



**FUTURE LEADERS INSTITUTE
CHARTER SCHOOL**

FLI FAMILY HANDBOOK

2026- 2027

**DEVELOPING THE CHILDREN OF TODAY TO BE THE
LEADERS OF TOMORROW**



CONTENTS

Future Leaders Institute Family Handbook

3 Principal Letter & Mission

4 About FLI

History • Core Values • Fast Facts • Culture •
Fast Facts • Location • Contact Information •
Whom Should I Ask for What? • Stay Connected

13 School Calendar

15 Schedule & Attendance

Daily Schedule • Attendance Policy

17 Academic Achievement

Grading Policy • Parent Communication of Student
Achievement • Remote Learning Expectations •
Student Supplies

25 School Policies | Discipline

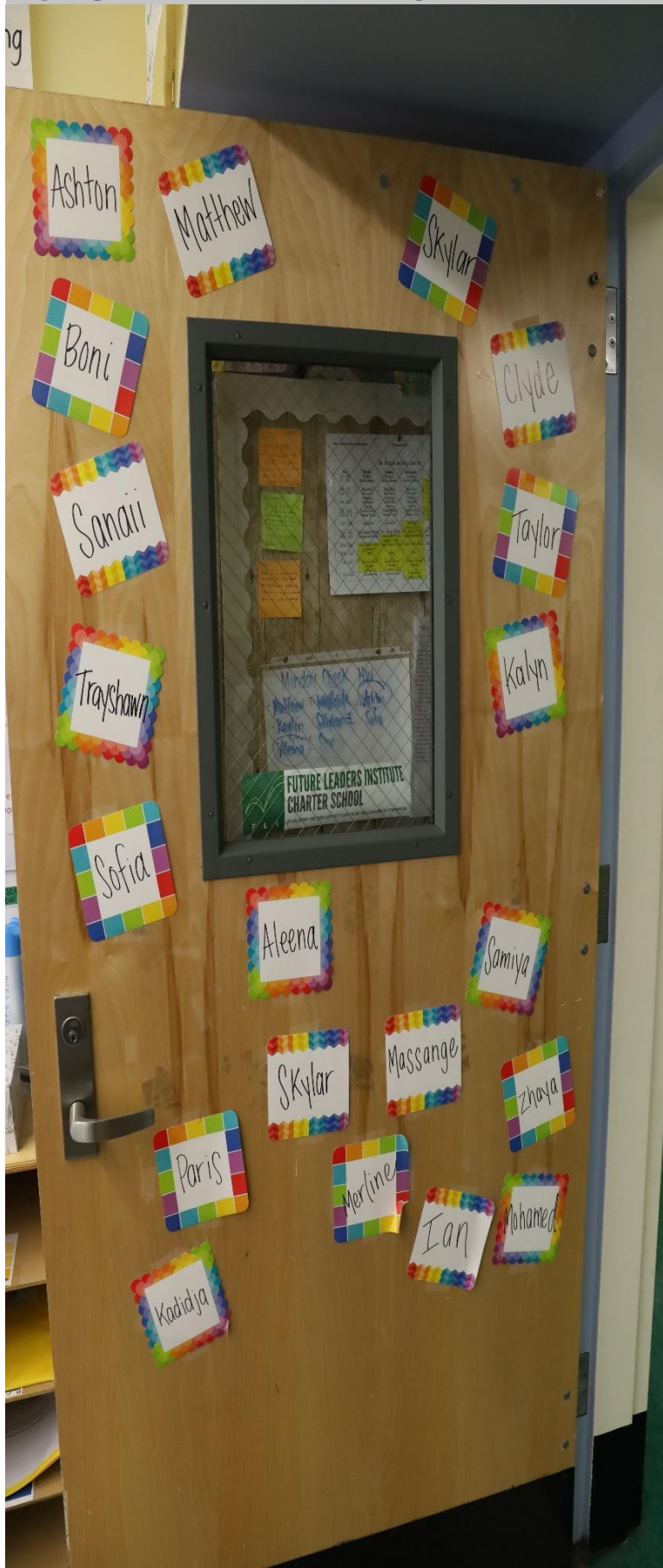
Student Behavior & Discipline • Student Technology
Policies • Student Code of Conduct • Uniform Policy

39 Governance

35 Health and Safety

Visitor Protocols • Food • Illness & Injuries • Lockers
• Child Abuse • COVID-19 Policies

42 Parent Involvement





Dear FLI Families,

Welcome back and welcome to FLI! We are delighted to have you all as members of the FLI community. Whether you've been at FLI for many years, or you are brand new to our school, WELCOME! This promises to be a very productive school year for all. At FLI, you'll find a knowledgeable learning community built on our core values, along with genuine love and adoration for every student.

This manual is meant to familiarize you with our curriculum, policies, staff, procedures, and important events for the remainder of this school year. You can find additional information on our website: www.futureleadersinstitute.org

Communication is vital for a successful school program. Please feel free to contact us with your questions, concerns, and opinions about this handbook. Just as your children learn from us, we learn from you!

This is going to be a great year! We look forward to a strong partnership.

Best,
Jody Flowers, Principal

MISSION STATEMENT

Our mission is to deliver a rich and rigorous educational experience 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.

CORE VALUES

1. Leadership
2. Compassion
3. Respect
4. Responsibility
5. Effort
6. Truth

FLI LEADERSHIP TEAM

Jody Flowers
Principal

Rusty Slovenec
Assistant Principal - Operations

Natalie Gonzalez Valdez
Assistant Principal – Curriculum and Instruction

Christopher Barfield
Dean of Students



NOTE: COVID-19 AND & OTHER HEALTH EMERGENCIES

DURING THE COVID-19 PANDEMIC AND OTHER HEALTH CRISES, THE SCHOOL'S PRACTICES MAY CHANGE IN ACCORDANCE WITH APPLICABLE FEDERAL, STATE, AND LOCAL REQUIREMENTS. THE SCHOOL MAY ADAPT OUR PRACTICES TO FIT SUCH EXTREME AND CHANGING CIRCUMSTANCES. IT WILL KEEP FAMILIES APPRISED OF ANY MODIFIED PRACTICES AND POLICIES. SOME, BUT NOT ALL, PRACTICES RELATING TO DISRUPTIONS AND VIRTUAL INSTRUCTION IN RESPONSE TO HEALTH EMERGENCIES ARE ADDRESSED IN THIS HANDBOOK. PLEASE SEE THE SCHOOL'S WEBSITE FOR UPDATED INFORMATION.

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. Their vision was to combine the best aspects of successful educational communities and establish a leadership and values-oriented school community. Our founders believed sincerely 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. Our first class of 8th graders improved their passing rates by 67% on the ELA State Test and showed a 78% increase on the Math State Test, over that same period. Seeing this initial success, our founders wanted the greater autonomy offered to charter schools to implement their vision better. 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. The Department of Education renewed our most recent charter at the end of the 2021-22 school year. As such, we will be going through the renewal process in the fall of 2025.

CORE VALUES

Success in life takes more than academic skills – it takes a strong personal character. As our students form excellent intellectual habits, we also focus on values that guide our students to lead socially responsible, productive lives at FLI and beyond the classroom. Our Core Values include:

<i>Leadership</i>	Helping others grow by doing what is right, even when others are doing wrong. We look for a way to improve things, even when others are comfortable with the way things are.
<i>Compassion</i>	Making others feel welcome and good about themselves. We don't hurt each other physically or emotionally. We put ourselves in others' shoes to understand different perspectives.
<i>Respect</i>	We understand that every living person has value, and accept others with different appearances, customs, and beliefs from our own. We value other people's right to make responsible decisions, even though they may be different from our own.
<i>Responsibility</i>	We believe in making choices. right decisions or bad decisions, and never blame others for those choices. We accept the consequences that come from bad choices. We learn from mistakes and do not repeat them.
<i>Effort</i>	We take the 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.
<i>Truth</i>	We believe that we help ourselves grow by being honest about our own actions and experiences. We understand that being honest with one another allows us to trust one another.

CULTURE

FAST FACTS

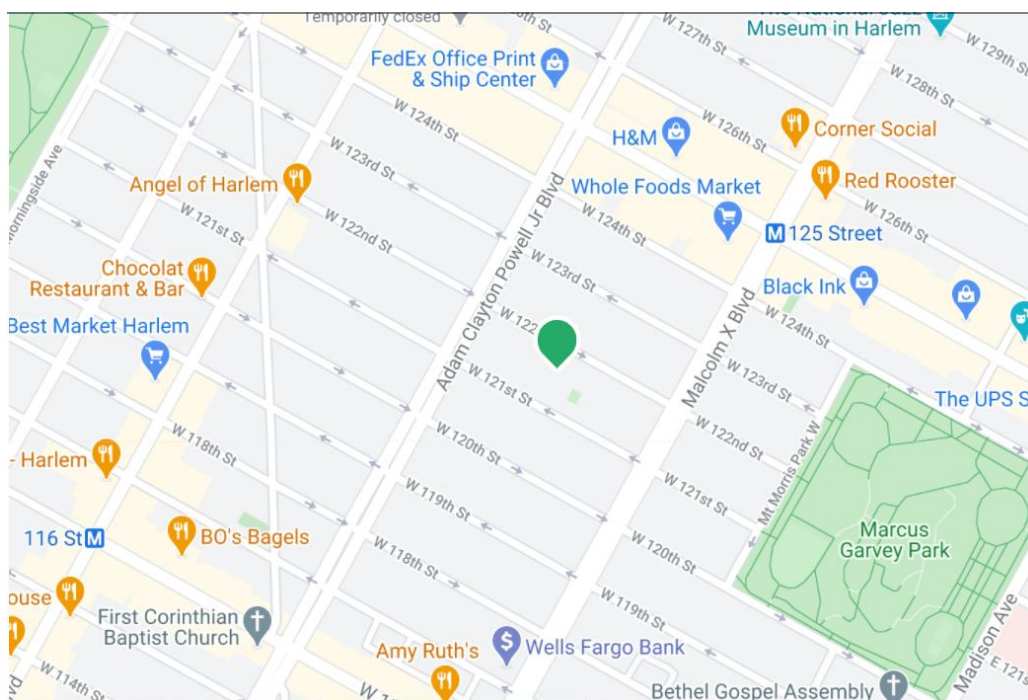
On-site Learning: 8am – 4:45pm

Breakfast, Lunch, and Snack are provided free for all students.

LOCATION

Community School District: 3

Buses: M2, M3, M7, M60-SBS, M100, M101, M102, Bx15



CONTACT INFORMATION

Main Office

Families may call the Main Office to leave messages for any staff member, and their calls will be returned. Families may also contact staff via their FLI email addresses. Any communication between families and staff members must remain professional. Virtual meetings with staff members are by appointment only. Appointments may be made with the staff member directly via email.

