



FUTURE LEADERS INSTITUTE
CHARTER SCHOOL

Family Handbook
2016-17 School Year

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ABOUT FUTURE LEADERS INSTITUTE CHARTER SCHOOL

Our Mission

Our mission is to deliver a rich and rigorous educational experience in order to develop academically high-performing students with the leadership, character, and knowledge to achieve success in high school and beyond by focusing on a culture of academic achievement, respect, self-discovery, and community. To make this mission a reality for our students, we structure our school week and curricula to provide an education to all of our students that is rigorous, holistic, individualized, and enriching.

Our History

Future Leaders Institute (FLI) was founded in 1999 by a small group of New York City public school teachers who had a vision of starting the first high-expectations, high-performing school in Harlem. Our founders wanted to combine the best aspects of the successful educational communities that they had been a part of and establish a leadership and values-oriented school community. Our founders believed deeply that all students, regardless of their socio-economic status or ability, should be provided with a challenging academic program that emphasizes academic achievement and educates the whole child – mind, body, and soul.

Starting as a small program within a school during our first year of existence, FLI became the highest performing non-selective school in Harlem by 2004. In fact, our first class of 8th graders improved their passing rates on the ELA State Test from 0% in FLI's first year to 67% and improved on the Math State Test from 11% passing to 89% over that same period. Seeing this initial success, our founders wanted the greater autonomy offered to charter schools to better implement their vision. With this objective, our founding families and teachers voted to convert FLI into a charter school, and our first charter was granted starting in the 2005-06 school year. Our most recent charter was renewed by the Department of Education through the end of the 2018-19 school year.

Our Core Values

Success in life takes more than academic skills – it takes strong personal character as well. As we work to help students form excellent academic habits and understandings, we will also focus our teaching on the values that will guide our students to lead socially responsible, productive lives. The Core Values for Social Justice serve as a guide to our daily lives both at FLI and beyond the classroom. The Core Values include:

- **Leadership** – As FLI community members, we help others grow by doing what is right, even when others are doing wrong. We look for way to improve things, even when others are comfortable with the way things are.
- **Compassion** – As FLI community members, we make others feel welcome and good about themselves and don't hurt each other physically or emotionally. We put ourselves in others' shoes to understand different perspectives.
- **Respect** – As FLI community members, we understand that every living person has value, and accept others who have different appearances, customs, and beliefs from our own. We value other people's right to make responsible decisions, even though they may be different than our own choices.

- **Responsibility** – As FLI community members, we believe we have the choice to make good decisions or bad decisions, and never blame others for the choices we make. We accept the consequences that come from making bad choices. We learn from mistakes so as not to repeat them.
- **Effort** – As FLI community members, we take initiative and look for opportunities to improve ourselves and our community. We try new things, even when we know they will be hard for us to do.
- **Truth** – As FLI community members, we believe that by being honest about our own actions and experiences, we help ourselves grow. We understand that being honest with one another allows us to trust one another.

The Core Values themselves and the terminology used to define them should become a part of the students' vocabulary and ultimately their way of thinking and living. This can only occur by consistently talking about the Core Values, modeling them, and highlighting examples of the Core Values being displayed.

FLI Parent/Guardian Pledge

As a parent or guardian of a FLI student, I promise to:

- Work with FLI staff to support my child's learning and development.
- Maintain clear and frequent communication with the school including returning all Progress Reports and other signed documents when they are due.
- Speak with my child daily about his/her school day.
- Limit the amount of time my child spends watching television or playing video games.
- Monitor my child's homework, by checking to make sure all assignments are thoughtfully completed and contacting the appropriate teacher with any questions or concerns.
- Make it my policy to see every assignment that is returned and graded.
- Call the main office before 8:30 a.m. if my child is going to be absent.
- Try to schedule any/all doctor's appointments on days when school is not in session or after 2:30.
- Make sure that my child leaves the house every day in compliance with the dress code.
- Call the school if my instincts tell me that something is wrong with my child.
- Get to know who my child's friends are and, if possible, their parents.
- Make sure I know my child's complete schedule for the day.
- Make sure that my child develops healthy eating habits by having breakfast and lunch every day and snacking on nutritious foods.
- Support FLI's behavioral policy, its rewards, and its consequences; work with the FLI staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Ensure that my child maintains a minimum of 95% attendance and is on time each day.
- Make arrangements so that my child is appropriately taken care of at dismissal each day.
- Come in immediately when it is requested by the school.
- Be direct and respectful in communication with all members of the FLI community.
- Hold myself to behaving in accordance with FLI's Core Values for Social Justice.
- Allow my child to take part in the enrichment opportunities made available.

FLI Parent/Guardian Signature: _____

FLI Student Pledge

As a FLI student, I promise to:

- Treat my teachers and fellow students with dignity and respect.
- Be courteous, helpful, and respectful to all school visitors and guests.
- Participate in class and come prepared each day.
- Follow directions of all FLI staff the first time they are given.
- Arrive early or on time every day.
- Not make excuses.
- Not leave the building without explicit permission.
- Always represent FLI's Core Values in my language, attitude and deportment.
- Accept correction as an opportunity to learn.
- Seek excellence in every area of my life.
- Encourage my fellow students to recognize and develop their talents.
- Complete all my class-work and homework on time and with care.
- Respect other peoples' bodies and feelings.
- Not disrupt other students' learning.
- Stay on task and work hard at all times.
- Take advantage of the enrichment opportunities FLI makes available.
- Follow school rules and regulations.
- Never fight or "play" fight.
- Use appropriate language.
- Fully comply with the FLI dress code.
- Respect the physical property of the school and make efforts to keep the building clean.

