

FULL APPLICATION SUMMARY

Proposed Charter School Name ⁹	Circle Academy Charter School
Application History	An application was submitted during the initial 2014 application cycle and was withdrawn to respond to concerns raised during its capacity interview. The group submitted a Letter of Intent (LOI) to SED in July 2014 and was not asked to submit an application because additional evidence of community outreach was needed.
Proposed Board Chair Name	Richard Bernstein
Proposed Board Chair Email Address	[REDACTED]
Proposed Board Chair Telephone Number	[REDACTED]
Public Contact Name	Michelle Pascucci
Public Contact Email Address	mpascucci@circleacademy.org
Public Contact Telephone Number	(718) 322-2558
District of Location	CSD 27
Opening Date	September 2017
Proposed Charter Term ¹⁰	Fall 2017-Summer 2022
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span for Indicated Years	Year 1:
	Year 5:
<p><i>Mission Statement: Circle Academy Charter School (CACS) provides a well-rounded academic program where each student thrives as a reflective and creative learner. Using a rigorous NYS Common Core Standards (CCLS)-aligned curriculum and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.</i></p>	

Circle Academy Charter School (CACS) will be a K-5 located in the Woodhaven community of CSD 27 in Queens. CACS’ educational program is designed to help students achieve grade-level proficiency or better in all subjects. Personalized instruction is at the center of CACS’ academic program. CACS will target individual student needs, interests and aspirations through ongoing analysis of data—including data from a variety of assessments—and personalize instruction accordingly. CACS will develop Individual Learning Plans that include student growth objectives in all subjects. Student progress towards meeting those growth objectives will be reviewed regularly and appropriate interventions will be implemented.

CACS’ approach to personalized learning includes ***blended instruction*** that integrates direct teacher-led classroom instruction with teacher-facilitated discussions and lessons, project-based learning experiences and teacher-facilitated online learning experiences, lessons and assessments. In addition, CACS will provide academic supports to address the needs of all students including at-risk students, English language learners (ELLs) and students with

disabilities (SWDs). CACS intends to enroll a percentage of SWDs that exceeds that of CSD 27 by a significant margin, and has established a variety of strategies to address these students' needs, including:

- A ***Response to Intervention (RtI)*** process to identify struggling students through data analysis and deliver evidence-based interventions supported by ELL Specialists, special education (SPED) teachers, social workers and reading specialists; and
- Up to two ***Integrated Co-Teaching (ICT) classrooms*** at each grade level, in which two teachers will be in the classroom full-time—one general education teacher and one SPED teacher, to address the instructional needs of all students.

Among the key design elements of CACS are:

- A student centered approach to teaching and learning that incorporates blended learning and other practices to create personalized learning environments for all students;
- An academic program that emphasizes literacy across all content areas;
- An extended school year;
- A school-wide data culture in which student data informs all aspects of instruction and personalized learning;
- A commitment to serving a student population that is demographically representative of the community, including a SWD enrollment target of 25%;
- A school culture that is cooperative, safe, healthy, equitable and supportive; and
- A commitment to helping students develop effective thinking, learning and study skills through integration of the “Habits of Mind” across the curriculum.

An important part of the school program is a commitment to collaboration among educators. To support this, teachers will have scheduled time during each school day for collaborative planning and 90 minutes at the end of each day for professional development, collaborative planning and work in Professional Learning Communities. The school's professional development model will include a Professional Development Institute at the beginning of each year and use of social learning resources to promote professional dialogue during and after school hours.

The personalized and blended approach to instruction will be supported by the school's staffing structure, which includes a Principal, a Director of Curriculum and Instruction, a Data Coordinator, a Technology Integration Specialist and a Technology Director. The school will also employ a full-time SPED Coordinator to support general education and SPED teachers in addressing the needs of SWDs.

CACS will hire, develop and support effective teachers through a comprehensive human capital management system (HCMS) and a school schedule that provides for daily professional development, planning, data analysis, curriculum development and collaboration. The HCMS will include ongoing recruitment, induction for new teachers, targeted professional development, a “multiple measures” teacher evaluation system using the Danielson Framework for Teaching, and “career lattice” opportunities that enable teachers to take on “leadership” roles within the school.

CACS is an independent charter school that will not utilize a charter management organization and will not have an institutional partner. It will, however, establish close and productive alliances with community leaders and organizations. It will build and maintain strong bonds with parents and families through frequent communication, ongoing events at the school and an active Parent Teacher Organization.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Circle Academy Charter School

Proposed School Location (District) CSD 27

Name of Existing Education Corporation (if applicable) _____

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹²

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;¹³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁴

I, Richard Bernstein hereby certify that the information submitted in this Full Application to establish Circle Academy Charter School true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: August 15, 2016

¹² 20 USC § 7221b(b)(3)(J)

¹³ 20 USC § 7221b (b)(3)(K)

¹⁴ 20 USC § 7221b (b)(3)(N)

