate one or more programs, schools or sites, or any combination thereof; or
 - (iii) to place Family Life Academy Charter Schools on probationary status and prepare and cause Family Life Academy Charter Schools to implement a remedial action plan the terms and conditions of which Family Life Academy Charter Schools must agree to abide by in all respects; or
- d. the existence of grounds for termination or revocation of the Charter or of the authority of Family Life Academy Charter Schools to operate any of its schools as set forth in the Act or the Charter Agreement, or there is fiscal mismanagement, lack of organizational viability, or lack of educational soundness; or
 - e. the Trustees make a finding that any school of the Family Life Academy Charter Schools is far from meeting most of the goals in its Accountability Plan and not making substantial progress toward meeting those goals; or
 - f. the Trustees deny approval of a charter extension for Family Life Academy Charter Schools or deny school renewal for one or more schools; or
 - g. current or future litigation or other events that threaten the fiscal soundness of Family Life Academy Charter Schools as determined by the Trustees.

In the event Family Life Academy Charter Schools draws down funds from the dissolution reserve fund but does not dissolve, Family Life Academy Charter Schools shall deposit funds into the account to maintain the minimum balance set forth above. Family Life Academy Charter Schools shall provide notice to the Trustees anytime funds from the dissolution reserve fund are drawn or used for any purpose not set forth above.

School Closure Procedures and Plan

In the event of non-renewal or closure of one of the schools or sites operated by Family Life Academy Charter Schools, whether prematurely or otherwise, Family Life Academy Charter Schools shall establish and follow procedures consistent with those required by subdivision 2851(2)(t) of the Education Law, implement a school closure plan as published at that time on the website of the Institute, and follow any additional procedures required by the Trustees to ensure an orderly closure or transition process. Family Life Academy Charter Schools must put in place procedures to transfer students to other schools operated by Family Life Academy Charter Schools or the school district in which the school is located, and inform parents regarding educational options. In addition, Family Life Academy Charter Schools must retain and safeguard any student records from such school, and forward copies of same to each student's new school or district as appropriate.

**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,003,040	2,383,780	3,052,410	3,768,640	4,492,560
Total Expenses	1,903,214	2,187,977	2,587,777	2,866,763	3,415,572
Net Income (Before Cash Flow Adjustments)	99,826	195,803	464,633	901,877	1,076,988
Actual Student Enrollment	100	150	200	250	300
Total Paid Student Enrollment	100	150	200	250	300
	Year 1	Year 2	Year 3	Year 4	Year 5
	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
TOTAL REVENUE FROM FEDERAL SOURCES	396,000	234,000	203,000	217,000	241,000
LOCAL and OTHER REVENUE					
Contributions and Donations	-	0	0	0	0
Fundraising	2,000	1,000	1,000	1,150	1,000
Erate Reimbursement	75,000	22,000	22,000	24,200	22,000
Earnings on Investments	-	0	0	0	
Interest Income	-	0	0	0	
Food Service (Income from meals)	-	0	0	0	0
Text Book	25,000	25,000	27,500	30,250	25,000
OTHER	-	0	0	0	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	102,000	48,000	50,500	55,600	48,000
TOTAL REVENUE	2,003,040	2,383,780	3,052,410	3,768,640	4,492,560

**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Year 1	Year 2	Year 3	Year 4	Year 5
2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-	0	0	0	0
Instructional Management	236,500	273,080	278,542	284,113	289,795
Deans, Directors & Coordinators	-	0	0	0	0
CFO / Director of Finance	-	0	0	0	0
Operation / Business Manager	-	0	0	0	0
Administrative Staff	61,010	62,230	63,475	84,744	106,439
TOTAL ADMINISTRATIVE STAFF	297,510	335,310	342,017	368,857	396,234