FLI Student Signature: _____

FLI Staff Pledge

As a FLI staff member, I promise to:

- Maintain an unwavering commitment to enabling the success of each child.
- Develop skills within myself to educate and nurture all children.
- Report to school early or on time and stay late as necessary.
- Welcome feedback as integral to professional growth.
- Understand that the path to success may be different for various students.
- Supports the mission of the school, deeply, passionately, and daily.
- Work cooperatively with families and colleagues and help wherever there is a need.
- Maintain a strong desire for student success and achievement.
- Provide encouragement to students, families, and colleagues.
- Always represent FLI's Core Values in my language, attitude and deportment.
- Remain flexible in facing inevitable challenges.
- Forgive students, families, colleagues, and myself for inevitable errors.
- Maintain a growth mindset for students, the school, and myself.
- Stay motivated and optimistic.
- Remain open minded to new ideas, perspectives, feedback, and lifestyles.
- Demonstrate resilience in the face of inevitable adversity.
- Respect students, families, and colleagues at all times and all situations.

FLI Staff Signature: _____

CONTACT INFORMATION

Contacting the School

Source	Detail
FLI Main Office	212-678-2868
FLI Fax	212-666-2749
FLI Website	www.futureleadersinstitute.org

Families may call the main office number to leave messages for any staff member. Callers should not expect to be able to speak with FLI staff members right away, as they will likely be working with children. Families may also contact staff via their FLI email addresses (see staff roster below).

Meetings with staff are by appointment only. Appointments may typically be set up by calling the Main Office or emailing a staff member directly at his or her FLI email address. It is expected that all communication between families and staff remain professional at all times.

Staff Roster and Email List

First Name	Last Name	Position	Email Address
Marissa	Becher	Lower/Middle School SETSS	mbecher@futureleadersinstitute.org
Sara	Bellia	Middle School Math - Grade 5	sbellia@futureleadersinstitute.org
Gina	Benson	Middle School ELA - Grade 6	gbenson@futureleadersinstitute.org
Teri	Berman	Lower/Middle School SETSS	tberman@futureleadersinstitute.org
Ariel	Bosworth	Middle School SS/Science – Grade 8	abosworth@futureleadersinstitute.org
Charlie	Brice	Grade 3	cbrice@futureleadersinstitute.org
Tereva	Bundy	Grade 3	tbundy@futureleadersinstitute.org
Michelle	Camacho	Grade 1	mcamacho@futureleadersinstitute.org
Tashom	Carroll	Grade 1	tcarroll@futureleadersinstitute.org
Ryan	Carter	Finance Manager	rcarter@futureleadersinstitute.org
Rosario	Castillo	Grade 1 Educational Assistant	rcastillo@futureleadersinstitute.org
Jessica	Castro	Middle School Counselor	jcastro@futureleadersinstitute.org
Jessica	Chang	Math Specialist	jchang@futureleadersinstitute.org
Grace	Chrysler	ELL teacher	gchrysler@futureleadersinstitute.org
Melody	Cooper	Middle School SETSS	mcooper@futureleadersinstitute.org
Violeta	Cortez	Executive Operations Associate	vcortez@futureleadersinstitute.org

Chazz	Cozart	K-4 Student Affairs Associate	ccoart@futureleadersinstitute.org
Nieisha	Crawley	Grade 1 Educational Assistant	ncrawley@futureleadersinstitute.org
Thomas	Cunningham	Middle School Assistant Principal	tcunningham@futureleadersinstitute.org
Morgan	Debois	Kindergarten	mdebois@futureleadersinstitute.org
Cristina	Diaz	Grade 1 Educational Assistant	cdiaz@futureleadersinstitute.org
Monique	Dixon	Grade 2	mdixon@futureleadersinstitute.org
Jody	Flowers	Lower School Assistant Principal	jflowers@futureleadersinstitute.org
Katja	Frazier	Learning Support Coordinator K-2	kfrazier@futureleadersinstitute.org
Steven	Gatewood-Cowart	Grade 2	sgatewood@futureleadersinstitute.org
Arianne	George	Middle School ELA – Grade 7	ageorge@futureleadersinstitute.org
Brandon	Gill	Operations Manager	bgill@futureleadersinstitute.org
Jason	Gomez	Operations Associate	jgomez@futureleadersinstitute.org
Melissa	Haber	Lower School SETSS	mhaber@futureleadersinstitute.org
Nicole	Hertz	Middle School ELA - Grade 5	nhertz@futureleadersinstitute.org
Bertshunia	Hillard	Social Studies/Science - Grade 5 and 6	bhillard@futureleadersinstitute.org
Sharima	Jackson	Middle School SETSS	sjackson@futureleadersinstitute.org
Winston	James	Middle School Math - Grade 6	wjames@futureleadersinstitute.org
Margaret	Jones-Holcomb	Middle School Math – Grade 7	mjones@futureleadersinstitute.org
Gabrielle	Lamake	Kindergarten	glamake@futureleadersinstitute.org
Julie	Littman	Science K-2	jlittman@futureleadersinstitute.org
Mavia	Louis	Office Manager	mlouis@futureleadersinstitute.org
Ernest	Maginsky	Reading Specialist K-2	emaginsky@futureleadersinstitute.org
Kelvin	Manzanet	5-8 Student Affairs Associate	kmanzanet@futureleadersinstitute.org
Jaime	Marino	Middle School ELA – Grade 8	jmarino@futureleadersinstitute.org
Emily	McGarry	IEP Coordinator/SETSS	emcgarry@futureleadersinstitute.org
Deborah	McGinnis	Science 2-4	dmcginnis@futureleadersinstitute.org
Dani	McPartlin	Principal	dmcpartlin@futureleadersinstitute.org
Shonte'	McQueen	Extended Day Manager	smcqueen@futureleadersinstitute.org