Circle Academy Charter School 2 Charter Application

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Attachments

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1. Admissions Policies and Procedures	1-3
2. Samples of Evidence of Public Review Process	Not counted towards page limit
2(a). Evidence of District Support for Restart/Turnaround	N/A and Not Included
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4. Student Discipline Policy	7-19
5(a). Charter School Trustee Background Information	Not counted towards page limit
5(b). By-Laws	20-28
5(c). Code of Ethics	28-31
6(a). CMO Information	N/A and Not Included
6(b). Proposed Management Contract	N/A and Not Included
7. Partnership Information	N/A and Not Included
8(a). Hiring and Personnel Policies and Procedures	32-53
8(b). Resume for Proposed School Leader	N/A and Not Included
9. Budget and Cash Flow Template	Excel Spreadsheet
10. Replication Strategic/Business Growth Plan	N/A and Not Included

Tables

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

Circle Academy Charter School (CACS) provides a well-rounded academic program where each student thrives as a reflective and creative learner. Using a rigorous NYS Common Core Standards (CCLS)-aligned curriculum and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

CACS' Objectives and How They Further the Goals of Education Law 2850(2): CACS will provide an innovative CCLS-aligned educational program that will help students achieve grade-level proficiency or better in all subjects and build strong academic foundations for success in high school, college and careers. CACS has established the following objectives:

- CACS will implement a rigorous CCLS-aligned program of instruction;
- CACS will identify and address the individual needs of each student through personalized instruction based on ongoing analysis of student data;
- CACS will provide personalized instruction aligned with learning objectives set forth in each student's Individualized Learning Plan (ILP);
- CACS will employ effective instructional practices—including blended learning, project-based learning, data-informed instruction and Socratic Seminars;
- CACS will promote ongoing instructional improvement by providing teachers with daily 90-minute periods for reflection, collaborative planning and professional development;
- CACS will support the social and emotional development of all students by helping them develop the skills, attitudes, practices and dispositions necessary for success; and
- CACS will help parents and families support their children's education and involve parents and families meaningfully in the life of the school.

CACS will thus further the goals of the Charter Schools Act by:

- 1) ***Improving student learning and achievement.*** CACS' educational program will help students achieve grade-level proficiency or better in all subjects. Personalized instruction is at the center of CACS' academic program. CACS will target individual student needs, interests and aspirations through ongoing analysis of data—including data from a variety of assessments—and personalize instruction accordingly. CACS will develop ILPs that include student growth objectives in all subjects. Student progress towards meeting student growth objectives will be reviewed regularly and appropriate interventions will be implemented.
- 2) ***Increasing learning opportunities for all students, including at-risk students.*** CACS will provide academic supports to address the needs of all students including at-risk students, English language learners (ELLs) and students with disabilities (SWDs). CACS will use the NYSED weighted lottery generator to provide an admissions preference for SWDs, and it will focus its outreach and student recruitment initiatives on pre-schools and community-based organizations (CBOs) that serve or represent SWDs and their families. CACS expects its annual SWD enrollment to be significantly greater than that of CSD 27. CACS' approach to personalized learning will include the following:
 - a) ***Blended instruction*** that integrates direct teacher-led classroom instruction with teacher-facilitated discussions and lessons, project-based learning experiences and teacher-facilitated online learning experiences, lessons and assessments;

- b) A ***Response to Intervention (RtI)*** process to identify struggling students through data analysis and deliver evidence-based interventions supported by ELL Specialists, special education (SPED) teachers, social workers and reading specialists; and
 - c) Up to two ***Integrated Co-Teaching (ICT) classrooms*** at each grade level, in which two teachers will be in the classroom full-time—one general education teacher and one SPED teacher, to address the instructional needs of all students.
- 3) ***Using research-based and innovative teaching methods.*** CACS will personalize instruction for all students. At CACS, students will receive more days of instruction than students in NYC district public schools. Personalized instruction will support each student by aligning instruction with his or her academic needs. CACS will employ blended learning strategies that combine face-to-face classroom instruction and project-based learning with teacher-facilitated online learning experiences. Assessment data will be used to identify student needs and tailor instruction to address them. CACS will establish and frequently re-examine ILP objectives and implement appropriate instructional strategies and interventions.
 - 4) ***Creating diverse professional opportunities for teachers and administrators.*** CACS is committed to professional development and collaboration. Each year, all instructional staff will participate in a Professional Development Institute (PDI) focusing on induction of new teachers, improvement of pedagogical skills, sharing of effective practices and facilitation of professional dialogue and collaboration before the school year begins. The PDI will provide teachers with opportunities to develop and update student ILPs. *During the school year, teachers will engage daily in data analysis and planning (individually, in grade-level and subject-level meetings and in PLCs) and professional development.* CACS will have a formal induction program for new teachers and will support teacher development and retention by providing opportunities to secure “career ladder” and “career lattice” leadership positions.
 - 5) ***Providing parents and families with educational opportunities and supports.*** CACS will communicate frequently with parents and families about student progress, school events and student ILPs. CACS will also host “special events” at least quarterly for parents and families. CACS will have an active Parent-Teacher Organization (PTO).
 - 6) ***Creating a positive learning environment where educators can teach and students can learn.*** CACS will maintain a culture in which students work collaboratively and productively with teachers and peers. CACS’ blended learning environment, data-culture and commitment to professional growth will support personalized instruction. Teachers will have daily opportunities to work collaboratively to plan, design curricula, analyze student data and engage in professional development which, in turn, will strengthen daily instruction.
 - 7) ***Meeting measurable student growth objectives and establishing a performance-based accountability system.*** Each student will have an ILP, which will be reviewed and modified frequently to support attainment of growth objectives. Student growth will be monitored continuously. Also, a “multiple measures” teacher evaluation system including consideration of student outcomes and instructional practice will produce information that will be used to identify areas of strength and challenge for each teacher and guide decisions regarding retention, promotion and professional development. Annual Principal evaluation will be based on the Vanderbilt Assessment of Leadership in Education instrument (VAL-ED).