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	188,000	285,760	385,474	487,186	590,930
Teachers - SPED	47,000	47,940	48,899	49,877	97,874
Substitute Teachers	-	0	0	0	0
Teaching Assistants	104,000	158,080	213,242	269,506	326,897
Specialty Teachers	141,000	143,820	193,697	197,571	248,521
Aides	-	0	0	0	0
Therapists & Counselors	-	0	0	0	60,000
Other	-	0	25,000	25,500	26,010
TOTAL INSTRUCTIONAL	480,000	635,600	866,311	1,029,640	1,350,232

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	0	0	0	0
Librarian	-	0	0	0	0
Custodian	45,000	45,900	60,000	61,200	92,424
Security	40,000	40,800	41,616	42,448	63,697
Other	54,960	55,800	65,906	89,224	126,772
TOTAL NON-INSTRUCTIONAL	139,960	142,500	167,522	192,872	282,893

SUBTOTAL PERSONNEL SERVICE COSTS

917,470	1,113,410	1,375,850	1,591,370	2,029,359
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	0	0	0	0
Fringe / Employee Benefits	183,494	222,682	275,170	318,274	405,872
Retirement / Pension	-	0	0	0	0
TOTAL PAYROLL TAXES AND BENEFITS	183,494	222,682	275,170	318,274	405,872

TOTAL PERSONNEL SERVICE COSTS

1,100,964	1,336,092	1,651,020	1,909,643	2,435,231
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**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Actual Student Enrollment	100	150	200	250	300
Total Paid Student Enrollment	100	150	200	250	300

Year 1	Year 2	Year 3	Year 4	Year 5
2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019

CONTRACTED SERVICES

Accounting / Audit	-	0	0	0	0
Legal	-	0	0	0	0
Management Company Fee	-	0	0	0	0
Nurse Services	-	0	0	0	0
Food Service / School Lunch	-	0	0	0	0
Payroll Services	-	0	0	0	0
Special Ed Services	-	0	0	0	0
Titlment Services (i.e. Title I)	-	0	0	0	0
Other Purchased / Professional / Consulting	30,000	41,200	42,436	42,436	42,436
TOTAL CONTRACTED SERVICES	30,000	41,200	42,436	42,436	42,436

SCHOOL OPERATIONS

Board Expenses	-	0	0	0	0
Classroom / Teaching Supplies & Materials	30,000	36,050	50,000	52,500	54,075
Special Ed Supplies & Materials	-	0	0	0	0
Textbooks / Workbooks	90,000	92,700	97,335	102,202	105,268
Supplies & Materials other	-	0	0	0	0
Equipment / Furniture	42,000	49,440	51,912	54,508	56,143
Telephone	5,000	5,150	5,408	5,678	5,848
Technology	20,000	20,600	21,630	22,712	23,393
Student Testing & Assessment	8,500	8,755	9,193	9,652	9,942
Field Trips	3,500	3,605	3,785	3,975	4,094
Transportation (student)	-	0	0	0	0
Student Services - other	-	0	0	0	0
Office Expense	21,000	21,630	22,712	30,000	30,900
Staff Development	10,000	10,300	10,815	11,356	11,696
Staff Recruitment	-	0	0	0	0
Student Recruitment / Marketing	3,000	2,500	2,000	1,500	1,000
School Meals / Lunch	90,000	92,700	120,000	140,000	150,000
Travel (Staff)	750	2,500	2,625	2,500	2,500
Fundraising	-	0	0	0	0
Other	2,000	10,000	10,500	11,025	11,356
TOTAL SCHOOL OPERATIONS	325,750	355,930	407,914	447,607	466,215