Jennifer	Millien	Kindergarten Educational Assistant	jmillien@futureleadersinstitute.org
Daniel	Nee	Middle School SS/Science - Grade 7	dnee@futureleadersinstitute.org
Julie	Newman	Lower School Teacher	jnewman@futureleadersinstitute.org
London	Price	Extended Day Creative Director	lprice@futureleadersinstitute.org
Kiran	Rai	Dir. of Curriculum and Instruction	krai@futureleadersinstitute.org
Sadia	Rharbite	Middle School Math – Grade 8	srharbite@futureleadersinstitute.org
Jenna	Rossi	K-4 Guidance Counselor	jrossi@futureleadersinstitute.org
Victoria Ann	Slocum	Middle School SETSS	vslocum@futureleadersinstitute.org
Russell	Slovenec	Dir. of Curriculum and Measurement	rslovenec@futureleadersinstitute.org
Shaunte	Swinton	Grade 4	sswinton@futureleadersinstitute.org
Phaelyn	Williams	Grade 4	pwilliams@futureleadersinstitute.org
John Harrison	York	Executive Director	jyork@futureleadersinstitute.org

Whom Should I Ask for What?

Your child’s teacher is the first person to call when you have questions and concerns with your child’s academic performance. Otherwise, the administrative staff at FLI is here to assist and support you when you need them.

What do I need?	Whom do I speak to?
Inform the school of absences or tardies	Mavia Louis, ext. 3042, mlouis@futureleadersinstitute.org
Change my contact information with the school	Mavia Louis, ext. 3042, mlouis@futureleadersinstitute.org
Enroll a student or receive general information about the school	Mavia Louis, ext. 3042, mlouis@futureleadersinstitute.org
Receive information on SchoolFoods or Metrocards	Shonte’ McQueen, ext. 3043, smcqueen@futureleadersinstitute.org
Additional academic information about FLI’s Lower School	Jody Flowers, Lower School Assistant Principal, jflowers@futureleadersinstitute.org
Additional academic information about FLI’s Middle School	Tom Cunningham, Middle School Assistant Principal, tcunningham@futureleadersinstitute.org
Additional information on FLI’s Code of Conduct and approach to student discipline for Lower School	Chazz Cozart, K-4 Student Affairs Associate, ccoart@futureleadersinstitute.org
Additional information on FLI’s Code of Conduct and approach to student discipline for Middle School	Kelvin Manzanet, 5-8 Student Affairs Associate, kmanzanet@futureleadersinstitute.org

Additional information on FLI's special education program and services	Emily McGarry, IEP Coordinator, emcgarry@futureleadersinstitute.org
Information on FLI's counseling services for Lower School students	Jenna Rossi, Lower School Counselor, jrossi@futureleadersinstitute.org
Information on FLI's counseling services for Middle School students	Jessica Castro, Middle School Counselor, jcastro@futureleadersinstitute.org
Information on FLI's High School application and support services	Jessica Castro, Middle School Counselor, jcastro@futureleadersinstitute.org
Questions about the Parent Involvement Committee	John Harrison York, jyork@futureleadersinstitute.org
Questions about Extended Day	Shonte' McQueen, Extended Day Manager, smcqueen@futureleadersinstitute.org
Information about State Testing	Brandon Gill, Operations Manager, bgill@futureleadersinstitute.org
General operations questions, use of facilities, and technology	Brandon Gill, Operations Manager, bgill@futureleadersinstitute.org

SCHEDULE, CALENDAR, AND ATTENDANCE POLICY

Daily Schedule

Time of Day	Activity
8:00-8:20	Breakfast and Transition
8:20-2:30	Core Academic Instruction
2:30-4:45	Extended Day Programming when in-session. Dismissal at 2:30 when Extended Day is not in-session
4:45	Dismissal when Extended Day programming is offered

Arrival and Breakfast

Students may arrive for breakfast beginning at 8:00am. Kindergarten and 1st graders eat breakfast in their classrooms. Breakfast for 2nd through 8th graders will be in the cafeteria. Breakfast is served until 8:10 each morning. Students are not allowed to have candy, chocolate, or soda/sugary drinks in the cafeteria. Any of these items will be confiscated and discarded by FLI staff. Middle School Students may start going directly into their classrooms on the 3rd floor starting at 8:10 each morning. Any student arriving after 8:20 will be marked as tardy.

Dismissal

On days when Extended Day programming is in-session, students will be dismissed at 4:45. On days when Extended Day programming is **not** in-session, students will be dismissed at 2:30. Students in Grades K-4 are dismissed in the cafeteria every day, and students in grades 5-8 are dismissed through the front entrance of the school on 122nd Street. Students in grades 5-8 who will be picked up by their families will do so from the cafeteria.

Families are responsible for making arrangements so their students are picked up on time each day. Parents and guardians who arrive prior to 4:45 to pick up their students must wait in the cafeteria for their students to arrive unless otherwise instructed by school safety officers or FLI staff. Families must inform the school either verbally or in writing about how their students will be dismissed (by themselves, via babysitters, via grandparents, etc.). Students will only be dismissed early to a parent/guardian or someone listed on the emergency contact sheet provided by the parent/guardian. Students are expected to leave the school premises immediately following dismissal.