Front Office		Website
Phone	212-678-2868	www.futureleadersinstitute.org

Grade Teachers

Your child's teachers should be your first and primary point of contact. To ensure your child's success in school, check-in regularly with your child's teachers. Teachers will answer questions about your child's academics and grades, as well as behavioral, social, and emotional growth.

KINDERGARTEN & 1 st GRADE TEAM			
First Name	Last Name	Position	Email Address
Michelle	Camacho	K & 1st Grade Teacher	mcamacho@futureleadersinstitute.org
Teri	Berman	Special Education Teacher	tberman@futureleadersinstitute.org
Katja	Frazier	Reading Specialist	kfrazier@futureleadersinstitute.org
Sara	Puglia	Science Teacher	spuglia@futureleadersinstitute.org

2ND GRADE TEAM			
First Name	Last Name	Position	Email Address
Morgan	Debois	2 nd Grade Teacher	mdebois@futureleadersinstitute.org
Teri	Berman	Special Education Teacher	tberman@futureleadersinstitute.org
Katja	Frazier	Reading Specialist	kfrazier@futureleadersinstitute.org
Sara	Puglia	Science Teacher	spuglia@futureleadersinstitute.org

3RD GRADE TEAM			
First Name	Last Name	Position	Email Address
Jennifer	Millien	2 nd Grade Teacher	jmillien@futureleadersinstitute.org
Teri	Berman	Special Education Teacher	tberman@futureleadersinstitute.org
Katja	Frazier	Reading Specialist	kfrazier@futureleadersinstitute.org
Sara	Puglia	Science Teacher	spuglia@futureleadersinstitute.org

4TH GRADE TEAM			
First Name	Last Name	Position	Email Address
Phaelyn	Williams	4 th Grade Teacher	pwilliams@futureleadersinstitute.org
Lisbeth	Deleon	4 th Grade Teacher	ldeleon@futureleadersinstitute.org
Sara	Puglia	Science Teacher	spuglia@futureleadersinstitute.org

5TH GRADE TEAM			
First Name	Last Name	Position	Email Address
Laura	Harris	5 th Grade Teacher	lharris@futureleadersinstitute.org
Sara	Puglia	Science Teacher	spuglia@futureleadersinstitute.org
Teri	Berman	Special Education Teacher	tberman@futureleaderinstitute.org

K-5 SUBJECT TEACHERS			
First Name	Last Name	Position	Email Address
Sara	Puglia	K-5 th Grade Science Teacher	spuglia@futureleadersinstitute.org
Teri	Berman	Special Education Teacher	tberman@futureleaderinstitute.org
Katja	Frazier	Reading Specialist	kfrazier@futureleadersinstitute.org

6TH GRADE TEAM			
First Name	Last Name	Position	Email Address
Jessica	Chang	Math Teacher	jchang@futureleadersinstitute.org
Dejinay	Reed	ELA Teacher	dreed@futureleadersinstitute.org
Marissa	Becher	Special Education Teacher	mbecher@futureleadersinstitute.org
Monique	Dixon	Civics/ Humanities & Science Teacher	mdixon@futureleadersinstitute.org

7TH GRADE TEAM			
First Name	Last Name	Position	Email Address
Alexandra	Cruz	ELA Teacher	acruz@futureleadersinstitute.org
Nyasha	Jackson	Math Teacher	njackson@futureleadersinstitute.org
Andy	Gonzalez	Special Education Teacher	agonzalez@futureleadersinstitute.org
Charlie	Brice	Social Studies Teacher	cbrice@futureleadersinstitute.org

Andre	Lejeune	Science Teacher	Alejeune@futureleadersinstitute.org
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8TH GRADE TEAM			
First Name	Last Name	Position	Email Address
Jaime	Marino	ELA Teacher	jmarino@futureleadersinstitute.org
Margaret	Jones	Math Teacher	mjones@futureleadersinstitute.org
Emily	McGarry	Special Education Teacher / IEP Coordinator	emcgarry@futureleadersinstitute.org
Melissa	Haber	Special Education Teacher	mhaber@futureleadersinstitute.org
Charlie	Brice	Social Studies Teacher	cbrace@futureleadersinstitute.org
Andre	Lejeune	Science Teacher	Alejeune@futureleadersinstitute.org

English as a New Language (ENL) Teacher

An English language learner (ELL) is a student whose home language is not English and who needs support learning English. All parents and guardians of newly enrolled students complete a Home Language Identification Survey about which language your child speaks at home. If your responses show that your child speaks a language other than English at home, the school may give your child the New York State Identification Test for English Language Learners (NYSITEL). This test measures your child's knowledge of English. If the test shows that your child would benefit from support learning English, your child will be identified as an English language learner. All English Language Learners (ELLs) have a right to ELL programs and instruction. All ELLs receive English as a New Language (ENL) . Your child will be taught to read, write, and speak in English with support in your child's home language .

FLI's ENL Teacher is Ms. Vera Kennedy, who works to identify, assess, and deliver all ENL instruction. Ms. David will answer any questions about our ENL program, and the services we provide at FLI.

First Name	Last Name	Position	Email Address
Vera	Kennedy	ENL Teacher	vkennedy@futureleadersinstitute.org

Counselors

FLI has a full-time counselor supporting students in Lower School (grades K-5) and Middle School (grades 6-8) –who provide our students with social- emotional support and academic guidance. Our Counselor provides comprehensive support to students and families. Please reach out to FLI's counselor at any time to discuss any social-emotional concerns you may have about your child.

Additionally, FLI's Counselor provides significant support in the high school search and placement process. It is never too early to start thinking about high school and discussing the process with your child. Information sessions are held several times in the school year for our 7th and 8th graders, and for their families to ensure they receive the support and guidance through the high school application process.

First Name	Last Name	Position	Email Address
Jenna	Rossi	K-5 School Counselor	jrossi@futureleadersinstitute.org

Occupational Therapy & Speech

FLI's Occupational Therapist (OT), Physical Therapists, (PT), and Speech providers are on-site at the school several days of the week providing services to FLI's students as needed. They are overseen by Ms. Emily McGarry, FLI's IEP Coordinator. Please reach out to Ms. McGarry at emcgarry@futureleadersinstitute.org with any questions related to OT, PT, and/ or speech.

Dean of Students

Our Dean of Students is responsible for all student discipline issues. Please do not hesitate to contact the dean for any questions about your child's behavior and/or questions about ways in which we support your child.

First Name	Last Name	Position	Email Address
Christopher	Barfield	Dean of Students	cbarfield@futureleadersinstitute.org

Administration (Leadership Team)

Our Principal, Ms. Jody Flowers, leads and oversees all school staff and students, including, but not limited to the academics and operations of the school. Contact Ms. Flowers if you have questions or concerns that cannot be resolved through your child's teacher or any other school staff member.

Our Assistant Principal of Operations, Mr. Rusty Slovenec, assists the principal in overseeing all operations and compliance of the school. Please contact Mr. Slovenec for any questions or ideas around fund raising and accessing

any public information on our school's website, including, but not limited to FLI's emergency readiness plan and title funding.

Our Assistant Principal of Curriculum & Instruction, Ms. Natalie Gonzalez, works closely with the principal and teachers to develop academic plans that ensure our students are challenged and learning from the most appropriate curriculum. Contact Ms. Gonzalez with any questions about curriculum and accessing academic student information system.

First Name	Last Name	Position	Email Address
Jody	Flowers	Principal	jflowers@futureleadersinstitute.org
Rusty	Slovenec	Assistant Principal of Operations	rslovenec@futureleadersinstitute.org
Natalie	Gonzalez	Assistant Principal of Curriculum & Instruction	ngonzalez@futureleadersinstitute.org

Operations and Central Office Team

Our Operations Team is the pillar that keeps the school going every day. As a charter school, FLI is responsible for performing all business functions in-house. As such, we have a robust Operations Team that supports all aspects of the school, including safety, finance, human resources, student recruitment, and performance accountability, and compliance. Your child will likely interact with these staff members daily.

First Name	Last Name	Position	Email Address
Charles	Dempsey	Information Technology Manager	cdempsey@futureleadersinstitute.org
Ruth	Martinez	Office Administrator	mlouis@futureleadersinstitute.org
Shonte	McQueen-Mayes	Operations Coordinator	smcqueen@futureleadersinstitute.org
Nadijah	Farquharson	Extended Day Coordinator	nfarquharson@futureleadersinstitute.org

School Safety Agents

FLI's School Safety Agent is a member of the Police Department. While not an FLI employee, our School Safety Agent is an essential member of our school community. Ms. Betty Fickling is stationed at the building's front desk, monitoring the doorways, and assisting visitors.

School Nurse

FLI has an on-site school nurse who responds to and cares for students' medical needs. FLI's nurse is Ms. Kathleen Rivers. While not a FLI employee, Nurse Rivers is a vital member of our community. You may speak with the nurse if your child requires medication or treatment during the school day.

WHO 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 needed after contact with the teacher has been made.

WHAT DO I NEED?	WHOM DO I SPEAK TO?
Receive Information On: - General information about the school - School Food	Shonte McQueen-Mayes, ext. 3042 smcqueen@futureleadersinstitute.org

▪ Ordering school uniform, including assistance if you are experiencing financial hardship ▪ Changing/updating contact information ▪ School Letters ▪ Enrolling/ Discharging a student ▪ School Bus Services/ Office of Pupil Transportation	
General information about the school Public Transportation Services- OMNY cards Questions about your child's visit to the nurse	Ms. Ruth Martinez, ext. 3043 rmartinez@futureleadersinstitute.org
Inform the school of absences or lateness	Email Fliattendance@futureleadersinstitute.org
Secure a copy of your child's report card	Shonte McQueen-Mayes, ext. 3042 smcqueen@futureleadersinstitute.org
Additional academic information about FLI and Information about Testing and Assessments	Your Child's Teacher or Natalie Gonzalez ngonzalez@futureleadersinstitute.org
General operations questions, use of facilities, and technology	Rusty Slovenec, Assistant Principal- Operations rslovenec@futureleadersinstitute.org
Report Bullying / Harassment FLI's Code of Conduct and our approach to student discipline	Christopher Barfield, Dean of Students cbarfield@futureleadersinstitute.org
Questions about Extended Day, its course offerings, and your child's extended day schedule	Nadijah Farquharson, Extended Day Coordinator Nfarquharson@futureleadersinstitute.org
Additional information on FLI's services for English as a New Language Learners	Vera Kennedy, ENL Tacher vkennedy@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 students Information on FLI's High School application and support services	Jenna Rossi, School Counselor jrossi@futureleadersinstitute.org

Stay Connected

It is every families' responsibility to ensure FLI has the most up-to-date contact information for each student. FLI relies on this information to keep families in the loop about everything happening at school. Below are ways that FLI will stay connected with you over the year .