B. Key Design Elements

The CACS academic program is designed to provide a challenging CCLS-aligned academic program that educates students in grades K-5—and ultimately in grades K-8—from CSD 27. CACS’ belief is that the most important factors in improving student achievement and growth

are: a) quality of instruction; b) planning and collaboration among educators; c) personalization of instruction based on ongoing identification of individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through a comprehensive human capital management system (HCMS) and a school schedule that provides for daily professional development, planning, data analysis, curriculum development and collaboration. Each CACS student will receive instruction tailored to his or her needs. CACS will establish a “data culture” in which all teachers analyze and use student data and tailor instruction to address individual student needs. CACS students will be valued members of a school community that promotes collaboration among students, teachers, administrators, parents and the entire school community. Key design elements include:

- ***A student centered approach to teaching and learning***¹ that incorporates blended learning and other practices to create personalized learning environments for all students. Instruction will be tailored to accommodate not only students’ academic strengths and areas of challenge, but also their interests, learning styles and aspirations. Blended learning, along with a school-wide data culture and daily scheduled opportunities for teachers to engage in collaborative data analysis and planning, is a key strategy for personalizing instruction.
- ***An academic program that emphasizes literacy across all content areas.*** Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline.² Accordingly, CACS will focus on building foundational literacy skills to support learning in all disciplines. Also, CACS will focus on developing all students’ digital literacy skills.
- ***An extended school year,*** which ensures that CACS students will have more classroom time than students in district public schools. Research on NYC charter schools has shown that schools with a school year longer than the district by 10 days or more are more likely to outperform district schools.³ CACS’ extended school year will also combat the “summer learning loss” that students—and especially disadvantaged students—often experience.⁴
- ***A school-wide data culture in which student data informs personalized instruction.*** At CACS, technology-enriched instruction and assessment, along with traditional “paper” assessments and formative assessment, will provide a diverse set of data that teachers will use to identify needs, personalize instruction and establish effective interventions. With the support of a Data Coordinator, CACS’ teachers will be trained in analysis and use of data to personalize instruction. Teachers will work individually and in PLCs to analyze data and to create, deliver, reflect on and improve lessons designed to address student needs.

¹ Research shows student-centered instruction to be effective in teaching ELLs, SWDs and other “underserved” demographic groups— <https://ed.stanford.edu/news/researchers-find-student-centered-learning-approaches-help-underserved-kids-achieve>

² *Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards.* Alliance for Excellent Education. Washington D.C. 2011

³ Hoxby, Caroline M. et al, *NYC Charter Schools: Who attends them and how well are they teaching their students?* Education Next, 2008, <http://educationnext.org/new-york-city-charter-schools/>

⁴ Alexander, K. *Lasting Consequences of the Summer Learning Gap*, American Sociological Review, 2007, VOL. 72 (April:167–180)

- ***A commitment to serving a student population that is demographically representative of the community.*** The percentages of economically disadvantaged and ELL students at CACS will be comparable to or higher than that of CSD 27. Also, CACS has established a **25% recruitment target for SWDs**, which will far exceed the average SWD percentage of CSD 27. CACS will target its outreach efforts to appropriate feeder pre-schools and leverage the experience and relationships of Board and Applicant Group members to achieve its targets.
- ***Helping students develop effective thinking, learning and study skills through integration of the “Habits of Mind” (HOM) across the curriculum.*** With support from HOM co-creator Dr. Bena Kallick and other experts, CACS will use HOM to support instruction and help students develop the skills, attitudes and dispositions necessary for success.
- ***A continuously learning school***, in which: a) students receive rich academic programming; b) teachers and school staff engage in professional development; and c) parents and families participate in ongoing learning activities that support them in helping their children succeed.
- ***A school culture that is cooperative, safe, healthy, equitable and supportive***, in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to maintaining a positive school climate.

C. Enrollment, Recruitment and Retention

CACS will enroll students in grades K-1 in its first year and will serve students in grades K-5 in its first term. Upon renewal, it will grow to serve students in grades K-8.