Extended Day

FLI offers optional Extended Day programming to all of our students on certain days of the school year from 2:30 to 4:45. Every child receives a snack during this time if he or she wishes. Our Extended Day programming is strictly for enriching activities, such as physical education, art, music, and coding. Families who do not wish for their students to participate in the Extended Day programming must let FLI's Extended Day Manager, Shonte' McQueen, know directly.

Certain students may be pulled from Extended Day programming in order to receive additional instruction as needed. Those students will be identified by their classroom teachers, and families will receive notification in advance of the additional instruction taking place.

School Closings and Delays

FLI will follow all New York City Department of Education decisions on school closings and delays unless otherwise notified. We will communicate with families as soon as we are aware of any disruptions. Please monitor local media outlets for real-time information on school closings and delays.

Calendar for the 2016-17 School Year

SEPTEMBER						
M	T	W	T	F	S	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Calendar Key

- No school / DOE Holiday
- Extended Day Programming for Students
- Professional Development (no students)
- Clerical Day (no students)
- End of marking term
- Parent Teacher Conference (No Extended Day)
- Standardized State Assessment ELA/Math (Extended Day Programming Offered)

Attendance Policy

As stated above, FLI opens its doors to students at 8:00am. Students are marked tardy if they arrive after 8:20am. Every parent or guardian should alert the school by 8:30am if his or her child will be absent. Families, not students, must call the main office to inform the school of expected absences. Every parent or guardian is responsible for collecting homework for his or her child in the event he or she misses more than two days of school in a row. **Students who miss 10 or more school days are considered chronically absent and are at risk for not being promoted to the next grade level.**

See below for the interventions FLI is committed to taking with families when students frequently miss school, whether absences or tardies.

# of Absences or Tardies	Response from FLI
3 Unexcused Absences or Tardies	Student's advisory or homeroom teacher contacts family
5 Unexcused Absences or Tardies	Student Affairs Associate contacts family
8 Unexcused Absences or Tardies	Student Affairs Associate meets in-person with family
10 Unexcused Absences or Tardies	Student Affairs Associate, Assistant Principal, and Guidance Counselor meets in-person with family
12 Unexcused Absences or Tardies	Student Affairs Associate and Principal meets in-person with family
20 Unexcused Absences or Tardies	Student Affairs Associate, Assistant Principal, Guidance Counselor, and Principal meets in-person with family to discuss educational neglect

ACADEMICS AND STUDENT ACHIEVEMENT

Grading Policy

Each student will receive grades that fall into four different categories, which are the following:

Category	Percent of grade	Breakdown
Homework	15%	Graded for accuracy, with minimum of 12 graded assignments
Classwork	30%	Includes classwork, participation, organization, notes, etc. with minimum of 12 graded assignments
Quizzes	20%	Quizzes, Do-Nows, Exit Tickets, etc. with minimum of 12 graded assignments
Assessments	35%	Includes culminating projects, labs, unit exams, benchmark assessments, etc. with minimum of 2 graded assessments

The grading scale below will show you how to translate a scale score of a 1-4 to a percentage grade, or vice versa:

Scale Score Value	Percentage Equivalent
4	95% - 100%
3	80% - 94 %
2	65% - 79%
1	50% - 64%

Student Supplies

Supplies for Kindergarten Students

Every kindergarten student needs to bring the following items within the first week of school:

Box of tissues	Watercolor paint set (8 colors)
Roll of paper towels	2 composition notebooks
Hand sanitizer OR antibacterial soap	Box of felt tipped pens (different from ballpoint pens) by Paper Mate
Packet of Clorox wipes OR baby wipes (great for a non-toxic cleaning supply!)	Box of pencils
Pack of 4 glue sticks	Box of Ziploc bags (quart or gallon sized)
Packet of dry erase markers	A clear plastic shoe box with an ENTIRE set of clothing, labeled with your child's name

Supplies for 1st to 8th Grade Students

Every student in 1st to 8th grade needs to bring the following items within the first week of school:

2 Boxes of #2 Pencils	4 Boxes of Kleenex
1 Pencil Case	1 Box Crayola Colored Pencils
1 Box of Erasers	1 Box of Crayola Markers

2 Small Hand-held Pencil Sharpeners	1 Box Crayola Crayons- 24 count
4 Composition Notebooks	2 Thin-tip & 2 Thick-tip EXPO markers
1 (3-Pack) of Post-its	1 Box of Black Ball Point Pens
2 Packs of Ruled Notebook Paper	1 Box of Blue Ball Point Pens
1 Pack of Multi-Colored Construction Paper	1 Pack of Black Sharpie Markers
6 Pocket Folders (Grades 5-8 only)	1 Box of Red Ink Flair Pens
1- 3-Ring Binders (Grades 6-8 only)	1 Box of Black Flair Pens
2 Rolls of Paper Towels	1 (4-Pack) Box of Glue Sticks
1 Ruler (Grades 5-8 only)	3 Packs of 3x5 Index Cards
1 Container of Clorox/Lysol Wipes	1 Box of Sandwich Size Ziplock Bags
1 Bottle of Anti-Bacterial Hand Soap	1 Box of Gallon Size Ziplock Bags
1 Bottle of Hand Sanitizer	1 Box of Band-Aids
2 Boxes of #2 Pencils	4 Boxes of Kleenex

Homework

Homework is an essential part of the teaching and learning at FLI. Homework at FLI is designed to reinforce classroom instruction and provide teachers with opportunities to assess students' mastery of core instructional material. Homework can also provide students with an opportunity to preview material that will be covered in future classes in order to help them build background knowledge prior to learning.