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled at the end of the fall, winter, and spring marking periods. Report cards are distributed during these conferences, and families can see and discuss students' academic and social-emotional progress during this time.

Report Cards

Families and students can log into PlusPortal (FLI's student information system) at any time to view the latest grades. You may access Plus Portal by visiting the website, <https://plusportals.com/FLI>. If you require assistance with logging in, please contact Ms. Natalie Gonzalez, FLI's Assistant Principal of Curriculum & Instruction at ngonzalez@futureleadersinstitute.org 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. The Marking Terms end on:

Marking Period 1 Ends: Wednesday, November 25, 2026

Marking Period 2 Ends: Friday, March 5, 2027

Marking Period 3 Ends: Monday, June 28, 2027

All Calls (Robocalls)

FLI will send out schoolwide phone blasts to the phone numbers and email addresses to the family member(s) listed as the student's primary contact person. Please be sure the school has your most updated contact information

The "Eagle Times" Newsletter

FLI sends out a schoolwide monthly newsletter containing the most up-to-date school calendar, news, and upcoming events. Copies will be posted to our school website and emailed to family member(s) listed as the student's primary contact person.

The FLI Website

Please visit <https://www.futureleadersinstitute.org/> for news and announcements about what's happening at the school.

Social Media

FLI's Facebook and Instagram pages boast all the wonderful and important events that happen in our classrooms, as well as in the school community.

Facebook: Future Leaders Institute Charter School

Instagram: fli_charter_school

Vimeo: Future Leaders Institute Charter School

YouTube: Future Leaders Institute Charter School

2026- 27 School Calendar

Below is the school calendar for the current year. Please visit our website at www.futureleadersinstitute.org, on the main page to access the updated monthly calendar where you will find specific information on upcoming important dates.

Family Calendar (DRAFT)
Regular School Day + Extended Day
Future Leaders Institute Charter School

Dates are subject to change - Please always reference FLI's website for the most up-to-date calendar

SY 2026-27

S	M	T	W	T	F	S
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31						

School Closure for Students (Refer to table)	11:45 Dismissal
Important Dates (See below)	
Parent Teacher Conferences - School Closed	
Extended Day in Session - (only days in gray)	

School Closures - No Students	(Weekends, Holidays and Breaks)
2026	2027
July 1 - Super 8 Summer Break	Jan 15: MLK Day
Sept 21: Yuen Kipao	Feb 15-16: Mid-Winter Break
Oct 2: International Day	Feb 22: Day (No Students)
Nov 2: Election Day (No Students)	Mar 10: End of 4th
Nov 11: Veterans Day	Nov 25: Good Friday
Nov 16: Data Day (No Students)	Mar 12 - Apr 30: Spring Break
Nov 26: Thanksgiving Break	May 1: First of Alpha
Dec 24 - Jan 1: Winter Break	May 31: Memorial Day
	June 11: Data Day (No Students)
	June 20: Summer Break 2027 Begins

KEY

- Parent Teacher Conferences
- Parent Teacher Conferences will remain virtual this school year.
- Teachers will ask parents to reschedule a next date for conferences.
- Students will send a virtual list for families to attend.
- Report cards will be shared at this time.
- Students will not be present three days.

Future Leaders Institute Charter School

Dates are subject to change - Please always reference FLI's website for the most up-to-date calendar

SY 2026-27

TERM 1	First day of school for students (Start of Term 1)
September 10 - Thursday	Early Take Your Child to School Day
September 17 - Thursday	First day of Extended Day (2:30 - 4:45PM)
September 22 - Tuesday	FLI Meet the Teacher Night (Time TBD) 2:30 Dismissal No Extended Day
September 29 - Tuesday	8 th Grade City High School Placement Family Meeting (Time/Location TBD)
October 9 - Friday	2:30 Dismissal No Extended Day
October 30 - Monday	2:30 Dismissal No Extended Day
November 2-4,5,6	Term 1 ELA and Math Benchmark Assessments
November 12 - Friday	2:30 Dismissal No Extended Day
November 16 - Monday	Teachers' Data Day - No Students
November 17 - Tuesday	Picture Day (Picture Retake Day + Senior Cap and Gown Piece - Tuesday, January 19)
November 24 - Tuesday	Extended Day Fall Showcase
November 25 - Wednesday	11:45 dismissal. No Extended Day (End of Term 1)
TERM 2	Start of Term 2
November 30 - Monday	Term 2 Virtual Parent Teacher Conferences - No school for students
December 11 - Friday	Term 1 Honors Assembly (Time TBD)
December 12 - Tuesday	Extended Day Holiday Show
December 22 - Tuesday	11:45 dismissal. No Extended Day
December 23 - Wednesday	January 21 - Thursday
January 15 - Friday	Term 2 ELA and Math Benchmarks
January 21 - Thursday	Academic Exhibition Day
February 1,2,3,4,5	2:30 dismissal. No Extended Day
February 11 - Thursday	Teachers' Data Day - No Students
February 12 - Friday	100th Day of School
February 22 - Monday	End of Term 2
February 26 - Friday	
March 5 - Friday	
TERM 3	Start of Term 3
March 8 - Monday	Term 2 Virtual Parent Teacher Conferences - No school for students
March 19 - Friday	Term 2 Honors Assembly
March 23 - Tuesday	2:30 dismissal. No Extended Day
March 25 - Thursday	ELA State Test (Grades 5 th & 6 th)
April 6,7	ELA State Test (Grades 3 rd to 6 th)
April 13, 14	Science State Test (Grades 6 th & 8 th only)
April 20 - Tuesday	2:30 dismissal. No Extended Day
April 21 - Wednesday	Teacher Appreciation Week
May 3,4,5,6,7	May 4, 5
May 4, 5	MATH State Test (Grades 7 th & 8 th)
May 11,12	MATH State Test (Grades 3 rd to 6 th)
May 14 - Friday	2:30 dismissal. No Extended Day
May 21 - Friday	Term 3 Virtual Parent Teacher Conferences - No school for students
May 24,25, 26, 27, 28	FLI Spirit Week
May 28 - Friday	2:30 dismissal. No Extended Day
June 1,2,3,4	Term 3 ELA and Math Benchmarks
June 4 - Friday	Impact Field Day & 2:30 dismissal - No Extended Day
June 10 - Thursday	Last day of Extended Day - Extended Day Summer Showcase
June 11 - Friday	Teachers' Data Day - No Students
June 14 - Monday	8 th Grade - Senior Trip
June 15 - Friday	Term 3 Graduation (Time TBD)
June 21 - Monday	8 th Grade Moving Along Ceremony (Time TBD)
June 23 - Wednesday	Washington Moving Along Ceremony (Time TBD)
June 28 - Monday	Last day of school. 11:45 dismissal (End of Term 3)
June 15 - June 25	High school Regents Testing Window

DAILY SCHEDULE

Time of Day	Activity
8:00–8:20 am	Arrival & Breakfast
8:25 am	Morning Meeting/ Advisory
8:45 am–2:30 pm	Core Academic Instruction
2:30–4:45 pm	Extended Day programming when in-session. Dismissal is at 2:30 when Extended Day is not in-session
4:45 pm	Dismissal when Extended Day programming is offered

Arrival and Breakfast

The school doors open at 8:00 am every day. **Please note, students should not arrive before 8:00 am as no FLI supervision can be provided.** A free breakfast is provided to every student daily through SchoolFood NYC. Students may bring their own breakfast that follows our healthy food policy (*please see a copy of the healthy food policy below*). Kindergarten and 1st grade eat breakfast in their classrooms, while older students eat in the cafeteria.

Lunch and Recess

A free lunch is provided daily to every student through SchoolFood NYC; however, students may bring their own lunch and snack that follows our healthy food policy (*please see a copy of the healthy food policy below*).

A copy of the school foods menu provided by SchoolFood NYC can be found at: <https://www.schools.nyc.gov/school-life/food/menus>.



Subject: Healthy Food Environment

Dear FLI Families,



In an effort to provide students with the healthiest environment, FLI adheres to the Department of Education (DOE) and The Federal Nutritional Standards. We encourage you to provide only healthy lunches, snacks and beverages for school. **All food and drinks that do not fall within the set standards (listed below) are not permitted within the school building.** This includes within the cafeteria. If an item of food or drink does not fall within the DOE's / Federal Nutritional Standards for approved snacks and beverages, the item will be discarded. Multiple announcements will be made the first day of school to assure students understand this expectation. We care about our students' health and well-being. We still believe there is a time and place for our students to indulge in sweets inside the school, i.e. birthday parties, class celebrations, bake sales, etc. However, we want to ensure that our students are commonly enjoying healthy snacks and beverages that will help them grow, stay healthy and maximize their daily performance.

Please take the time to explain this expectation to your child. FLI will fully enforce this regulation at the start of the school year. We care about our students' health and wellbeing and we need your support in order for this to truly have an impact.

The nutritional standards for approved snacks and beverages in schools are as follows:

- The maximum level of fat is 35 percent of total calories (nuts and nut butters are exempt).
- Less than 10 percent of calories from saturated fat
- 0.5 grams of ~~transfat~~ or less
- **less than 35% of calories from sugar (fruit products with no added sugar are exempt)**
In the past we have seen students bring soda's, Arizona's Ice Tea, Red Bull/energy drinks, Coffee, Gatorade/High Sugar Sports drinks. These are all examples of prohibited beverages.
- Less than 200 total calories Sodium content may not exceed 200 mg per portion
- Grain-based products must contain at least 2 grams of fiber per serving
- Combination products of dried fruit and nuts are exempt from the total fat standard

If you have any questions please do not hesitate to reach out. Thank you for your continued support.

Sincerely,
FLI Leadership
fliaadmin@futureleadersinstitute.org

Extended Day

Our Extended Day program provides opportunities for enriching activities, such as physical education, sports, art, music, dance, chess, computer science, and much more outside of the academic school day. FLI provides Extended Day programming to all our students on certain days of the school year from 2:30 pm to 4:45 pm. Please refer to the school calendar on page 13-14 of this document or visit our website at www.futureleadersinstitute.org for updated information on when extended day is in session. Every child receives a snack at the start of extended day. Snacks are provided free of charge by SchoolFood NYC. Students in grades K-5 are expected to attend Extended Day unless they are registered to participate in an external program with approval from FLI's Extended Day Manager. FLI works closely with and coordinates dismissal to specific external afterschool programs, including Milbank (<https://www.childrensaidnyc.org/programs/location/dunlevy-milbank-center>). We encourage you to explore these programs to see if your child may be eligible and if they meet the needs of your child and your family. Please reach out to the extended day coordinator for further support, if interested.