Grades	Ages	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	5-6	88	88	88	88	88
1st	6-7	72	88	88	88	88
2nd	7-8		72	88	88	88
3rd	8-9			72	88	88
4th	9-10				72	88
5th	10-11					72
Totals		160	248	336	424	512

Rationale for Selecting Enrollment Size and Growth Strategy: CACS will enroll 88 kindergarten students and 72 1st grade students in its first year. Thereafter, each entering class will comprise 88 kindergarten students. With only 160 students in the first year—i.e. four classes of 22 kindergarten students and three classes of 24 first grade students—CACS will establish structures that facilitate peer support, foster supportive faculty-student relationships and set the tone for the growth of the school. By the end of the first year, CACS will have established the foundation for a positive school culture and an effective data-informed academic environment. CACS will expand by one grade per year. This growth strategy will enable CACS to provide consistent instruction and establish appropriate supports for students.

CACS will conduct a public lottery in 2017 to enroll kindergarten and 1st grade students and another public lottery each year thereafter to enroll a new class of kindergarten students. CACS’ enrollment plan assumes a low annual attrition rate, with available seats being filled immediately from the waiting list and/or the next enrollment lottery.⁵ The enrollment targets allow for small

⁵ New students entering the school during the academic year may need additional instructional support. Diagnostic tests will help identify student needs and targeted support will be provided.

class sizes, which in turn allow for targeted interventions. CACS' enrollment plan will enable it to keep class sizes at 22 students (except for students entering 1st grade in the school's first year). **Recruitment Plan and Strategy to Meet Regents Enrollment Targets:** CACS will implement an outreach campaign each year to inform families in Woodhaven and CSD 27 about the school and recruit students. In designing the school, the Applicant Group leveraged the experience and relationships of its members, including relationships with pre-schools (i.e. potential feeder schools) in CSD 27, and met with parents and community leaders. During the pre-opening period, CACS will develop a short-term (i.e. 1st-year) and long-term (i.e. full charter term) student recruitment plan. Each plan will outline strategies to further leverage the relationships of CACS' Board and Applicant Group members to support student recruitment. They will also outline strategies to reach out to diverse groups of parents and community influencers.

Recruitment efforts will commence upon the approval of the school's charter and continue through each year. CACS will hold open house events to inform the community about the school and recruit students and families. CACS will also engage in paid advertising as well as local saturation marketing through such "on the ground" methods as flyers and presentations at tenant associations, community boards, communities of faith, merchant associations and others. CACS' recruitment strategy will include public service announcements and online outreach via a school website and social media and will focus on meeting and exceeding Regents-established targets for SWDs, free and reduced lunch (F&R) students and ELLs,⁶ including:

- ***Proactive efforts to identify and recruit SWDs***—CACS' **annual SWD recruitment goal is 25%, which exceeds that of CSD 27.** Several Applicant Group members have worked with and/or volunteered at potential "feeder" pre-schools that enroll large percentages of SWDs, and one member of the Founding Board is Educational Director of Parsons Preschool which enrolls SWDs exclusively. They intend to leverage these relationships to recruit SWDs. CACS will also reach out to NYC charter schools that successfully enroll high percentages of SWDs. To this end, Applicant Group members have visited the New York Center for Autism Charter School (NYCACs) and intends to visit the Renaissance Charter High School for Innovation (Renaissance Innovation) to learn more about their successful strategies for recruiting and serving SWDs.⁷

CACS will reach out to CBOs and agencies that serve and/or advocate on behalf of SWDs and their families. CACS will sponsor presentations and meetings to communicate directly with parents and families of SWDs and explain how their children will be served by its academic program and social-emotional supports. CACS will also invite parents of children with disabilities to "family information events" at the school and across the community. CACS' outreach to families of SWDs will emphasize the school's supportive academic model, ICT classrooms, RtI and special supports for SWDs. CACS' Principal and/or SPED Coordinator will make phone calls to parents of children with disabilities who express interest in or have questions about CACS. As CACS progresses from its first operating year, parents of SWDs enrolled in the school will be encouraged and supported in communicating with and answering questions from parents of prospective SWDs.

- ***Proactive efforts to identify and recruit ELLs and F&R students***— CACS will engage in

⁶ CACS' regarding enrollment targets will be set using the SED Enrollment Target Calculator. .

⁷ NYCACs has successfully served a student population comprised entirely of students with autism. Renaissance Innovation has also been effective in outreach and recruitment of SWDs— i.e. in its first year, 42% of its student population were SWDs.

aggressive outreach in those CSD27 neighborhoods in which large numbers of low-income/poverty-level families and non-English speaking families reside. CACS will also leverage the contacts of Applicant Group members who are affiliated with preschools serving significant numbers of students from disadvantaged families and/or ELLs. CACS will also build alliances with community leaders including clergy, elected officials, nonprofit administrators and others who serve, work with and/or advocate on behalf of ELL and low-income families. CACS representatives will host family information sessions within the identified communities—such as in houses of worship, CBOs and pre-schools. Also, CACS will work with organizations and agencies that provide services to immigrant ELLs.⁸ CACS will develop advertisements and marketing materials in multiple languages and will distribute them widely to ensure that information about the school reaches all parts of the community. CACS staff members, along with bilingual volunteers, will make phone calls to parents of prospective ELL students who express interest in or have questions about CACS and will help ELL parents complete paperwork.