**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Total Expenses	1,903,214	2,187,977	2,587,777	2,866,763	3,415,572
Net Income (Before Cash Flow Adjustments)	99,826	195,803	464,633	901,877	1,076,988
Actual Student Enrollment	100	150	200	250	300
Total Paid Student Enrollment	100	150	200	250	300
FACILITY OPERATION & MAINTENANCE					
Insurance	17,000	17,510	18,386	19,305	19,884
Janitorial	5,000	5,150	15,000	15,750	16,223
Building and Land Rent / Lease	348,000	348,000	348,000	348,000	348,000
Repairs & Maintenance	6,500	6,695	25,000	26,250	27,038
Equipment / Furniture	-	0	0	0	0
Security	5,000	5,150	5,408	5,678	5,848
Utilities	40,000	47,250	49,613	52,093	54,698
TOTAL FACILITY OPERATION & MAINTENANCE	421,500	429,755	461,407	467,076	471,690
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-
TOTAL EXPENSES	<u>1,903,214</u>	<u>2,187,977</u>	<u>2,587,777</u>	<u>2,866,763</u>	<u>3,415,572</u>
NET INCOME	<u>99,826</u>	<u>195,803</u>	<u>464,633</u>	<u>901,877</u>	<u>1,076,988</u>

**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Year 1	Year 2	Year 3	Year 4	Year 5
2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	100	150	200	250	300
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-

TOTAL ENROLLMENT	<u>100</u>	<u>150</u>	<u>200</u>	<u>250</u>	<u>300</u>
REVENUE PER PUPIL	<u>20,030</u>	<u>15,892</u>	<u>15,262</u>	<u>15,075</u>	<u>14,975</u>
EXPENSES PER PUPIL	<u>19,032</u>	<u>14,587</u>	<u>12,939</u>	<u>11,467</u>	<u>11,385</u>

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-

Total Operating Activities	-	-	-	-	-
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INVESTMENT ACTIVITIES

Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-

Total Investment Activities	-	-	-	-	-
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FINANCING ACTIVITIES

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-

Total Financing Activities	-	-	-	-	-
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Total Cash Flow Adjustments	-	-	-	-	-
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**Family Life Academy Charter School 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Actual Student Enrollment	100	150	200	250	300
Total Paid Student Enrollment	100	150	200	250	300
	Year 1	Year 2	Year 3	Year 4	Year 5
	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
NET INCOME	99,826	195,803	464,633	901,877	1,076,988
Beginning Cash Balance	-	99,826	295,629	760,262	1,662,139
ENDING CASH BALANCE	99,826	295,629	760,262	1,662,139	2,739,128

**Family Life Academy Charter Schools
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

***NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	12,418,184	13,418,955	14,809,105	16,307,245	17,795,575
Total Expenses	12,418,184	13,326,294	14,576,810	15,483,336	16,780,147
Net Income (Before Cash Flow Adjustments)	(0)	92,661	232,295	823,909	1,015,428
Actual Student Enrollment	753	855	955	1,055	1,155
Total Paid Student Enrollment	753	855	955	1,055	1,155

Year 1	Year 2	Year 3	Year 4	Year 5
2014	2015	2016	2017	2018

***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue Percentage Increase				
0.0%	0.0%	0.0%	0.0%	0.0%

Per Pupil Revenue

- School District 1 (Enter Name)
- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)
- School District 6 (Enter Name)
- School District 7 (Enter Name)
- School District 8 (Enter Name)
- School District 9 (Enter Name)
- School District 10 (Enter Name)
- School District 11 (Enter Name)
- School District 12 (Enter Name)
- School District 13 (Enter Name)
- School District 14 (Enter Name)
- School District 15 (Enter Name)

-	0	0	0	0
-	0	-	-	-
-	-	-	-	-
-	0	-	-	-
-	0	-	-	-
-	0	-	-	-
4,058,100	5,410,800	6,763,500	8,116,200	9,468,900
-	-	-	-	-
6,127,731	6,154,785	6,154,785	6,154,785	6,154,785
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
10,185,831	11,565,585	12,918,285	14,270,985	15,623,685
488,330	550,670	602,620	664,960	737,690

School District - ALL OTHER

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmt.)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

-	-	-	-	-
90,000	-	-	-	-
6,000	6,000	6,000	6,000	6,000
-	-	-	-	-
10,770,161	12,122,255	13,526,905	14,941,945	16,367,375