Extended day is also an opportunity for individual students to get additional academic support, which may require them leaving their regularly planned programming. Teachers will identify those students who will take part in this additional academic support, and families will receive notification in advance of the supplemental instruction.

Dismissal

On days when the Extended Day programming is in-session, dismissal is at 4:45 pm. On days when the Extended Day programming is not in-session, dismissal is at 2:30 pm.

- 2:30PM and 4:45PM pick up time - All K – 5th grade students being dismissed will be stationed inside the school building until their approved family member requests their release at the designated dismissal times. All 6th through 8th graders will be dismissed directly from the building. A FLI staff member will be stationed outside the front of the building to take the requests of family members present to pick up their child. The FLI staff member stationed outside will communicate to FLI staff waiting inside the building to release the student.
- Pick up outside the 2:30PM and 4:45PM pick up time- Families wishing to pick students up prior to the designated dismissal times listed above must **do so at least 30 minutes prior to 2:30 and 4:45 by emailing fliattendance@futureleadersinstitute.org or by calling the office at 212-678-2868.**

It is important to note that all families picking students up should station themselves along the front street curb to allow proper dismissal of students and personnel leaving the building. Families are not permitted to stand within the front fence during the dismissal times.

Families are responsible for ensuring students are picked up on time every day. Students will only be dismissed early to a family member, or the persons listed on the emergency contact sheet. Families must inform the school if anyone will be picking up their student who is not already on their contact sheet. Families are encouraged to be prompt for pickup, as FLI does not have the capacity to supervise students after dismissal. Students are expected to leave the school premises immediately following dismissal. Families are expected to contact the school as soon as possible in the event of early pick-up.

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 via all-call by phone and email to the primary family member listed on the student's contact sheet, as soon as we are aware of any disruptions. Please monitor local media outlets for real-time information on school closings and delays.

ATTENDANCE POLICY

FLI opens its doors to students at 8:00 am. **Any student who does not arrive by 8:30 am will be marked tardy.** The school should be notified before 8:30 am if your child will be absent. Parents/guardians, not students, must call the Front Office to inform the school of expected absences or email Fliattendance@futureleadersinstitute.org. If a student misses more than two consecutive school days, their parent/ guardian is responsible for collecting their child's classwork and homework.. **Students who miss 10% or more of the school year are considered chronically absent and are at risk of being promoted to the next grade level** and may be marked as Promotion in Doubt on the report card.

FLI has an Attendance Team that frequently reviews all students' attendance to identify students and families needing additional support with attendance. If your child has too many absences and may reach the a designation of chronic absenteeism or lateness, our Attendance Team will contact you to discuss strategies to improve their attendance. You can track your child's attendance via PlusPortal. Please see the categories below for the explanation of the types of attendance markings you may see for your child:

- **Attendance Category: Excused Absences and/or Lateness**

- Illness/injury
- Religious observation
- Family emergency: When a student is late, or unable to attend school due to a death or an emergency, parent notification and documentation should be submitted to the Main Office.
- Pre-arranged appointments: When a student is late, or cannot attend school due to a doctor's appointment, court appointments, social services, or other city agencies, notification and documentation by the family is required.
- Absences/Lateness due to pre-approved extracurricular activities, including sports, will also be considered Excused.
- Up to three full-day absences for school visits related to the middle school or high school application process will be considered excused with appropriate documentation of the activities.

- **Attendance Category: Explained Absences**

A sub-set of Unexcused Absences – Students do not meet any of the criteria for an excused absence, but the family has provided an explanation as to why the child was absent. Common examples include:

- Immunization exclusion: When a student cannot attend school due to lack of appropriate immunizations, the absence(s) are considered unexcused.
- Family vacations or travel

- **Attendance Category: Unexplained Absences**

- Unexplained absence: Without an explanation of a reason, the absence(s) are considered unexcused.

- **Attendance Category: Unexcused Lateness**

- Without an explanation of a reason, lateness is considered unexcused.

- **Attendance Category: Explained Lateness:**

- A sub-set of Unexcused Lateness – Students do not meet any of the criteria for an excused lateness, but the family has told the school a reason why the student was late.
- Documented MTA/bus delays. Lateness due to routine delays in public transportation are not considered excused.
- There are no exceptions for inclement weather, as families are advised to leave extra time for travel.



FLI's Educational Experience

Future Leaders Institute delivers specially designed instruction to support students' individual needs. Every year FLI assesses the validity of the curriculum used in all content areas. Instructional lead team members, consultants, and experienced teachers work to choose curriculum best suited for meeting the instructional needs of our students, as well as focusing on the skills and standards that should be mastered within a grade. Students receive instruction in Science, Social Studies, Math, Reading and Writing daily. Select groups of school students participate in Regent's prep courses as well as test prep academy and summer academy.

Reading and Writing:

At FLI, we use a dual approach to teach English Language Arts by teaching word recognition and reading comprehension simultaneously to foster skilled readers. As students grow in their phonological and phonemic awareness skills, they are also exposed to texts in different genres (e.g., mythology, science nonfiction, realistic fiction, fables, fairy tales, poetry, historical fiction, etc.). There is a dedicated reading specialist teacher who works closely with classroom teachers to assess student's progress in reading. Students in elementary school participate in small group reading instruction at a separate time of the day, providing them with individualized instruction based on their needs in reading, while still participating in grade-level reading skills in the day.

Students learn how to write for different purposes in the form of narratives, poetry, informational texts, persuasive paragraphs, and essays. Through these writing genres, students are taught the structure and mechanics of writing. While working with writing partners and/or conferring with the teacher, students are provided feedback to revise, edit, and publish their writing.

Math:

FLI uses an innovative problem-based curriculum designed to equip students with critical skills, understandings, and practices that will prepare them to solve mathematical problems in real-life situations. We believe that all students are capable of learning grade-level mathematics. By following the concrete, pictorial, abstract (CPA) approach to learning mathematics, in our math classes you may find students using physical objects to solve math problems, followed by drawings, and then using numbers with symbols, mathematical expressions, and equations to solve problems. Remedial support is provided within the classroom, either one-on-one or in a small group to ensure that students have mastered skills needed to progress in the grade-level content as well as to address readiness skills.

Science:

We believe that every student deserves the benefits of science education—not just exposure to scientific phenomena, but the opportunity to understand and explain them. FLI uses an Inquiry based hands on curriculum for science. The hands-on experiences allow students to write hypotheses and test these, while working collaboratively in partnerships or groups in order to come to conclusions about science phenomena for life, earth, and physical sciences.

Social Studies/ Civics:

Our K-8 social studies curriculum addresses the New York State Social Studies Standards as students explore the geography and history of their communities, New York City, New York State, the United States of America, the Western Hemisphere, and the Eastern Hemisphere. Students learn to develop their critical thinking skills by analyzing primary and secondary sources independently and in groups to understand the world around them. At the start of middle school in 6th grade, students participate in a civics course. During this course students learn about the foundations of American government, citizens' rights and responsibilities, the role of the individual, voter engagement, and the power of politics.

GRADING POLICY & STUDENT ACHIEVEMENT

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 a minimum of 12 graded assignments each term
Classwork	30%	Includes classwork, participation, organization, notes, with a minimum of 12 graded assignments each term
Quizzes	20%	Quizzes, Do-Nows, Exit Tickets, with a minimum of 12 graded assignments each term
Assessments	35%	Includes culminating projects, labs, unit exams, benchmark assessments, with a minimum of 2 graded assessments each term

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%

Extended Day Grading Policy

All Students participating in FLI's Extended Day program at any point during the school year will receive either a Satisfactory or Unsatisfactory Rating as a grade. The following will be used to assign a single grade to the Extended Day program (regardless of how many extended day classes they participate in).

- **A Satisfactory Rating is given to:**
Students with 65% attendance and above of being present and hold a consistent record of adhering to classroom and teacher expectations.
- **An Unsatisfactory Rating is given to:**
Students with 64% attendance and below and/or hold a consistent record of NOT adhering to classroom and teacher expectations.

Homework

Homework is an essential part of teaching and learning at FLI. Homework is designed to reinforce classroom instruction and provide teachers with opportunities to assess students' mastery of core instructional material. Homework also gives the students an opportunity to preview material covered in future classes to help them build background knowledge before 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 nightly to ensure it has been completed and encourage students to read daily.

Homework 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 missing assignments. If students do not hand in their homework consistently, they will be required to attend a meeting with a parent/guardian, their teacher, and the Principal to discuss the issue.

Please note that there are many free online resources available to your child that you can use to push their education further. In particular, all FLI students have accounts with iReady (<https://login.i-ready.com/>) and Kahn Academy (<https://www.khanacademy.org/login>). Please reach out to your child's teacher for more information, including your child's login credentials or any other online programs they may use in their classes.

Make-Up Work

Students who miss assignments and assessments for any reason are expected to request the work from teachers and complete it on time. Teachers and families should consult one another to come to an agreed upon time frame for when the missed assignments will need to be completed and turned in. Families and students are also responsible for getting help from their teacher or other families when questions occur.

Awards

Each term FLI hosts an honors assembly recognizing students who have made outstanding achievements in their academic studies, while also acknowledging those who had perfect attendance during the term.

- ***Principal's Honor Roll***
awarded if a student has achieved a 95% or higher within a term with no individual grade below 90%. Students in middle school must also have a grade of Satisfactory in their elective/ extended day classes.
- ***Honor Roll***
awarded if a student has achieved 85 to 94% GPA within the term with no individual grade below 80%. Students in middle school must also have a grade of Satisfactory in their elective/ extended day classes.
- ***Perfect Attendance***
awarded to students who are present and on-time 100% of the time for the term. An award assembly is held each term to honor the recipients.

Promotion Criteria

The principal makes final decisions on all promotions and retentions. The principal and assistant principal of curriculum and instruction has the sole discretion to make exceptions to the protocol below.

Promotion Criteria for Students in Grades K-2

Promotion for students in grades K 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 classwork, homework, and unit & benchmark 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 classwork, homework, and unit & benchmark 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

Promotion Criteria for students with an IEP or 504 Plan (all grades)

- A. Demonstrating proficiency in grade-level common core standards, through classwork, homework, unit, and benchmark assessments, with the appropriate modifications and accommodations per their IEP or Section 504 Plan.
- B. Demonstrating mastery within their individualized, skill-based literacy & math goals.
- 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

Promotion-In-Doubt

Students who are at risk of repeating a grade because they are not meeting the promotion criteria as outlined above, not meeting their promotion criteria on their Individual Education Plan (IEP) (*see below*), and/or who may be failing a course needed to graduate may be considered as promotion in doubt. This information will be communicated with families and noted on the report card at the close of the term. Additional support is provided for students at risk who are identified as promotion in doubt, starting with a meeting with the student's parent to discuss the student's progress or lack thereof and next steps to support the student.