Students are expected to complete all homework assignments on time and make their best effort to complete the assignment fully and correctly. Families are expected to review students' homework each night to ensure it has been completed and encourage students to read each night.

Homework that is submitted late is subject to grade penalties, including the possibility of receiving a 0%. Students who do not submit homework may receive a 0% Grade and may be required to complete such assignments during Friday detention at the teacher's discretion. If you do not hand in your homework on a consistent basis, you will be required to attend a meeting with a member of your family, your teacher and the assistant principal to discuss the issue.

Make-Up Work

Students who miss assignments and assessments for any reason are expected to request the work from teachers and complete it in a timely manner. Students will have 48 hours to submit completed assignments upon return to school. Families and students are also responsible for getting help from their teacher or other families when questions occur.

Promotion Criteria

The academic Leadership Team makes final decisions on all promotions and retentions and can make exceptions to the protocol below if deemed fit.

Promotion Criteria for Students in Grades K-2

Promotion for students in grades kindergarten through 2nd is based on meeting at least two out of the three items below:

- A. Maintaining an on-time attendance rate of at least 95%
- B. Demonstrating proficiency in the grade-level Common Core Standards through class work, homework, and other assessments
- C. Meeting social development standards demonstrated by disciplinary actions and anecdotal reports. These social development standards include:
 - Following classroom and school rules
 - Making age-appropriate decisions
 - Forming age-appropriate relationships with classmates and adults

Promotion Criteria for Students in Grades 3-8

Promotion for students in grades 3rd through 8th is based on meeting at least three out of the four items below:

- A. Demonstrating proficiency in the grade-level Common Core Standards through class work, homework, and other assessments
- B. Scoring a level 2 or higher on either the New York State ELA or Math Test
- C. Maintaining an on-time attendance rate of at least 95%
- D. Meeting social development standards demonstrated by disciplinary actions and anecdotal reports. These social development standards include:
 - Following classroom and school rules
 - Making age-appropriate decisions
 - Forming age-appropriate relationships with classmates and adults

Special Education

The Individuals with Disabilities Act (IDEA) requires appropriate services to be administered in the “least restrictive environment” appropriate for a student’s needs. Students with Individualized Education Programs (“IEPs”) are included in the classroom to the fullest extent appropriate for their needs, and teachers are obligated to make accommodations and modifications to meet the needs of the students in accordance with the IEPs. Students who receive services under Section 504 of the Rehabilitation Act of 1973 (“504 Plans”) which detail specific accommodations and modifications for the regular education classroom are included in this process.

The responsibilities of teachers in this regard are:

- To be aware of which students have IEPs or 504 Plans
- To be familiar with the accommodations and modifications listed in students’ IEPs and 504 plans
- To provide the appropriate modifications and accommodations
- Attend and be an active participant in IEP meetings

In most cases, students are referred for special education testing after FLI staff members have attempted to provide intensive differentiated instruction within the regular education program. Because instructors can individualize instruction for students, FLI is designed to help meet the needs of all students, including those of struggling learners. Before referring most children for special education testing, teachers are required to meet with the Special Education Team (consisting of the IEP Coordinator and the SETSS teachers) in order to develop an intervention plan. The intervention plan

must be followed for at least 3 months. At the end of this period, if the student has not shown improvement, the child may be referred for special education testing. Exceptions to this process may be made at the discretion of the academic Leadership Team.

English Language Learners

FLI has an English Language Learning Specialist who provides targeted instruction for our ELL students from the moment they enroll at FLI. FLI also supports ELL students through the use of certified push-in teachers, in addition to our ELL specialist, in inclusion classrooms.

High School Placement

FLI's Middle School Counselor, Jessica Castro, is our full-time high school placement director who provides 8th grade students and their families with assistance and resources in order to gain acceptance into a high school with a graduation rate of 75% or higher. Our Middle School Counselor conducts workshops throughout the year to educate families about the opportunities available for FLI students and the process to proactively seek a great high school.

Character Development

FLI's educational model is built to educate the whole child and develop our students' character in accordance with our Core Values of Leadership, Compassion, Respect, Responsibility, Effort, and Truth. In addition to following the Responsive Classroom approach to classroom room management and student engagement, FLI builds programs into the school day and calendar to provide both targeted and community-wide development of our students' character and social-emotional control.

Lower School Community Circle

Community Circle takes place once a month for all of our students in K-4. Students gather in the gymnasium at the start of the school day, and we discuss the month's Core Value while celebrating student achievement. Students have the opportunity during Community Circles to celebrate and display their knowledge that month's Core Value.

Lower School Morning Meeting

Every Lower School classroom begins each day with a 25-minute, classroom-wide Morning Meeting led by their classroom teacher. Morning Meetings provide time for students build classroom community, develop friendships with classmates, learn about our Core Value, and address challenges and concerns in the classroom.

Middle School Advisory Time

Every Middle School student begins his or her day with a 25-minute advisory period with an assigned Advisor. The daily Advisory period is used to build community in a non-academic setting, develop students' social and emotional skills, and address any issues or challenges within the school, grade, or class.

Parent Communication of Student Achievement

Report Cards

Report cards are issued three times each year, at the end of the fall, winter, and spring marking periods. Report cards provide families and students with a detailed picture of their child's progress in all core subjects.

Interim Progress Reports for Kindergarten Students

Reports on individual students' progress are sent home to families in Kindergarten on a monthly basis. Kindergarten teachers provide families with the list of dates when they will receive the monthly reports.