Retention Plan to Meet Retention Targets: Key components of CACS’ retention strategy are: (1) an inclusive, achievement-oriented and supportive learning environment; (2) an academic model that emphasizes strong teacher-student relationships and personalized instruction; and (3) engagement of students and families in the culture and life of the school. CACS’ commitment to academic excellence and support will result in high levels of parent and student satisfaction that will, in turn, result in high retention rates.

In interviews with the New York Charter Center and several successful charter schools, CACS’ Applicant Group learned that three of the biggest hurdles charter schools face in retaining students, including F&R students, ELLs and SWDs, are: a) inadequate support for students to ensure that they understand and meet the school’s academic expectations; b) insufficient personalization of instruction resulting in students losing motivation; and c) inadequate communication and engagement with parents and families of students. CACS will address these challenges through the following strategies and practices:

- **CACS will provide a variety of supports to ensure that students meet its high expectations**, including personalized learning. Students and their parents will engage in orientation activities at the beginning of each year to ensure that they understand the school’s expectations and the supports and resources that will be available to help them. CACS’ extended school year will support student learning and address the aforementioned “summer learning gap.” CACS will have a strong RtI process in place to identify struggling students and establish collaborative, evidence-based interventions supported by SPED teachers, ELL Specialists, social workers, a behavior specialist, and reading specialists. To support SPED students, CACS will have up to two ICT classrooms per grade, a SPED Coordinator and 2 SPED teachers to provide SPED Teacher Support Services (SETSS) in a push-in or pull-out setting to SWDs mandated to receive SETSS. CACS will also contract with outside providers for related services not provided by the school’s staff. To support ELLs, CACS will have two ELL Specialists who will spend concentrated time in specific grades (i.e. one each in K-2 and 3-5) and support teachers with strategies like sheltered instruction to help ELLs improve in

⁸ According to the U.S. Census Bureau, Woodhaven and its surrounding communities are among the top ten areas in NYC with the highest share of immigrants. *An Economic Snapshot of New York City*, Office of the State Comptroller, <https://www.osc.state.ny.us/osdc/reports/rpt9-2014.pdf>

reading and math and acquire content knowledge. ELL Specialists will also provide direct push-in and pull-out support to ELLs and build the capacity of classroom teachers to support ELLs. In addition, CACS will provide diagnostic and formative assessments in Spanish (i.e. the NWEA MAP Spanish math test) to help identify and support ELL students.

Student retention will also be aided by CACS' two Title I-supported reading specialists (one each for grades K-2 and 3-5) who will work with classroom teachers to support struggling students. Also, HOM will be integrated throughout the curriculum to strengthen students' critical thinking, cooperative learning and effective study skills.

- **CACS will personalize instruction to address student needs.** CACS will establish a school-wide “data culture” in which all educators are engaged in the collection, analysis and use of student data to design CCLS-aligned curricula, identify student needs and target instruction. Each student will have an ILP that identifies academic needs and sets forth strategies to address them. ILPs will be reviewed at least annually. CACS will also provide daily academic enrichment activities to reinforce academic skills and content knowledge.
- **CACS will communicate frequently with parents and families and involve them meaningfully in the life of the school.** CACS understands that parents ultimately make the choice to enroll their children in a charter school and that their satisfaction is the primary factor in keeping the student enrolled at the school. CACS also understands that simply delivering high quality instruction is not sufficient to ensure parental satisfaction and that ongoing communication with parents is essential. CACS will establish personal relationships with families through: a) parent-family-student orientation at the start of each year in which parents and families will meet with their children's teachers; b) frequent communication to all parents and families via “robo-calls” and newsletters providing news about the school and their children's progress; c) at least monthly “coffees” or other informal events in which the Principal will meet with parents to talk about school issues and events and listen to parents' ideas and concerns; d) involving parents in the development of their children's ILPs; e) parent-teacher conferences; e) frequent student progress reports; f) at least quarterly meetings or presentations for parents focusing on specific aspects of the school—e.g. “Curriculum Night,” “Understanding HOM” and “Helping Your Child Succeed;” g) a PTO; and h) ongoing solicitation of parent feedback through a school-based survey at least annually.

Attachment 1: Admissions Policy and Procedures

D. Community to be Served

While CACS will be located in the Woodhaven neighborhood of CSD 27, it expects to serve a student population that is reflective of the entire district, which includes the southeastern Queens neighborhoods of Ozone Park, Lindenwood, Baisley Park, Richmond Hill, Howard Beach and the Rockaway peninsula. According to the 2015 NYSED District Report Card, 10% of CSD 27 students were ELLs, 18% were SWDs and 77% were disadvantaged. CSD 27 is also racially diverse—in 2014-15, 25% of students were Black, 38% were Hispanic and 23% were Asian.