Special Education

The Individuals with Disabilities Education Act ("IDEA") requires that all students be provided with a free, appropriate public education that includes appropriate services in the "least restrictive environment" appropriate for each student's needs. Students with Individualized Education Programs ("IEPs") must be fully included in the classroom appropriate for their needs, and teachers are obligated to make reasonable accommodations and modifications to meet the needs of the students in accordance with their IEPs. The school will also provide appropriate accommodations and modifications to students who are protected under and have plans consistent with Section 504 of the Rehabilitation Act of 1973 ("504," "504 Plans") (*see below*).

For special education purposes, FLI is a school within the NY City's Community Education District 3 Local Education Agency ("LEA"). The LEA is primarily responsible for special education decision-making through its Committees on Special Education ("CSEs") and the school provides information to and takes direction from the local CSE.

Teachers play an essential role in supporting the implementation of IEPs and ensuring an appropriate education. Their responsibilities include:

- 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
- To attend and be an active participant in IEP meetings

In most cases, students are referred to the CSE for special education testing after FLI staff members have attempted to provide intensive, differentiated instruction within the regular education program. All FLI teachers individualize instruction for all students to help meet their needs, including those learners who may need additional support. Before referring most students for special education testing, teachers must meet with the Special Education Team (consisting of the IEP Coordinator and the Special Education teachers) 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 demonstrated sufficient progress, they may be referred for special education testing. Exceptions to this process may be made at the discretion of the Academic Leadership Team.

Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Students

found to have a disabling condition under Section 504 are entitled to reasonable accommodations and provided with a plan for provision of services.

A Section 504 Plan is a legal document based on civil rights law that entitles students whose physical or mental disabilities that substantially limit one or more major life functions, to receive accommodations that enable them to fairly participate in all public-school activities. A Section 504 Plan is typically used when requesting special services such as medication administration, elevator use, and classroom accommodations for behavior support or testing. FLI will support students with any services needed, to ensure that students can access education to the same extent as their nondisabled peers.

High School Placement

FLI's Counselor is our full-time high school placement director who provides 8th grade students and their families with assistance and resources to gain acceptance into a high school with a graduation rate of 75% or higher. Workshops are conducted throughout the year to educate families about the opportunities available for FLI students and the process to seek a great high school .

College Planning

The NYC Kids RISE Save for College Program is a scholarship and savings program that supports the college and career training futures of NYC public school students— regardless of family income or immigration status. In partnership with our nonprofit partner, NYC Kids RISE, through the Save for College Program, every kindergarten student enrolled at FLI is automatically enrolled and receives an NYC Scholarship Account with an initial \$100 allocation, unless their parents/guardians choose not to participate by “opting out” of the program. More information about the Save for College Program is provided to families at the beginning of the school year.

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. We are a Restorative Practice based school. This means we believe that relationship building is the key to any healthy school community. When a problem occurs, our school focuses on what needs to be done to repair the harm and/or remedy the issue that took place. In addition to following the Restorative Practice approach to classroom management and student engagement, FLI builds programs into the school day and calendar to provide targeted and community-wide development of our students' character and social-emotional control.

Community Circles

Community Circle takes place monthly for all students. Typically, 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 can celebrate and display their knowledge of that month's Core Value. Each month, one student per class is nominated by their teachers and their peers to be the Core Value of the Month recipient!

Lower School Classroom Morning Meetings

Every Lower School classroom begins each day with a 25-minute, classroom-wide Morning Meeting led by their classroom teacher. Morning Meetings allow students to build classroom community, develop friendships with classmates, learn about our Core Values, and address challenges and concerns in the classroom. FLI's Morning Meetings are based on the Responsive Classroom approach. You can find more information about Responsive Classroom by visiting www.responsiveclassroom.org/.

Middle School Advisory Time

The purpose of advisory is to ensure that each student is known well by at least one adult who is also that student's advocate (advisor), guarantee that every student belongs to a peer group, help every student find ways to be successful both socially and academically, and promote communication between the school and home. Students

participate in Restorative Circles (a part of the restorative practice philosophy) to teach them how to be more empathetic, better listeners, and better understand others' emotions. Restorative Circles create safe spaces for our students to express their feelings and fears, while creating a supportive sense of community within the school.

Every Middle School student begins his or her day with a 25-minute advisory period with an assigned Advisor. The goal of the Advisory period is 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. The typical schedule for advisories is as follows:

- Monday: Mads/Glads
- Tuesday: Restorative Circle/ Gratitude Tuesday
- Wednesday: D.E.A.R- Drop Everything And Read
- Thursday: Restorative Circle- FLI Core Values
- Friday: community building game

Holistic Team

FLI has a Holistic Team comprised of the Principal, IEP Coordinator, and the Counselors. They work to ensure that the entire school community is servicing our students in a unified way. The Holistic Team reviews individual students' all-around performance, including academic achievement, communication with families, and behaviors inside and outside of the classroom to provide comprehensive support to all important figures in individual students' lives including students, teachers, and families. The Holistic Team's may create or suggest behavioral plans, academic interventions, and/or increased parental involvement.

Student Discipline

FLI adheres to a discipline system and Code of Conduct based on logical consequences and teaching the impact of one's actions. Staff are trained on strategies to help students reflect upon and assess the impact of their actions and give them the tools necessary to solve any problems caused by these actions. For more specifics on FLI's student discipline policies, please read through our *Student Safety and Discipline Handbook* below.

Field Trips

Generally, field trips are planned for educational purposes to meet classroom objectives, such as participation in curricular activities and/or celebration of accomplishments. While on a trip, students must follow all directions of every adult supervisor.

STUDENT SUPPLIES

We like to welcome our families with open arms and well-stocked classrooms. Below the list of supplies that your child will need to bring to school within the first week of school. Families that cannot access these materials will be supported by the school. Please contact your child's teacher or the main office for support with securing classroom supplies for your child (ren), if needed.

Grades K-2



Dear FLI Families,

Below is the list of supplies that your child will need to bring to school within the first week of school. **Any items that do not have a grade next to it, indicates that all students in the grade cluster will need those items.** The 3rd- 8th grade supply list can be found on page two of this document. Please note that many supplies will be for the full class community use.

Please contact your child's teacher for support with securing classroom supplies for your child (ren), if needed.

K – 2nd Grade Supplies

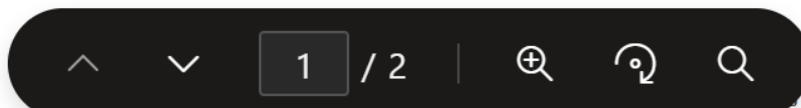
- 1 noise cancelling headphones (label your child's name on it)
- 1 box of pre-sharpened #2 pencils
(Dixon Ticonderoga is a great brand!)
- 1 child scissors
- 1 box of Crayola crayons
- 1 box of Crayola colored pencils
- 1 box of Crayola markers
- 1 pack of glue sticks
- 1 pack of dry erase markers
- 1 pack of erasers
- 1 pack of construction paper
- 2 primary composition notebooks
(grades 1 & 2)
- 2 single-subject composition notebooks
(grade 2 only)
- 2 boxes of tissue
- 2 rolls of paper towels
- 1 disinfecting wipes
- hand sanitizer
- 1 pack of baby wipes
- 1 box of Band-aids
- Box of Ziploc bags
(1- sandwich AND 1- gallon sized)

Kindergarten only: A LABELED ZIP BLOCK BAG with an ENTIRE set of clothing. Please label the bag with your child's name and label each piece of clothing with your child's name. This will be required for **all kindergarten students** within the first week of school. Accidents happen when we least expect them!

We recommend that your child has the items listed below at home for use in completing homework assignments.

- A designated quiet place to work at home
- glue sticks
- sharpened pencils
- Blue/ black ink pens
- A pair of scissors
- pencil sharpener
- crayons and/ or colored pencils

The following academic items will be supplied by FLI for all students:



Grades 3-8



Dear FLI Families,

Below is the list of supplies that your child will need to bring to school within the first week of school. Any items that do not have a grade next to it, indicates that all students in the grade cluster will need those items. The K-2nd grade supply list can be found on page one of this document. Please note that many supplies will be for the full class community use.

Please contact your child's teacher for support with securing classroom supplies for your child (ren), if needed.

3rd – 8th Grade Supplies

- 1 noise cancelling headphones
(label your child's name on it)
- 1 pack of dry-erase markers
- 1 box of pre-sharpened #2 pencils
(Dixon Ticonderoga is a great brand!)
- 1 pack of erasers
- 1 pack of glue sticks
- 1 box of blue or black pens
- 1 Pencil case
- 1 box of Crayola markers (grades 3-5)
- 1 box of Crayola crayons (grades 3-5)
- 1 box of Crayola colored pencils
(grades 3-5)
- Highlighters- clear view, chisel tip (grades 6-8)
- Single-subject composition notebooks
(grades 3-5 will need 4)
(grades 6-8 will need 2)
- 1 pack of construction paper
- 1 pack of lined paper
- 2 boxes of tissue
- 2 rolls of paper towels
- 1 disinfecting wipes
- 1 hand sanitizer
- 1 pack of baby wipes (3rd grade)
- 1 box of Band-aids

We recommend that your child has the items listed below at home for use in completing homework assignments.

- a designated quiet place to work at home
- access to a laptop or desktop computer
- headphones
- sharpened pencils
- Blue/ black ink pens
- pencil sharpener

The following academic items will be supplied by FLI for all students:

- FLI laptop
- Solid colored subject folders (one of each of the following colors- yellow, green, blue, red, black, orange)
- Yellow communication folder

groundswell
www.groundswellmural.org

"the Animation State" ©2007

Groundswell Community Mural Project in collaboration with
Trust For Public Land, Future Leaders Institute, P.S. 242

Lead Artist & Designer Paul DEO

Program Director: Jackie Chang
Asst. Artists: Aerin Vanhala
Jason Talley

Youth ~~Art~~ Artists

Shemar Simmons ● Xavier Lee
Sharnae Moore
Molik Liverman Jones
Danielle Montanez
Jessica Hunter-Bass
Dominique Rowe
Crystal Flowers
Rachel Robinson
Georgio Walkine
Joseph Esheyigba
Ronald Lewis
Diamond Brooks
Renita Moore

Funders
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John Baber, Juan Betancurth,
Hiroyuki Fugawata, Dom B,
Councilmember Inez I Dickens
Deutsche Bank, Betti Mida,
Richie McMahon, Jose + Juan
Maria Louis-John, Sue
HARLEM, Brenda Stokely
Metropolitan Museum of Art
FREDANTE Construction

SCHOOL POLICIES
SAFETY AND DISCIPLINE

STUDENT SAFETY AND DISCIPLINE

FLI is, above all else, a community of learning. Enthusiastic discovery, innovation, teamwork, and progress are everyday occurrences for students, faculty, and staff alike. To facilitate this free discourse and meaningful collective insight we must create an open and respectful environment equally conducive to both diligence and imagination. To this end, our safety and discipline policies for the community, including following New York State's Dignity Act for All Students policy, begin with how community members, including students, staff, and faculty, should behave towards each other rather than simply cataloging the range of possible infractions and providing the consequent due process.