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

54,000	61,500	62,500	67,500	67,000
419,000	429,000	434,000	474,000	519,000
158,000	164,000	170,000	176,000	182,000
375,000	425,000	445,000	470,000	495,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

**Family Life Academy Charter Schools
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Total Revenue	12,418,184	13,418,955	14,809,105	16,307,245	17,795,575
Total Expenses	12,418,184	13,326,294	14,576,810	15,483,336	16,780,147
Net Income (Before Cash Flow Adjustments)	(0)	92,661	232,295	823,909	1,015,428
Actual Student Enrollment	753	855	955	1,055	1,155
Total Paid Student Enrollment	753	855	955	1,055	1,155
	Year 1	Year 2	Year 3	Year 4	Year 5
	2014	2015	2016	2017	2018
TOTAL REVENUE FROM FEDERAL SOURCES	1,256,000	1,129,500	1,111,500	1,187,500	1,263,000
LOCAL and OTHER REVENUE					
Contributions and Donations	11,500	9,500	9,500	9,650	9,500
Fundraising	172,023				
Erate Reimbursement	120,000	69,000	69,000	71,200	69,000
Earnings on Investments	-	0	0	0	0
Interest Income	2,500	2,500	2,500	2,500	2,500
Food Service (Income from meals)	-	0	0	0	0
Text Book	86,000	86,200	89,700	94,450	84,200
OTHER	-	0	0	0	0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	392,023	167,200	170,700	177,800	165,200
TOTAL REVENUE	12,418,184	13,418,955	14,809,105	16,307,245	17,795,575

**Family Life Academy Charter Schools
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Year 1	Year 2	Year 3	Year 4	Year 5
2014	2015	2016	2017	2018

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	275,400	280,908	286,526	292,257	298,102
Instructional Management	938,493	1,020,962	1,041,383	1,062,209	1,083,454
Deans, Directors & Coordinators	395,835	473,752	483,228	547,891	558,850
CFO / Director of Finance	100,470	102,479	104,529	106,620	108,752
Operation / Business Manager	102,000	134,040	142,121	139,455	148,244
Administrative Staff	187,323	191,070	194,891	198,789	202,765
TOTAL ADMINISTRATIVE STAFF	1,999,521	2,203,211	2,252,678	2,347,221	2,400,167

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	1,829,535	2,054,125	2,283,208	2,516,873	2,896,210
Teachers - SPED	356,864	364,001	418,282	426,647	482,180
Substitute Teachers					
Teaching Assistants	903,335	1,025,402	1,149,910	1,276,908	1,406,446
Specialty Teachers	875,379	892,886	1,002,826	1,022,883	1,137,340
Aides	173,085	176,546	180,077	228,679	253,252
Therapists & Counselors	133,694	136,368	204,095	208,177	272,341
Other	50,000	51,000	77,020	78,560	80,132
TOTAL INSTRUCTIONAL	4,321,892	4,700,328	5,315,418	5,758,726	6,527,901

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-				
Librarian	-				
Custodian	219,836	233,669	266,525	271,855	307,292
Security	110,425	112,633	114,886	137,184	139,927
Other	610,763	648,993	766,495	819,963	916,145
TOTAL NON-INSTRUCTIONAL	941,024	995,295	1,147,906	1,229,002	1,363,364

SUBTOTAL PERSONNEL SERVICE COSTS

7,262,437	7,898,834	8,716,002	9,334,948	10,291,432
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	0	0	0	0
Fringe / Employee Benefits	1,452,487	1,579,767	1,743,200	1,866,990	2,058,286
Retirement / Pension	50,000	55,000	61,000	68,000	75,000
TOTAL PAYROLL TAXES AND BENEFITS	1,502,487	1,634,767	1,804,200	1,934,990	2,133,286

TOTAL PERSONNEL SERVICE COSTS

8,764,924	9,533,601	10,520,202	11,269,938	12,424,718
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Year 1	Year 2	Year 3	Year 4	Year 5
2014	2015	2016	2017	2018