Interim Progress Reports for Students in 1st to 8th Grades

Reports on individual students' progress are sent home to families in 1st to 8th grade every other Monday (unless otherwise specified). These progress reports must be signed by the family and returned to school the following day. If school is not in session on the Monday in which reports would normally go out, they will be distributed to students on the next day school is in session.

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled at the end of the fall, winter, and spring marking periods. Separate conferences are scheduled for families of students who have been identified as Promotion-In-Doubt for the following school year. Report cards are distributed and discussed during these conferences, and families have the opportunity to see and discuss students' work.

GENERAL SCHOOL POLICIES

Student Technology Policies

Every FLI student has access to computers and Smartboards throughout the school day, including every student in grades 2nd to 8th receiving an individual laptop. These individual laptops are labeled with each student's name. Students are not allowed to take their laptops home during the 2016-17 school year. If a student is responsible for damaging any of FLI's technology, including his or her FLI-issued laptop, the family of that student may be held financially responsible for replacement and/or repair of a device.

The use of FLI technology is a privilege, not a right, and may be revoked at any time. Any of the infractions listed below may result in suspension or termination of access privileges and/or appropriate disciplinary action in accordance with the Code of Conduct.

Level 1 Technology Infractions
Unauthorized Use of Laptop/Tablet
Unauthorized Downloads without Damage
Unauthorized Transmission of Personal Information
Use of Laptop/Tablet to Disrupt Class
Unauthorized Recordings
Level 2 Technology Infractions
Damage to Laptop/Tablet
Changing Configurations
Unauthorized Downloads with Damage
Use of False or Anonymous Communications
Inappropriate Material without Intent
Unauthorized Changes to Settings
Level 3 Technology Infractions
Voiding the Service Agreement or Software
Hacking
Damage to Laptop/Tablet
Inappropriate Material with Intent
Use of School Property for Gain
Use of Laptop/Tablet to Cause Large, Violent Disruption
Violation of Local, State or Federal Law
Unauthorized Changes with Network Damage

Field Trips

Field trips are planned for educational purposes to meet classroom objectives. These objectives might include specific curricular activities and/or celebrations of accomplishments. Field trips are a privilege, and students may be excluded for a variety of reasons. In order to attend field trips, students must be able to follow the directions of all adults supervisors at all times. All aspects of FLI's Code of Conduct are in effect on school field trips. Parents and guardians who attend trips as chaperones must understand that their child/group must meet the same behavioral/work expectations on the trip as all FLI students, and should not have special privileges, including trips to gift shops, food vendors, etc.

Children may be transported in a school-owned vehicle or a contracted vehicle. Students are required to use the transportation provided, unless prior arrangements have been made.

Uniform Policy

Student Styles is FLI’s uniform vendor. Please see below for Student Styles’ contact information.

15 Cobbee Road
 Latham, NY 12110
 518-220-9244
<http://www.yourstudentstyles.com>

Summary of Uniform Policy	
Tops and Shirts	<ul style="list-style-type: none"> ▪ Student Styles’ light blue shirt ▪ Shirts must be tucked in ▪ FLI sweatshirts are acceptable
Bottoms and Pants	<ul style="list-style-type: none"> ▪ Navy blue only ▪ Slacks or cargo-style pants skirts or jumpers for girls ▪ No jeans, leggings, stretch pants, capris, or sweatpants ▪ Skirts must be no shorter than credit card length above the knee cap (about 3 inches)
Sweaters	<ul style="list-style-type: none"> ▪ Navy blue only Cardigan or vest style ▪ Must have FLI logo embroidered on upper left side ▪ No hoodies ▪ Sweaters may not have any designs on them
Accessories	<ul style="list-style-type: none"> ▪ <u>Shoes</u>: Solid navy blue or black only; no other colors or designs; solid Black sneakers are acceptable ▪ <u>Belts</u>: Solid black or blue and are mandatory for boys ▪ <u>Hats and Hair</u>: Hair accessories must be shades of blue, black, or white; Prohibited hair dye colors include purple, blue, pink, green, orange, bright fire-engine red, and neon colors; applied colors must look natural on the student; no hats may be worn ▪ <u>Stockings and Tights</u>: Solid navy blue or black (no patterns or stripes); leggings are not permitted; socks that are visible must be navy blue or black (Knee hi socks for girls may be solid navy blue or black) ▪ No non-prescription glasses will be allowed ▪ Other accessories must be kept to a minimum

Exceptions to the uniform policy may be made in cases of extreme weather, including:

- Solid black boots are permitted when there is snow and during Winter months (December – February)
- Shorts are allowed when the daily temperature is 80°F and above. Shorts length must be between 3 inches above and 3 inches below the knee
- Black or navy blue closed-toe sandals with an ankle strap are permitted when the temperatures are 90°F and above

Consequences for Uniform Policy Violations

Consequences for Uniform Policy Violations	
1 st Occurrence	<ul style="list-style-type: none"> ▪ <u>K-2</u>: no additional consequence ▪ <u>3-4</u>: no additional consequence ▪ <u>5-8</u>: no additional consequence
2 nd Occurrence	<ul style="list-style-type: none"> ▪ <u>K-2</u>: no additional consequence ▪ <u>3-4</u>: no additional consequence ▪ <u>5-8</u>: Friday detention
3 rd Occurrence	<ul style="list-style-type: none"> ▪ <u>K-2</u>: no additional consequence ▪ <u>3-4</u>: Recess detention ▪ <u>5-8</u>: Friday Detention
4 th Occurrence	<ul style="list-style-type: none"> ▪ <u>All Grades</u>: Parent or Guardian will be called to pick the child up from school or bring uniform to school. Any child who is not in uniform or is not picked up by 10 am will receive an in-school suspension the following day

Transportation

FLI students are expected to display our Core Values, even when families and teachers are not around. This includes our students' commute on the subway, bus, or walking. Depending on the distance from your home to the school, your student may be eligible to receive a free or reduced-fare Metro Card for public transportation. Every student is responsible for keeping track of his or her Metro Card.