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

Below FLI's policies for how students are expected to behave when participating in school and school-related activities, both on and off FLI grounds, and how the school will respond when students fail to behave in accordance with these rules. Depending on the severity of the infraction, disciplinary responses may include, but are not limited to, teacher removals for restorative conversations, exclusion from extracurricular activities, suspension (short or long term), and expulsion. Students are expected to always be representatives of FLI, conducting themselves according to the highest standards of behavior in consideration of, and with respect for, the rights, diversity, and needs of others. In all disciplinary matters, students and their legal guardians will be given notice and the opportunity to present their version of the facts prior to any discipline decisions being made. Where appropriate or necessary, school officials will contact law enforcement and/or any applicable regulatory agencies.

FLI's Student Code of Conduct

Ensuring that every child learns in a safe, supportive, and inclusive school is our top priority. To do this, we use preventive approaches that address the real causes of a conflict as well as reinforcing positive behaviors through teachable moments. The Code of Conduct below outlines the standards of behavior and the responses if these standards are not met. We encourage you to become familiar with these standards and discuss them at home.

Tiers	Examples of Behavior	Restorative Practice (RP) Response
Tier 1 (Minor)	• Sleeping in class • Gum chewing • Not completing homework or classwork • Not following teacher/staff directions • Uniform infraction (see uniform policy on page 38, below.) • Possession of cell phone (see Other Policies on page 38, below)	• Staff check in with student, redirects and reminds student of community/class norms. • If behavior continues: Brief RP Mediation run by teacher to discuss student needs/impact of behavior.

		• Staff notify the Dean. Dean will pick up student and hold de-escalation conference and return student to class. Student is returned to class when the Dean has determined student is ready, AND/OR student is given the opportunity to use classroom de-escalation space. • If Dean is called for de-escalation: teacher always follows up with student about situation. Behavior must be logged and parent must be contacted. During de-escalation conversation, student will identify what they need to do to repair harm and return back to the class. • After-school reflection time may be assigned to student if behavior continues
Tier2 (Disruptive)	• Lateness to school • Profane language not directed towards anyone • Throwing items with no intent to harm • Teasing, lying or willfully misleading • Academic dishonesty • Intentional class disruption • Creating a disruption to the learning environment that prevents learning from continuing	First Occurrence: • Staff redirects and reminds student of community/class norms. Brief intervention to discuss student needs/impact of behavior before, after class, or during RP Block. • Student identifies ways to repair harm done.

Tier 2 (Disruptive)

- Intentional lateness to class/ “cutting” class
- Improper use of computer, internet, or other electronic technology (*including but not limited to playing video games, watching music videos, or engaging in other non-instructional activities*)- see page 35 for technology policy
- Play fighting or horseplay with no intent to harm

- **If behavior STILL continues:** Staff notify Dean. Dean picks up student and hold de-escalation conference. Student is returned to class when the Dean has determined student is ready, AND/OR student is given the opportunity to use classroom de-escalation space.

Second Occurrence:

- student is removed from class. Staff facilitated RP mediation. Student is returned to class when the Dean has determined student is ready, AND/OR student is given the opportunity to use classroom de-escalation space.
- Students identify way to repair harm.
- Parent Contact

Third Occurrence:

- student is removed from class. Staff facilitated RP Mediation w/ support from the dean/ counselor as needed
- After school reflection time
- Parent contacted.
- Student supports in community service if applicable) and student identifies ways to repair harm.

Fourth Occurrence:

- After school reflection time assigned

AND

		• Mandatory parent meeting schedule. During meeting, Dean/ school counselor facilitate mediation. Teacher, student(s) and family members are present as needed. Student identifies way to repair harm • Mandatory counselor session. • Positive behavioral management plan implemented for following week to support student. • Counselor schedules follow up meeting to check on students and help keep student on track (if applicable).
Tier 3 (Serious)	• Leaving school premises without permission during school hours • Throwing items or creating a dangerous situation with intent to harm • Using profane or cruel language with the intent to humiliate, disrespect, intimidate, or hurt a community member • Repeated or prolonged defiant behavior • Destroying school property • Threatening to harm a school community member • Refusal to remain in After-School Reflection • Play fighting or horseplay with the intent to cause harm	First Occurrence: • Removal for RP mediation with Dean. Teacher present, if possible. • Student identifies way to repair harm. • Parent contacted. • Positive Behavioral management plan implemented for following week(s) to support student, If necessary Second Occurrence: • Out of school suspension (if applicable) or in school suspension (if in school: mandatory counselor session to discuss issue/triggers and RP Mediation with staff/students

	Improper use of a computer, internet, or other electronic technology to access violent or sexually explicit content. <i>see page 35 for technology policy</i>	involved). Upon return to school student, parent, teacher, dean, possibly counselor hold a Restorative Re-entry meeting.
Tier 4 (Dangerous)	- Possessing a weapon or an instrument that imitates a weapon as determined by school officials - Using or possessing illegal drugs, alcohol, or cigarettes (including unauthorized prescription drugs) - Theft, assaulting /extreme threatening behavior that leads others to fear for their safety - Bomb threat, or other violent action to faculty, including, but not limited to, pulling a fire alarm - Bullying, including, but not limited to, cyber-bullying - Sexual harassment - Hostile, extreme or discriminatory language intended to humiliate, demean or target a community member (e.g., facial slurs, homophobic slurs, gender-based slurs, or other discriminatory language used to humiliate or harm a school community member	First Occurrence: Out of school suspension (if applicable) OR in school suspension (if in school: mandatory counselor session and RP Mediation with staff/students involved). Regardless of consequence, upon return to school student, parent, teacher, dean, counselor, and/or Principal help run Restorative Re-entry meeting. Student identifies way to repair harm. Positive behavior plan created to support student (if applicable). Second Occurrence: Out of school short term suspension/Long term suspension or Expulsion. Upon return to school, student, parent, teacher, dean, counselor, and/or Principal help run Restorative Re-entry meeting. Student identifies way to repair harm. Positive behavior plan created

	• Prolonged ignoring of direction that creates or contributes to an unsafe space (i.e. insubordination) • Fighting or other forms of physical violence	to support student. (if applicable). Student assigned mandatory counseling sessions during the following week(s).
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DISCIPLINARY PROCEDURES

School Day Consequences

At FLI we have a multi-tiered behavior approach to supporting students. If a student is struggling in class, the teacher can allow the student to use the calming corner in the classroom (K-5) or provide an alternate supervised space in the school. This is a space where students can go to de-escalate themselves and get back into a learning mindset. If a teacher or other school official determines that a student's behavior is disrupting or interfering with the educational process, they may choose to call the dean to hold an out-of-classroom de-escalation conference with the student. The goal of these conferences is to speak with the students about their actions, their needs, and return them to the classroom as soon as possible. Any time a student is removed from class the parent or guardian of the student will be contacted.

Before any consequence is delivered, the student(s) involved will be given an opportunity to speak with the dean, the classroom teacher, and/or the Principal. Any consequence for a student's actions are determined by the Code of Conduct. The goal of any behavioral support or consequences is to return students to classroom communities as quickly as possible. If a student's behavior becomes too disruptive or egregious to be returned to class, parents will be called to pick them up and/or the necessary disciplinary procedures will be followed.

Reentry Conference

A reentry conference refers to the conference that may take place in person or virtually after a student was suspended or removed from the classroom for an extended period of time. The goal of these conferences is to help the student understand the impact of their actions and the supports in place to prevent future issues from occurring. In attendance at these meetings will be the Dean and/or the Principal, parents or legal guardians, the student(s) involved in the issue, and if necessary, the student(s)' teacher(s), and the school counselor. While parents joining the meeting is desired, a parents' inability to attend the conference will not impact the student's ability to return to class.

Short-Term Suspension (In-School)

Students given a short-term suspension for Code of Conduct violations will be assigned to an office or other supervised location within the school for a specified length of time. During this time students will participate in counseling sessions to discuss the impact of their actions and the events that led up to the incident. The student will also participate in goal setting and planning activities. Students on a short-term in-school suspension will be provided work to complete and be allowed to make up any work they missed and turn it in the next day for full credit.

Short-Term Suspension (Out-of-School)

A short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of less than ten (10) days. Short-term suspensions may be imposed by the Dean or Principal when serious behaviors occur, or when frequent, patterned behaviors are repeated over time. The student will not be permitted to attend any classes, extracurricular activities, or athletics during the period of suspension. When the student returns, they will participate in a re-entry meeting, counseling session(s) and participate in goal setting and planning activities.

Students on a short-term out-of-school suspension will be allowed to make up any work they missed and turn it in when they return to school for full credit.

Before imposing a short-term suspension, or other less serious discipline, the Principal or designee shall provide notice to inform the student of the charges against them and provide an opportunity for the student to provide their version of events. Before imposing a short-term suspension, the Principal, or designee, shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or email delivery within 24 hours of the decision to impose suspension at the last known email address(es) of the parents or guardians. Where possible, notification shall also be provided by telephone. Any form of notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal or designee. Such notice and informal conference shall be in the dominant or primary language or mode of communication used by the parents or guardian. Parents may request an interpreter to attend the conference with them if needed. The Principal or designee's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the formal complaint process of the School.

Long-Term Suspension/Expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

Procedures and Due Process for Long-Term Suspension or Expulsion

Where the school seeks to impose a disciplinary consequence of long-term suspension (ten (10) days or more) or expulsion, it shall provide written notice to the student and his/her/their parent(s)/guardian as described above. The Principal, FLI Board member, or their designee, shall serve as the hearing officer for the hearing. The school shall make the case for suspension or expulsion, introducing evidence and calling witnesses on its behalf. The student is entitled to be represented by counsel and shall have an opportunity to defend themselves against the alleged violations of the school's disciplinary code. The student may introduce evidence and call witnesses on their behalf. Both parties may cross-examine witnesses called by the other party. Families will have the full opportunity to present their case and address their concerns. An audio transcript shall be made of the proceedings and a copy of that recording shall be made available to the student upon request.

The hearing officer shall provide to the parent/ guardian of the student a decision in writing within five (5) school days. Should the student, parent/ guardian seek to appeal the ruling, they may do so by submitting to the FLI Board of Trustees a written request for appeal. Upon receipt of such a request, a committee comprised of no less than three trustees who were not involved in the initial hearing will promptly hear the appeal. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the first disciplinary hearing. In rendering its decision, the committee may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling within five (5) school days.