CONTRACTED SERVICES

Accounting / Audit	125,000	128,750	132,613	136,591	140,689
Legal	15,000	15,450	15,914	16,391	16,883
Management Company Fee	-	0	0	0	0
Nurse Services	-	0	0	0	0
Food Service / School Lunch	-	0	0	0	0
Payroll Services	20,000	23,000	26,000	29,000	32,000
Special Ed Services	-	0	0	0	0
Titlment Services (i.e. Title I)	-	0	0	0	0
Other Purchased / Professional / Consulting	290,000	304,500	319,725	335,711	352,497
TOTAL CONTRACTED SERVICES	450,000	471,700	494,252	517,693	542,068

SCHOOL OPERATIONS

Board Expenses	8,000	8,240	8,487	10,000	10,300
Classroom / Teaching Supplies & Materials	130,000	133,900	158,350	166,267	172,180
Special Ed Supplies & Materials	-	0	0	0	0
Textbooks / Workbooks	230,000	255,100	266,207	279,517	288,057
Supplies & Materials other	-	0	0	0	0
Equipment / Furniture	102,000	127,980	133,885	140,579	146,660
Telephone	24,000	24,720	25,688	26,973	27,864
Technology	81,000	83,430	109,822	115,314	119,698
Student Testing & Assessment	63,500	65,405	67,748	71,136	73,573
Field Trips	21,500	22,145	22,984	24,134	24,909
Transportation (student)	-	0	0	0	0
Student Services - other	-	0	0	0	0
Office Expense	96,000	98,880	102,794	115,697	119,168
Staff Development	55,000	56,650	58,865	61,808	66,117
Staff Recruitment					
Student Recruitment / Marketing	3,000	2,500	2,000	1,500	1,000
School Meals / Lunch	415,000	427,450	486,876	529,219	553,736
Travel (Staff)	8,000	10,000	10,400	10,000	10,075
Fundraising	-	0	0	0	0
Other	24,500	40,600	42,218	44,329	45,659
TOTAL SCHOOL OPERATIONS	1,261,500	1,357,000	1,496,325	1,596,471	1,658,997

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Total Paid Student Enrollment	753	855	955	1,055	1,155
FACILITY OPERATION & MAINTENANCE					
Insurance	76,760	79,063	82,831	86,781	89,385
Janitorial	63,000	64,890	81,912	86,008	88,588
Building and Land Rent / Lease	1,428,000	1,456,320	1,485,773	1,516,404	1,548,260
Repairs & Maintenance	59,000	60,770	98,668	103,601	106,709
Equipment / Furniture	-	0	0	0	0
Security	15,000	15,450	16,223	17,034	17,545
Utilities	250,000	262,500	275,625	289,406	303,877
TOTAL FACILITY OPERATION & MAINTENANCE	1,891,760	1,938,993	2,041,031	2,099,234	2,154,363
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	50,000	25,000	25,000	-	-
TOTAL EXPENSES	<u>12,418,184</u>	<u>13,326,294</u>	<u>14,576,810</u>	<u>15,483,336</u>	<u>16,780,147</u>
NET INCOME	<u>(0)</u>	<u>92,661</u>	<u>232,295</u>	<u>823,909</u>	<u>1,015,428</u>

**Family Life Academy Charter Schools
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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	Year 1	Year 2	Year 3	Year 4	Year 5
	2014	2015	2016	2017	2018

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	300	400	500	600	700
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	453	455	455	455	455
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-

TOTAL ENROLLMENT	<u>753</u>	<u>855</u>	<u>955</u>	<u>1,055</u>	<u>1,155</u>
REVENUE PER PUPIL	<u>16,492</u>	<u>15,695</u>	<u>15,507</u>	<u>15,457</u>	<u>15,407</u>
EXPENSES PER PUPIL	<u>16,492</u>	<u>15,586</u>	<u>15,264</u>	<u>14,676</u>	<u>14,528</u>