Cell Phones

Students are not permitted to use cell phones during any portion of the school day, including Extended Day programming. If you need to contact your child during the school day, please call the main office. Students will be permitted to call parents during the school day for important matters using a telephone located in the office. Teachers will use their discretion when allowing students to make calls. Families are only allowed to talk to students in emergency situations.

FLI students in Grades K-4 must store their phones and any other electronic devices out of sight during the school day in their school bags. FLI students in Grades 5-8 will have their cell phones collected by advisory teachers at the start of each day, once phones have been turned off. Prior to dismissal, each student is responsible for identifying and retrieving her/his phone under the supervision of the teacher. The school is not responsible for damaged, lost, or stolen cell phones.

If a student is found to be in violation of the cell phone policy the following protocol will be followed:

- 1st Violation: The phone will be taken from the student and returned at the end of the day
- 2nd Violation: The phone will be taken from the student and the parent is contacted to pick up the cell phone
- 3rd Violation: The student is not allowed to bring a cell phone to school whatsoever

Lost and Found

Families are urged to label their students' clothing and belongings, such as backpacks, shirts, and sweaters. If a child has lost anything at school, parents are asked to come in to check for it the same day or the next day. The lost and found is located in FLI's main office, Room 304. Lost and found items that are not claimed after one month may be donated to charity.

Formal Complaints to the Board of Trustees

New York Education Law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's board of trustees.

The written complaint to the board of trustees must include: (1) a detailed statement of the complaint or grievance, including the law or regulation allegedly violated, names of individuals at the school who allegedly took the actions at issue, and the time, date, and place of occurrence; (2) relevant correspondence; (3) what action complainant is seeking from the board of trustees; and (4) complainant's name, address, and telephone number. The complainant may leave the complaint or grievance at the school's main office to the attention of the chair of the board of trustees.

The board of trustees must acknowledge receipt of the complaint or grievance within one week, and indicate what steps the board plans to take to investigate the allegations. Complaints and grievances will be addressed at the next board meeting unless the board chair determines that the issue is of such urgency that a special meeting needs to be called. This decision is made at the sole discretion of the chair of the board of trustees.

Prior to the board meeting, the chair of the board of trustees will attempt to collect evidence needed to assess the merits of the complaint or grievance. At the board meeting, the chair will summarize the issue to the other board members, either during the public meeting or during executive session, if appropriate. In some instances a decision may be rendered at the meeting, and in other instances additional fact-finding and due diligence will be required. The chair will conclude the discussion on the complaint or grievance by either: (a) issuing a decision; or (b) requiring specific further investigation, including a timeline, and assigning specific individuals to carry out the next steps. The chair will follow through by either writing a decision letter and sending it to complainant and entering it into the board's minutes at the next meeting, or continuing and concluding the investigation as per the plan, and then issuing a decision letter.

Upon final resolution of a complaint, the board of trustees shall provide to the complainant:

- Its written determination and any remedial action
- A written explanation of the complainant's right to appeal the determination to the school authorizer

If, the formal complaint involves an alleged violation of the law or the FLI's Charter and, after the board of trustees' final resolution has been transmitted to the complainant, the complainant determines that the board has not adequately addressed the complaint, he or she may appeal to the authorizer, which shall investigate and respond. The department has the right to issue remedial orders when appropriate and necessary.

Annual Notice of Rights Under the Family Educational Rights and Privacy Act

The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a student's education records.

FLI recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act (“IDEA”) in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means Future Leaders Institute Charter School. For all students, the educational agency maintains education records that include but are not limited to:

- a) Personally identifiable information (“PII”) is confidential information that includes, but is not limited to, the students’ name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.
- b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. “Parent(s)” for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child’s education record. FLI will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan “IEP” or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Principal. Parents have the right to a response from FLI to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While FLI cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. FLI must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the Principal or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Future Leaders Institute will decide whether to amend the record and will notify the parents in writing of its decision.

If Future Leaders Institute refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Principal, by September 30th, or within two weeks after enrolling at Future Leaders Institute if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Future Leaders Institute to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Principal to discuss any concerns regarding FERPA.

Freedom of Information Law

FLI complies with New York State's "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

- Within five (5) business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a

written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted or denied

- If FLI determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty (20) business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request for information
- If an individual is denied access to a record, he or she may, within thirty (30) days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the Executive Director
- Upon timely receipt of such an appeal, FLI shall, within ten (10) business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought

Exceptions to disclosure: FLI may deny access to a requested record for a variety of reasons, including that: a) such access would constitute an unwarranted invasion of personal privacy; b) such access would violate either state or federal law; c) such records are compiled for law enforcement purposes; and/or d) such records are inter agency or intra agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public or a final policy and/or e) any other exceptions permitted by law. Except for records specified in Public Officers Law §87(3), the school shall not be required to prepare any record that it does not maintain or have in its possession.

HEALTH AND SAFETY

Visiting FLI

Visitor Protocols

For safety reasons, all visitors must present a valid photo ID to the school safety officers in the school building lobby before proceeding directly to FLI's main office, Room 304. No visitors are allowed to go to any room other than FLI's main office, outside of specifically designated times, without a pass obtained in the main office.