Bullying

Future Leaders Institute Charter School has a zero-tolerance policy for bullying, which includes behavior outside of school. Students and families should report any incidents to the dean, teacher, administrator, or other staff member. There is a strict no-retaliation policy for those who report. Severe bullying can lead to suspension and, in extreme cases, expulsion.

Provision of Instruction during Removals and Suspensions

FLI will ensure that alternative instruction is provided to a child who has been suspended, expelled, or removed from the classroom setting. For a student who has been expelled, alternative instruction will be provided until the student has been accepted into another school, or for such period that FLI is required to do so by law, whichever period is shorter. Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete assignments, learn the curriculum, and participate in assessments. Instruction will take place in one of the following locations: virtually, a suspension room at the school, or other location at the Principal's discretion. Instruction will be provided for at least two hours per day, or such period required by applicable law. FLI will provide alternative instruction/ classwork for any student who is suspended. Students receiving alternative instruction will be given their classroom assignments, a schedule to complete such assignments during the period of suspension/expulsion.

Disciplinary Procedures for Students with Disabilities

FLI is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. The School shall comply with sections 300.530- 300.536 of the Code of Federal Regulations and the following procedures, except that if the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Generally, a student with or suspected of having a disability may be disciplined in the same manner as their non-disabled peers as set forth in the Code of Conduct. Before making any decisions regarding a student's behavior consequence, FLI considers a student's specific 504/IEP to determine if a behavior is manifestation of their disability. Students with disabilities, if removed from class, will be given appropriate due process protections and such removals will be tracked, in accordance with IDEA.

A student not specifically identified as having a disability but about whom the charter school has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, may request to be disciplined in accordance with these provisions. When a student with disabilities is suspended for more than ten (10) days, or on multiple occasions that in the aggregate amount to more than ten (10) days during a given school year, additional procedures apply. If the following procedures are inconsistent with applicable federal or state law and regulations, the applicable law and regulations shall govern. FLI will maintain written records of all suspensions and expulsions of students with a disability in the same manner as for students without disabilities as described above.

A student with a disability will not be suspended for a more than ten (10) days at one time or for more than ten (10) days in the aggregate in a given school year without first referring the student to their Committee on Special Education (the "CSE") for a manifestation determination review ("MDR") to assess whether the alleged conduct is a manifestation of the student's disability(ies). When a student is suspended for more than a ten (10) day period, it is considered a change in educational placement.

The CSE is controlled not by FLI, but by the NYC Department of Education, District 3. In the event of a proposed suspension requiring an MDR, FLI will notify the appropriate CSE and ensure that school staff with knowledge of the incident(s) and the child's behavior are available to participate in the MDR. The CSE is responsible for assembling a MDR team consisting of 1) Someone from the child's CSE who is knowledgeable about the student and can interpret information about student's behavior generally; 2) The parent/guardian; 3) Other relevant members of the student's CSE (as determined by the parent and CSE).

The CSE's MDR team is required to convene immediately, if possible, but no later than ten (10) days after the decision to change the student's placements in order to determine whether the conduct was a manifestation of the child's disability. The parent must be given written notice prior to any meeting of the manifestation team in order to ensure that the parent has an opportunity to attend. The notice must state the purpose of the meeting, the names of the expected attendees, and indicate the parent's right to have relevant CSE members attend. The MDR team must

review the student's IEP, together with all relevant information within the student's file, and any information provided by the parent.

Manifestation Determination Hearing and Findings

If the MDR team concludes that the child's behavior is linked to his/her disability, it must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the student must also be returned to their original placement (i.e., the placement from which he/she was removed), unless: (1) the parent and district agree to another placement as part of the newly created or revised BIP, or (2) in cases where the child: a) Carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the state educational agency or FLI; b) 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 under the jurisdiction of the state educational agency or FLI; or c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of FLI.

If the child exhibits any one or more of the above three behaviors, the student may be disciplined without regard to their disability status, except that care must be taken to provide the student with educational services during removal (see below).

Alternative Instruction - Provision of Services during Removal

During any period of removal of a student with a disability, services will be provided to the extent determined necessary to enable the child to appropriately progress in the curriculum and to achieve the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher and school administration, shall determine and arrange for services to be provided to the student.

STUDENT TECHNOLOGY POLICIES

Every FLI student has access to computers and Smartboards throughout the school day and is issued individual laptop. The policies outlined below are enforced to ensure the students use the school's technology safely and responsibly.

Offense: Student accesses Unauthorized Website:

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand the impact of their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Dean. They will discuss the impact of the student's actions and the consequence for this behavior. This can result in a loss of computer privileges. If a student loses their technology privileges, they will have to identify alternative methods for completing their computer-based work. The parent or guardian of the student will be contacted.

Offense: Unauthorized Use of Log-In Credentials:

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand they impact of their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Dean of School Culture or a Student Affairs

Associate. They will discuss the impact of the student's actions and the consequence for this behavior. This can result in a loss of computer privileges. If a student loses their computer privileges, they will have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

Offense: Damages Computer Hardware:

- **First Time / Multiple Offenses:** The action will be logged as Destroying School Property in PlusPortal. Student's family is liable for paying for repairs of up to \$200 in order to receive a replacement Chromebook. The student will meet with their teacher or a Student Affairs Associate. They will discuss the impact of the student's actions and the consequences for this behavior. This can result in a loss of computer privileges. If a student loses their technology privileges, they will have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

Offense: Unauthorized Downloading of Music or Other Files to a Computer:

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand the impact of their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Principal or a Student Affairs Associate. They will discuss the impact of the student's actions and the consequences for this behavior. This can result in a loss of computer privileges. If a student loses their computer privileges they will have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

Offense: Unauthorized Installation of Software onto a Computer:

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand the impact of their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Principal or a Student Affairs Associate. They will discuss the impact of the student's actions and the consequences for this behavior. This can result in a loss of computer privileges. If a student loses their computer privileges, they will have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

Offense: Unauthorized Access of Personal Account using School Issued Equipment

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand they impact of their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Dean of School Culture or a Student Affairs Associate. They will discuss the impact of the student's actions and the consequence for this behavior. This can result in a loss of computer privileges. If a student loses their computer privileges, they would have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

Offense: Student Defaces School Issued Equipment:

- **First Time:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student's teacher will conference with this student and help them understand they impact of

their actions and/or why their actions were inappropriate. The teacher will contact the student's parent or guardian.

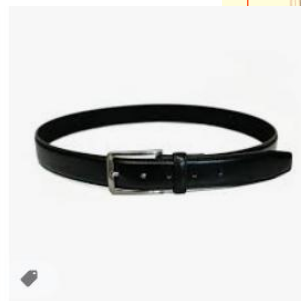
- **Second/ Multiple Offenses:** The action will be logged as "Improper use of computer, internet, or other electronic technology" in PlusPortal. The student will meet with the Dean of School Culture or a Student Affairs Associate. They will discuss the impact of the student's actions and the consequences for this behavior. This can result in a loss of computer privileges. If a student loses their computer privileges, they would have to identify alternative methods for completing their computer-based work. The parent or guardian of this student will be contacted.

UNIFORM POLICY

Like many other schools, FLI has a school uniform policy to help eliminate distractions to the learning environment. Students are expected to report to school daily wearing the proper FLI uniform (see below Summary of Uniform Policy).

If you have any questions, or need support in securing uniforms for your child, please do not hesitate reach out directly to the school for further assistance.

Student Styles is FLI's uniform vendor: <http://www.yourstudentstyles.com>
15 Cobbee Road, Latham, NY 12110 | 518-220-9244



	Long Sleeve polo with logo Youth \$19.99 / Adult \$21.99
	Short Sleeve polo with logo Youth \$14.99 / Adult \$16.99
	Must be worn w/ polo top to be Uniform PE Sweatshirt, navy with logo Youth \$15.00 / Adult \$18.00
	Must be worn w/ polo top to be Uniform Unisex Cardigan sweater w/ logo Youth \$29.75 / Adult \$33.75
	Girls Jumper, navy with logo Regular sizes \$20.99 / ½ sizes \$22.99
	Navy pants for boys or girls Youth 2-7 \$15.00 / Youth 8-16 \$16.99

Summary of Uniform Policy

Tops and Shirts	▪ Student Styles' light blue shirt ▪ Shirts must be tucked in ▪ FLI sweatshirts are acceptable (only with FLI polo underneath)
Bottoms and Pants	▪ Navy blue only ▪ Slacks or cargo-style pants skirts or jumpers for girls ▪ <u>No denim, leggings, stretch pants, capris, or sweatpants</u> ▪ <u>Skirts must be no shorter than credit card length above the kneecap (about three inches)</u>
Sweaters	▪ Navy blue cardigan, vest style only ▪ Must have FLI logo embroidered on upper left side ▪ Solid blue hoodies are allowed. ▪ <u>Sweaters may not have any designs on them</u>
Accessories	▪ <u>Shoes</u>: Solid colored navy blue or black shoes. Sneakers are acceptable. ▪ <u>Belts</u>: Solid black or blue and are mandatory for boys ▪ <u>Stockings and Tights</u>: Solid navy blue or black (no patterns or stripes); socks that are visible must be navy blue or black (Knee hi socks for girls may be solid navy blue or black) ▪ <u>Jewelry</u>: Students should leave sentimental and/or valuable jewelry at home. Students are not allowed to wear large necklaces, large earrings, or wrist bracelets. Any jewelry that is distracting to students or gets in the way of learning is not allowed. FLI is not responsible for lost or stolen jewelry, and FLI may temporarily confiscate jewelry to return to parents/guardians. ▪ <u>Makeup</u>: Any makeup that is distracting to students or get in the way of learning is not allowed. Examples of Distracting makeup are but not limited to a) the application/sharing of make-up within the school environment; b) the application of any scented perfumes/colognes/lotions within the school environment; c) the use and application of unnatural colors (ex. blue lipstick). The Student Affairs Team will have the final say to determine violations. ▪ All glasses worn by students must have a prescription. ▪ <u>Other accessories must be kept to a minimum</u>
Masks	▪ Solid colored with no patterns, images, or words written on it.

Exceptions to the uniform policy may be made in cases of designated dress down or school pride days, in addition to instances of extreme weather, including:

- Solid black boots are permitted when there is snow and/or during winter months (December – February);
- Shorts are allowed when the daily outdoor temperature is 80°F or above. The length of shorts must be between three inches above and three inches below the knee;
- Black or navy blue closed-toe sandals with an ankle strap are permitted when the temperature outside is 90°F or above.

Consequences for Uniform Policy Violations

First Occurrence:

- Dean speaks with student about uniform infraction.
- Student is given a school uniform (if possible).
- Dean contacts a student's family member to identify reason for infraction and offer school support if needed.
- Uniform infraction is logged.