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-

INVESTMENT ACTIVITIES

Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-

FINANCING ACTIVITIES

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-

Total Cash Flow Adjustments	-	-	-	-	-
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**Family Life Academy Charter Schools
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Total Paid Student Enrollment	753	855	955	1,055	1,155
	Year 1	Year 2	Year 3	Year 4	Year 5
	2014	2015	2016	2017	2018
NET INCOME	(0)	92,661	232,295	823,909	1,015,428
Beginning Cash Balance	-	(0)	92,661	324,956	1,148,864
ENDING CASH BALANCE	(0)	92,661	324,956	1,148,864	2,164,293

Response 22(f) - Letters of Commitment

Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

“Request is Not Applicable”

Response 23 – Action Plan

Academic Program and School Administration	Projected Start Date	Projected Completion Date	Person(s) Responsible
Recruit and hire appropriately qualified staff, including leadership positions	January 2, 2014	August 31, 2014	Board, Principal
Provide written notice to Institute that head of school/principal has been named within 5 days of the hire date	January 2, 2014	January 6, 2014	Board
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	January 2, 2014	August 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Provision classrooms appropriately	June 1, 2014	August 17, 2014	Principal, Director of Finance & Operations, Operations Manager, Resource Development
Prepare school calendar and distribute to families	June 1, 2014	August 17, 2014	Principal, Assistant Principal, Parent Outreach
Prepare class schedules and distribute to teachers	June 1, 2014	August 17, 2014	Principal, Assistant Principal
Make arrangements to provide a range of special education services	April 2, 2014	August 17, 2014	Principal, Assistant Principal, Special Education Coordinator
Prepare board members for leadership and governance	January 2, 2014	March 30, 2014	Board, Principal
Prepare Instructional Leadership Team (IT) to manage & implement academic program	August 20, 2014	September 7, 2014	Principal, Assistant Principal
Prepare teachers to implement academic program	August 19, 2014	September 4 2014	Principal, Assistant Principal, Instructional Coaches, Data Specialist, Special Education Coordinator, ESL Coordinator
Prepare administrative staff to implement school administration	August 20, 2014	September 7, 2014	Principal, Director of Finance & Operations

School Management and Operations	Projected Start Date	Projected Completion Date	Person(s) Responsible
Make arrangements to provide nutrition services to school's students	April 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Operations Manager
Ensure that appropriate food and beverage storage is available at the school	April 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Operations Manager
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	July 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Operations Manager
Contact school district of location or appropriate entity to arrange for school nurse, and/or recruit and hire a school nurse	April 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources
Develop a medications administration plan	April 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Develop health services plan	April 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Ensure that all students are appropriately immunized, or are excused from so being	August 1, 2014	September 28, 2014	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Ensure that the school will have the proper number of defibrillators and trained staff	July 2, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources, DOH Nurse
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	January 2, 2014	March 30, 2014	Principal, Director of Finance & Operations, Operations Manager
Arrange for supplemental transportation services	March 1, 2014	May 31, 2014	Principal, Director of Finance & Operations, Human Resources, Transportation

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Ratify school by-laws within 30 days of issuance of charter	January 2, 2014	February 1, 2014	Board, Principal
Write the Student Application for Admission and submit it to the Institute by December 30 th	December 30, 2011	December 30, 2011	Principal
Plan and document student recruitment and school marketing efforts by January 16 th	January 2, 2014	January 16, 2014	Principal
Define the application period and set a lottery date	January 2, 2014	January 31, 2014	Principal
Conduct the lottery	April 2, 2014	April 13, 2014	Principal, Assistant Principal, Human Resources, Pupil Accounting
Notify parents and guardians of the results of the lottery	April 30, 2014	May 31, 2014	Principal, Assistant Principal, Human Resources, Pupil Accounting
Complete the Application and Admission Summary and submit it to the Institute by May 1	April 2, 2014	May 1, 2014	Principal
Request student records from students' former districts	May 1, 2014	August 17, 2014	Principal, Assistant Principal, Human Resources, Pupil Accounting
Arrange for separate locked storage for students' academic and health records	April 2, 2014	July 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education students as needed and include in student/family handbook	January 2, 2014	April 30, 2014	Principal, Assistant Principal
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	January 2, 2014	April 30, 2014	Principal, Assistant Principal