Academically, children have struggled in CSD 27. In 2014, only 28% of all students were proficient on the NYS ELA exam (i.e. scored at Level 3 or 4) and only 33% of students were proficient on the NYS Math exam. CSD 27 student performance did not improve significantly in 2015. In ELA, only 30% of students in grades 3-8 were proficient, while only 34% were proficient in math. Also, as shown below, CSD 27 had substantial performance gaps among demographic subgroups both years. Black and Hispanic students were consistently outperformed by their White and Asian counterparts in both subjects and the percentages of ELLs who were

proficient in ELA were significantly lower than their English proficient peers. The percentages of SWDs meeting proficiency standards on the ELA and math test were dramatically lower than their non-disabled peers. Also, there has been a striking disparity between the achievement of economically disadvantaged students and their non-economically disadvantaged counterparts.

Student Group	Proficient in ELA 2014	Proficient in ELA 2015	Proficient in Math 2014	Proficient in Math 2015
All Students	28%	30%	33%	34%
Black/African American	17%	18%	18%	19%
Hispanic/Latino	24%	25%	29%	29%
White	44%	47%	50%	52%
Asian	40%	42%	49%	50%
Non-ELL	30%	32%	35%	36%
ELL	3%	3%	10%	10%
General Education	33%	36%	39%	40%
SWDs	7%	7%	12%	12%
Non-Disadvantaged	46%	46%	50%	44%
Economically Disadvantaged	25%	25%	31%	31%

CACS expects that most of its students will reside in Woodhaven, which is an economically-challenged community. The poverty rate in Woodhaven/Kew Gardens is 17%⁹ and the child poverty rate is 19.7%.¹⁰ One in 10 Woodhaven/Kew Gardens residents over 16 years old is unemployed.¹¹ The link between economic disadvantage and lack of educational achievement in Woodhaven is striking. Roughly 1 in 4 Woodhaven/Kew Gardens residents did not graduate high school and only 1 in 3 has a college degree (as compared to 41% of NYC residents).¹² By providing a new, high-quality educational option for children in Woodhaven and its surrounding communities, CACS will help to reverse this cycle of educational and economic failure.

The Applicant Group selected Woodhaven because it is a community in need of a strong educational alternative to its traditional public schools. While there are now two K-5/K-8 charter schools in CSD 27 (with another K-5 charter school scheduled to open in 2016), none are located near Woodhaven. CACS will provide a much needed charter school option for families in CSD 27 and the only charter school option for families in or near Woodhaven.

⁹ New York City Department of Health and Mental Hygiene, *Community Health Profiles 2015, Queens Community District 9: Kew Gardens and Woodhaven*, <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-qn09.pdf>

¹⁰ Citizens Committee for Children of NYC, *Concentrated Poverty in New York City*, April 2012, <http://www.cccnewyork.org/wp-content/publications/CCCReport.ConcentratedPoverty.April-2012.pdf>

¹¹ *Community Health Profiles 2015*, supra

¹² *Community Health Profiles 2015*, ibid

E. Public Outreach

Public Outreach: CACS has engaged in extensive outreach, as detailed in Table 2 (which has been updated since submission of the Letter of Intent). CACS' outreach initiatives began more than two and a half years ago and have included public presentations, advertisements and other media, meetings with parents and community leaders, distribution of flyers, a school website, social media, focus groups and targeted outreach to parents and community residents at potential "feeder preschools." Among CACS' outreach efforts were:

- Presentations at Public Meetings—CACS representatives made presentations at CSD 27's Community Education Council (CEC), Community Board 9, the Woodhaven Residents' Block Association and other public meetings. In addition, a presentation and discussion with Community Board 9's Education and Youth Services Committee is scheduled at the next meeting of the committee. Most of these presentations included opportunities for audience members to ask questions and provide feedback.
 - Advertisements and Media—CACS ran advertisements in several community newspapers including the Queens Chronicle and the Queens Tribune. CACS representatives also appeared on the Project Woodhaven radio program and gave media interviews. In addition, CACS has been the subject of favorable new articles in the Queens Chronicle and the Queens Tribune.
 - Meetings with Parents/Community Leaders—CACS representatives met with parents at faith-based and not-for-profit organizations in CSD 27. They also met with community leaders including NYS Senator Joseph Addabbo, the CEO of New York Families for Autistic Children and the President of the Woodhaven Residents' Block Association. Also, CACS intends to conduct a series of additional teacher, parent and community leader focus groups in August and September 2016. These meetings have been effective in sharing information about the school with the community and in securing community support. Evidence of such support includes letters of support from Senator Addabbo, Edward K. Wendell (Executive Director of the Woodhaven Cultural and Historical Society), Martin Colberg (President of the Woodhaven Residents Block Association), Steven R. Esposito (President of the Greater Woodhaven Development Corporation), Anthony DiCocco (Sporting Director of the Woodhaven Soccer Club), Sir Scott E. Jordan (Equestrian Order of the Holy Sepulchre of Jerusalem), Dr. Calvin Rice (Senior Pastor of the New Jerusalem Baptist Church), Rev. Dr. Les Mullings (Senior Pastor of the Community Church of the Nazarene and CEO of Challenge Preparatory Charter School) and other community leaders and residents.
 - Distribution of Flyers—More than 15,000 flyers and information packets have been distributed since 2013 at churches, public meetings, pre-schools and elsewhere.
 - Website and Social Media—CACS' website (<http://circleacademycharter.org/>) is designed to provide information and news about the school and to enable visitors to leave comments and feedback. Information about CACS' developments, along with surveys, has been accessible online via the website and CACS' Facebook page.
 - Meetings at Pre-schools—CACS representatives informed parents and educators at CSD 27 pre-schools including Parson's Preschool which enrolls 240 students, all of whom are SWDs.
- Family/Community Support: There is substantial evidence of family and community support, including survey data, social media, response to public events and community leaders' support.
- Survey Responses—More than 500 people responded to CACS surveys--nearly 80% were CSD 27 residents (with an additional 6% saying they didn't know) and nearly 75% were parents of school-age children. More than 85% of respondents were interested in enrolling