Second Occurrence:

- Dean speaks with student about uniform infraction. Student is assigned after school reflection time (unless Dean determines there is a legitimate reason the student is out of uniform).
- Student is given a school uniform (if possible).
- Dean contacts family about 2nd uniform infraction to identify reason for infraction.

- Dean informs the parent/legal guardian of the student that next time student is out of uniform, someone will be required to bring the student's uniform to the school.

Third Occurrence

- Dean speaks with student about uniform infraction.
- Student is assigned after school reflection time (unless Dean determines there is a legitimate reason student is out of uniform).
- Parent is contacted to deliver the student's uniform to the school.

OTHER POLICIES

Transportation and Behavior to and from School

FLI students are expected to always display our Core Values and follow the Code of Conduct, even when families and teachers are not around. This includes our students' commute to and from school 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 MetroCard for public transportation. Every student is responsible for keeping track of his or her MetroCard.

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 front office. Students are 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.

Cell phones must be turned off before entering the building each day. FLI students in grades K-3 must store their phones and all other electronic devices out of sight during the school day in their school bags. FLI students in grades 4-8 will turn their phones off, collected upon entry to the school building, and all electronics will be stored in a lockbox. Cell phones are distributed to students at the end of their day prior to dismissal at 2:30PM or 4:45PM. The school is not responsible for damaged, lost, or stolen cell phones.

Students will be reminded to put their phone in their bag (K-3) or in the lock box (4-8) if they are found to be in violation of the cell phone policy. If they are found with their phone again, the following protocol will be followed:

First Occurrence:

- Cell phone is confiscated and given to the Dean to place in the lock box.
- Dean of students contacts family member.
- Student receives phone at the end of the day.
- Cell phone infraction is logged.

Second Occurrence:

- Cell phone is confiscated and given to Dean to place in the lock box
- Dean contacts family member.
- Student is assigned after school reflection time.
- Cell phone infraction is logged.

Third Occurrence:

- Cell phone is confiscated and given to Dean to place in the lock box.
- Dean contacts family member.
- Student is assigned after school reflection time.
- Student must turn in their cell phones each morning directly to the dean upon entry to the building before reporting to class
- Cell phone infraction is logged.
- Parent meeting set up.



GOVERNANCE

Board of Trustees Meetings

As a charter school, FLI is governed by a Board of Trustees. The Board hosts public meetings monthly. The FLI website will maintain the most up-to-date information on the dates and locations of Board meetings.

The members of the Board of Trustees at the start of the 2026-27 school year are as follows:

- | | | |
|------------------|---------------------|------------------------|
| ▪ Rudolph Austin | ▪ Jenee Strand | ▪ Rob Fratto |
| ▪ Ross Harold | ▪ Rachel Klein | ▪ Heather Northrop |
| ▪ Jay Hatfield | ▪ Jennifer Estrella | ▪ Jennifer Pena-Detata |

Informal Parent Complaints

Any individual or group (“Complainant”) may bring a complaint or concern of any kind to the Principal of FLI. The Principal or their designee will work to resolve conflicts fairly and informally within a reasonable time. If, after reviewing and investigating the complaint, the Principal is unable to resolve the complaint to the Complainant’s satisfaction, or if the complaint is about the Principal, the Complainant may bring their complaint to the Board of Trustees of FLI in accordance with the Formal Complaint Procedure below.

Formal Parent Complaints

This process should only be used after the Complainant has exhausted the informal complaint process above, or if the complaint is regarding the Principal. A written complaint to the board of trustees may be submitted to the school's main office or directly to the Board Chairperson at fliboard@hotmail.com. The written complaint must include:

- a) A detailed statement of the complaint or grievance, including any law or regulation or rule allegedly violated, names of individuals at the school who allegedly took the actions at issue, and the time, date, and place of occurrence.
- b) A detailed statement explaining how Complainant exhausted FLI's informal complaint process and why Complainant remains unsatisfied.
- c) Relevant correspondence.
- d) What action the Complainant is seeking from the Board of Trustees.
- e) Complainant's name, home address, email address and telephone number.

The Board of Trustees will acknowledge receipt of the complaint or grievance within one week and determine what steps the board plans to take to investigate the allegations. The scope and manner of the investigation is case-specific and will be determined by the circumstances. At its discretion, the board may delegate the authority to investigate to others.

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, or if the matter requires more time to investigate. Upon final resolution of a complaint, the Board of Trustees shall provide to the Complainant:

- a) Its written determination and any remedial action; and
- b) A written explanation of the Complainant's right to appeal the determination to the school's authorizer (if applicable).

After the Board of Trustees' final resolution has been transmitted to the Complainant, if the Complainant determines that the Board has not adequately addressed any complaint alleging a violation of law or of the school's charter, they may appeal to the New York City Department of Education ("NYC DOE"), the school's authorizer, which shall investigate and respond. If still not satisfied, the determination of the NYC DOE can be appealed to the State Board of Regents.

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 under FERPA. Additional protections may apply to students with disabilities under the IDEA. 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) Personal 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,

grade level, enrollment status, 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. Parents have the right to inspect and review a child's education records. 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 parent wishes 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 if 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 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 an 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 FLI 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 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 a 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 may be 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 to fulfill his or her professional responsibility. Directory information may be released without parental consent. Parents have the right to refuse to let an agency designate any or all 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 is a public agency and is therefore subject to the state's public disclosure law. FLI complies with New York State's "Freedom of Information Law" (FOIL). The school will appoint a FOIL officer to coordinate responses to FOIL requests. 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, 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 Principal
- 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

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. Visitors must sign in at the Main Office and receive a Visitors Badge. No visitors can go to any room other than FLI's Main Office, outside of specifically designated times, without a Visitors Badge obtained in the Main Office. No double-parking is permitted in front of the school building.

Food Served and Consumed at School

All FLI students have a free breakfast, lunch, and snack (on Extended Days) available each day. These meals are provided free-of-charge through SchoolFood NYC.

You can find the menu online at <https://www.schools.nyc.gov/school-life/food/school-meals>

If you are choosing to send your child to FLI with their own breakfast, lunch, or snack, FLI has rules in place to ensure that all students are maintaining nutritious diets in accordance with the Federal Nutritional Standards. We care about the health and well-being of all FLI students. We believe there is a time and place for our students to indulge in sweets inside the school (i.e., birthday parties, class celebrations, bake sales, etc). However, we want to ensure that our students enjoy healthy snacks that will help them grow and stay healthy. Snacking isn't bad for kids, but what they snack on is important. All foods and drinks that do not fall within the set standards (listed below) are not permitted within the school building, including the cafeteria. If an item of food or drink does not fall within these standards, FLI staff will confiscate it. The Federal Nutritional Standards include:

- The maximum level of fat is 35% of all total calories (nuts and nut butters are exempt).
- Less than 10% of calories are from saturated fat.
- 0.5 grams of trans fat or less
- Less than 35% of calories from sugar (approximately 10 grams or less). Fruit products with no added sugar are exempt.
- Less than 200 total calories sodium content (may not exceed 200 mg per portion).
- Grain-based products must contain at least 2 grams of fiber per serving.
- Combination products of dried fruit and nuts are exempt from the total fat standard.

Note: this means sugary drinks, soda, candy, gum, chocolate, etc. will be confiscated every time your child brings them to school. Your child will always have the option of eating the free meal provided by SchoolFood NYC.

If a student is found in violation of the healthy school food policy the following protocol will be followed:

- **First Violation:** The item will be taken from the student and returned at the end of the day.
- **Second Violation:** The item will be taken from the student and parent will be notified.
- **Third Violation:** The item will be taken and a family meeting will be held.

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 they have 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 office of the school nurse. If a student is eligible for services under Section 504, the parent/guardian must have a 504-form completed as well. This includes prescriptions for 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.

If a serious accident has occurred at the school involving your child, school personnel will take your child to the hospital. Several health forms are used in New York City public schools. Completing these forms ensure that children get the care, services, and accommodation they need during the school day. Forms can be found by visiting the NYC DOE website at: <https://infohub.nyced.org/in-our-schools/languageaccess/letters/health-forms-and-notice>

Lockers and Search and Seizure Policy

A student and/or a student's belongings may be searched by a 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 their 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

Safety Procedures

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

FLI maintains appropriate safety plans in compliance with "Project SAVE," the state's Safe Schools Against Violence in Education (SAVE) law. These plans outline the operations of the school and its emergency procedures. Under New York's Violent or Disruptive Incident Reporting law ("VADIR"), FLI is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions. Reports are submitted to the New York State Education Department.

Child Abuse

Every FLI employee is required by state law to report all instances of suspected child abuse or maltreatment (Social Services Law, Article 6, Title 6, Sections 413-417, & 419-420). Reports must be made whenever there is "reasonable cause" (Social Services Law, Article 6, Title 6, Section 413), which could "be as simple as distrusting an explanation for injury" (Summary Guide for Mandated Reporters in New York State, 2011). In other words, FLI employees must submit reports of suspected abuse or maltreatment when presented with any suspicion regardless of previous relationship with or knowledge of a student's family or home life.

As outlined by law, reports are submitted directly to the New York Statewide Central Register for Child Abuse & Maltreatment (800) 636-1522 and include photographs of any visible signs of abuse or maltreatment observed on the student (Social Services Law, Article 6, Title 6, Sections 413-417, & 419-420). Upon receiving the report, a Child Protective Specialist determines whether the suspicion warrants an investigation. If the report is accepted for investigation, a written report must be completed by the reporting employee. FLI is required to cooperate fully with any investigation or casework activity carried out by Child Protective Services regardless of if the report originated from the school. Such activities include but are not limited to granting access to academic, behavior, IEP, and attendance records; allowing child protective workers to observe student in class, interview student, interview employees, and/or hold a student at school until a protective worker arrives. In addition, Child Protective Service workers may take children into their custody if they deem it necessary.

COVID-19 and Transferable Illnesses

The health and safety of our students and school community is our number one priority. When conducting in-person instruction during a health crisis, the school adheres to applicable guidelines established by the CDC and Department of Health, including regularly disinfecting classrooms and shared spaces. As is the case with all illnesses (strep throat,

flu etc.), we cannot guarantee that your child will not be exposed with COVID-19 while at school. We will continue the practice of notifying families when a family reports their child has tested positive for an illness that can be transferable.

Students suspected of having COVID-19 or other transferable illness must be taken home and be seen by a medical professional for treatment (in-person or through telehealth). The school reserves the right to refuse to allow students to attend school while they are considered contagious or potentially contagious consistent with CDC guidelines.

PARENT INVOLVEMENT

Parent Association

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 school wide 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.

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.

Communication

If you need to communicate any concerns, suggestions, or would like to be involved with the Parent Association, please contact Rusty Slovenec, Assistant Principal –Operations at fliadmin@futureleadersinstitute.org