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Write the school's FERPA policy	January 2, 2014	April 30, 2014	Board, Principal, Director of Finance & Operations
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook	May 1, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources
Set up student files with proper FERPA protections and procedures	June 1, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	June 1, 2014	August 17, 2014	Principal, Director of Finance & Operations, Human Resources
Revise and enhance the school's Open Meetings Law policy to make it a working policy	January 2, 2014	April 30, 2014	Principal, Director of Finance & Operations, Human Resources
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	January 2, 2014	April 30, 2014	Principal, Director of Finance & Operations, Human Resources
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	January 2, 2014	August 31, 2014	Principal, Director of Finance & Operations, Human Resources
Locate a school facility and notify Institute and SED within 10 days of identification	January 2, 2014	January 31, 2014	Board, Principal
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute by May 15 th	February 1, 2014	May 15, 2014	Board, Principal

Organizational Viability	Projected Start Date	Projected Completion Date	Person(s) Responsible
Create a Facility Completion Schedule and submit it to the Institute by May 15 th	February 1, 2014	May 15, 2014	Principal, Director of Finance & Operations, Operations Manager
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	June 1, 2014	August 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	June 1, 2014	August 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Obtain Certificates of Insurance	January 2, 2014	July 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Create life safety procedures and train teachers accordingly	July 1, 2014	August 31, 2014	Principal, Director of Finance & Operations, Human Resources
Create a draft SAVE plan and submit it to SED and Institute	August 1, 2014	September 28, 2014	Principal, Director of Finance & Operations, Operations Manager
Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or SED's comments.	August 1, 2014	September 28, 2014	Principal, Director of Finance & Operations, Operations Manager
Write a plan and procedures to control access to the building	July 1, 2014	August 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Hire necessary security personnel, if needed	May 1, 2014	August 17, 2014	Principal, Director of Finance & Operations, Operations Manager, Human Resources
Ensure that there is adequate signage and that the building is numbered for emergency response	July 2, 2014	August 31, 2014	Principal, Director of Finance & Operations, Operations Manager
Develop the school's fiscal policies and procedures and draft Initial Statement	January 2, 2014	February 29, 2014	Board, Principal, Director of Finance & Operations
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	March 1, 2014	April 30, 2014	Board, Principal, Director of Finance & Operations

Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	March 1, 2014	April 30, 2014	Board, Principal, Director of Finance & Operations
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	March 1, 2014	August 31, 2014	Principal, Director of Finance & Operations
Create annual cash flow projection and submit by June 30 th ; submit revised budget if necessary by August 1	June 1, 2014	June 30, 2014 (August 1, 2010)	Board, Principal, Director of Finance & Operations
Submit unaudited statements of income and expense to the Institute by August 15 th	July 2, 2014	August 15, 2014	Board, Principal, Director of Finance & Operations
Obtain federal tax exempt status	January 2, 2014	September 28, 2014	Board, Principal, Director of Finance & Operations
Establish a payroll system	January 2, 2014	March 30, 2014	Principal, Director of Finance & Operations
Establish a billing system for school districts	January 2, 2014	June 29, 2014	Principal, Director of Finance & Operations

Fidelity to Charter Agreement	Projected Start Date	Projected Completion Date	Person(s) Responsible
Identify a compliance contact person	January 2, 2014	August 17, 2014	Principal, Director of Finance & Operations

Response 24 - Supplemental Narrative

“Request is Not Applicable”

Response 24(b) - Supplemental Docs

“Request is Not Applicable”