their children in CACS and disappointed in their community's schools.

- Social Media—CACS' Facebook page has attracted more than 66,000 people (unique users) and more than 236,000 total impressions since it was created in 2013. The page has received more than 950 "likes." During June 2016 alone, 10,781 persons were reached, with 207 persons posting comments or "liking" posts. Visits and "likes" have typically increased following presentations, media appearances and news articles, thus indicating that when people first heard about CACS they went to Facebook to learn more. Also notable is that the Facebook posts that reached the greatest number of people tended to be posts that described key elements of the school design such as HOM and the school's student-centered approach. This indicates that visitors to CACS' Facebook page have been actively interested in learning about the school's philosophy and programs. In addition, CACS shared information about its programs, its board and its application development process through its twitter account, posting nearly 500 tweets.
- Response to Public Events—Applicant Group members have enjoyed positive receptions by participants in meetings, town halls and other events where they have presented. CACS has also generated substantial interest in dozens of events focused solely on the school, such as church-sponsored and pre-school-sponsored events for parents. As shown in Table 2, parent meetings at several houses of worship averaged between 40 and 75 families or more. School. Survey responses at each event evidenced interest in and support of CACS.
- Feedback from Community Leaders—Letters of support from community leaders and "influencers", including those listed earlier, are attached.

Reaction to Community Feedback: The CACS Applicant Group has been responsive to the feedback it has received from parents and community members during meetings, presentations, community events and focus groups. Perhaps the most significant example of CACS' commitment to addressing concerns raised by the community and incorporating community feedback in the design of the school involved a perception voiced by several parents in focus groups and community meetings that charter schools do not adequately enroll or serve SWDs. As the Applicant Group heard this concern raised multiple times, it became clear that CACS must address this perception and demonstrate its commitment to enrolling and serving SWDs. CACS Applicant Group members described the school's lottery preference for SWDs and 25% SWD enrollment target during focus groups and presentations and modified some of its promotional materials. In addition, the Board Chairperson first wrote a letter to Kelly McDonough Portnoy, a pre-school teacher who raised questions about how CACS would address the needs of SWDs and, ultimately, recruited her to join the Applicant Group and the Board of Trustees. Ms. Portnoy's expertise in special education and relationships within the Woodhaven/CSD 27 pre-school community have strengthened the Board of Trustees and helped the school to confront the community perception about charter schools and SWDs.

Attachment 2: Public Outreach Information

Attachment 2b: Evidence of Public Review Process

Attachment 2c: Evidence of Support for Restart/Turnaround (NA)

F. Programmatic and Fiscal Impact

Programmatic Impact: CACS will not have a negative programmatic impact on traditional public schools in CSD 27. CACS will open with 160 students and will enroll only 512 students at the end of its first charter term, which means that at maximum first-term enrollment CACS will represent roughly 1% of CSD 27 enrollment. Also, the creation of a new charter school will help

to relieve the severe overcrowding in CSD 27’s public schools. According to a 2011 UFT survey about overcrowded NYC schools, CSD 27 was the worst among the city’s 32 CSDs.¹³

CACS will have no significant impact on other charter schools in the district. There are only two K-5/K-8 charter schools in CSD 27, both of which are located across the district in or near Far Rockaway. Neither school enrolls many, if any, students from Woodhaven. Accordingly, CACS will provide a much-needed educational option for students in and near Woodhaven.

Regarding the impact of CACS on non-public schools, there are roughly 18 private elementary and middle schools in CSD 27, according to NCES data. It is not expected that CACS will have a significant impact on enrollment at these schools. CACS expects that most of its students will come from low and middle income families that do not have the means to pay for high tuition private schools. For families in or near Woodhaven who would consider sending their children to low-tuition parochial or private schools, the option to send their children instead to a free public charter schools may result in a reduction in enrollment at such nonpublic schools. However, CACS will most likely appeal to families of students who would otherwise enroll in district public schools, since CACS will offer a clear and positive alternative.