Public Conduct on School Property

FLI is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this policy, "public" shall mean all persons when on school property or attending a school function including students, staff, parents, and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others
- Disrupt classes, school programs or other school activities
- Dress in an offensive, provocative or inappropriate matter
- Intimidate or harass any person
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed
- Obstruct free movement of any person on school property or at school functions
- Violate the traffic laws, parking regulations or other restrictions on vehicles
- Violate the prohibition on alcohol, drugs, and other illegal substances
- Violate the prohibition on tobacco and smoking
- Violate the prohibition on weapons, firearms and dangerous objects
- Loiter on school property
- Gamble on school property or at school functions
- Refuse to comply with any reasonable order of school officials performing their duties
- Willfully incite others to commit any of the acts prohibited by the Code
- Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function

Students who violate this policy shall be subject to penalties contained in the School's Code of Conduct. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The Principal or his/her designee is responsible for enforcing the conduct required by this section of the Handbook. FLI reserves the right to restrict visitor access to the School building for failure to comply

with this Policy or School rules. In addition, visitor conduct may be reported to law enforcement at the discretion of School administration.

Illness, Injuries, and Medication

Students who are not feeling well can notify their teacher and may be sent to the main office or school nurse if they appear ill. Depending on the students' needs, they may be allowed to rest and return to class. Parents will be asked to pick up children who are seriously ill. A child may not come to school if he or she has an illness that may be contagious. If a child sustains an illness or injury during the school day, an incident report describing what transpired will be completed by the supervising staff member, and a copy will be provided to the parent/guardian that same day.

Students are not allowed to have medication with them at school. If a student has a prescription or other medication that needs to be administered during the day, parents/guardians need to send a note with the medication, which will be kept in the main office, Room 304. This includes prescription inhalers and non-prescription medications such as cough drops.

The Office of School Health manages the processes surrounding students needing medication administration, medically-prescribed treatment, glucose monitoring, insulin pump maintenance, and other Section 504 and Individualized Education Program (IEP) services.

Several health forms are used in New York City public schools. Completing these forms ensure that children get the care, services, and accommodations they need during the school day. Forms can be found by visiting the NYC DOE website at:

<http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm>.

Lockers and Search and Seizure Policy

A student and/or a student's belongings may be searched by an FLI staff member if the staff member has a reasonable suspicion that a search of that student will result in evidence that the student has violated the law or a School rule. If items which are either prohibited on School property or which may be used to disrupt or interfere with the educational process are discovered, the aforementioned items will be removed from the student by School authorities. Legal items will be returned to caregivers at the School, but will not be retained beyond the end of the School year. Illegal items will not be returned and may be turned over to the police.

Student lockers, desks, and School computers remain the property of FLI. However, the School is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-School nature and may cause or tend to cause the disruption of the mission of the School. The following rules will apply to the search of School property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion that a student is in possession of an item which is prohibited on School property or which may be used to disrupt or interfere with the educational process
- Searches shall be conducted under the authorization of the Principal or his/her designee
- Items which are prohibited on School property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by School authorities

PARENT INVOLVEMENT

Parent Involvement Committee

FLI's Parent Involvement Committee (PIC) promotes and facilitates active participation and partnership in a vibrant school community by:

- Providing and facilitating direct support and partnership for school initiatives and programs through volunteering time or raising funds on behalf of the school
- Partnering with FLI staff to communicate with and mobilize FLI families on important issues and initiatives throughout the year
- Delivering feedback to FLI staff on schoolwide initiatives or issues
- Establishing and executing school events, traditions, and other projects that enhance the FLI community

Parents and family members of students currently attending FLI are automatically members of the PIC. Each PIC member has one vote in any decisions where voting is required. The PIC holds at least one official meeting every marking period open to all parents and families. The PIC forms committees as necessary to execute projects, host events, or support school initiatives. The PIC officers are collectively responsible for recruiting families to lead or participate in committees as needed.

The President of the PIC for the 2016-17 school year is Paige Moxey.

Parent Workshops

Parents are invited to attend all family-focused workshops when FLI offers them. These provide opportunities for parents to gain valuable information about their child's social-emotional and academic development as well as to interact with school staff and other parents.

Board of Trustees Meetings

As a charter school, FLI is governed by a Board of Trustees. The Board will meet eight times this school year. Below is the schedule of board meetings for the 2016-2017 school year:

Date	Time	Location
9/22/2016	5:30pm - 7:30pm	Latham and Watkins
10/13/2016	5:30pm - 7:30pm	TBD
11/10/2016	5:30pm - 7:30pm	TBD
2/2/2016	5:30pm - 7:30pm	TBD
4/6/2017	5:30pm - 7:30pm	TBD
5/11/2017	5:30pm - 7:30pm	TBD
6/8/2017	5:30pm - 7:30pm	TBD
7/20/2017	5:30pm - 7:30pm	TBD

Meetings are scheduled at various locations, and the FLI website will maintain the most up-to-date information on the dates and locations of Board meetings.

Any parties wishing to be included on the agenda of a Board of Trustees meeting must submit a written request seven (7) days in advance to John Harrison York at jjork@futureleadersinstitute.org.

The members of the Board of Trustees for the 2016-2017 are as follows:

- Katherine Brown – *Board Chair*
- Natalie Deak Jaros – *Vice Chair*
- Rudolph Austin – *Treasurer*
- Andrew Hatcher – *Secretary*
- Joan Wicks
- Jay Hatfield
- Annie Adams
- Gilda Wray