CACS will maintain positive relationships with district public schools in Woodhaven. To this end, representatives of the Applicant Group have met with representatives of CSD 27 during the application development process. CACS will share its “best practices” with traditional public school teachers and administrators and will work with interested traditional public schools to identify and explore possible issues where collaboration would be appropriate and helpful.

Fiscal Impact: CACS will have a negligible fiscal impact on public schools in NYC.

Year	# of Students	Per-Pupil Allocation	Projected Per Pupil Cost to District	Estimated Add’l Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District Budget ¹⁴	Project -ed Impact
2017-18	160	\$13,527	\$2.164M	\$312,473	\$2,477M	\$25.792M	0.01
2018-19	248	\$13,527	\$3.,355M	\$491,030	\$3,846M	\$26,824M	0.01
2019-20	336	\$13,527	\$4,545M	\$669,587	\$5,215M	\$27,897M	0.02
2020-21	424	\$13,527	\$5,735M	\$848,143	\$6,584M	\$29,012M	0.02
2021-22	512	\$13,527	\$6,926M	\$1,026,699	\$7,952,523	\$30,173M	0.03

For purposes of this analysis, it is assumed that NYCDOE will have to transfer \$13,527 annually for each enrolled child. The fifth column includes an estimate of other funding that will flow to the school from NYCDOE, including SPED funding. The number of CACS students in Year 1 will be 160, and the financial impact on NYCDOE will be \$2,476,793 or only 0.01% of the total NYC School District budget. In later years, the financial impact remains insignificant. By the Year 5, \$7,952,523 will be transferred from the NYCDOE to CACS which represents approximately 0.03% of the district’s overall budget, still a very tiny amount.

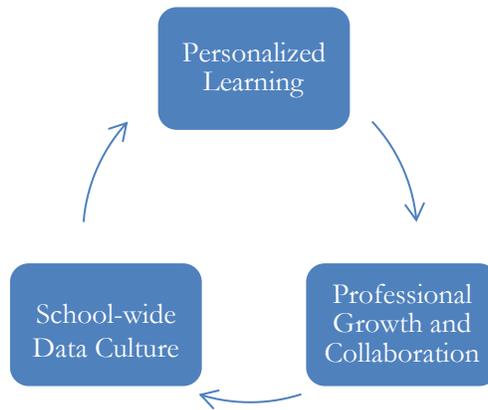
¹³ *Queens leads city in overcrowded classrooms: UFT*, Times Ledger, September 30 2011, http://www.timesledger.com/stories/2011/39/crowdedclassrooms_bt_2011_09_29_q.html

¹⁴ The table assumes that the 2017-18 NYCDOE budget will be roughly 4% higher than the 2016-17 budget and that there will be annual increases of 4% during the charter term.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

CACS' instructional program is grounded in three mutually-supportive commitments: (1) Personalized Learning Environments; (2) A School-wide Data Culture; and (3) Professional Growth and Collaboration.



A Personalized Learning Environment for all Students—CACS is committed to personalized learning that addresses the needs, strengths, interests and motivations of each student. Recent research shows the effectiveness of data-informed personalized learning strategies. For instance, a 2014 Rand Corporation study looking at the achievement of 5,000 students at 23 charter schools documented that the schools in which teachers used data to customize instruction and establish personalized learning environments improved their students' ELA and math scores much more than similar schools using more traditional instructional techniques, with the greatest gains made by the students who were furthest behind at the beginning of the study.¹⁵

A key goal of CACS's personalized learning model is to ensure that students develop the skills needed for success as defined by the Partnership for 21st Century Skills (<http://www.p21.org>), which contends that all students must acquire:

- Knowledge and abilities drawn from Core academic subjects
- 21st Century skills such as thinking critically, collaborating and applying knowledge to new situations
- Using 21st Century tools (information and communication technologies) to develop learning skills
- Employing strategies for teaching and learning 21st Century content (global awareness, economic and civic literacy, etc.)
- Employing strategies for teaching and learning in a 21st Century context (i.e. authentic relevant experiences)
- Using 21st Century assessments (valid and technology-based) that measure 21st Century skills

CACS' approach to personalized learning is not limited to differentiated instruction, but also includes strategies and practices that promote greater student input and independence regarding their learning. These strategies and practices include blended and project-based learning and

¹⁵ *Early Progress: Interim Report on Personalized Learning*, <http://collegeready.gatesfoundation.org/article/early-progress-interim-report-personalized-learning>

Socratic Seminars to support each student in creating and communicating ideas and opinions and expressing his or her “voice.” CACS’ teachers will participate in professional development aimed at building capacity to use data effectively and create personalized learning environments. CACS’ approach to establishing personalized learning environments is consistent with the four key principles cited in *Personalized Learning: A Working Definition* (2014), developed by several philanthropies including the Bill and Melinda Gates Foundation, the Eli and Edythe Broad Foundation and the Charter School Growth Fund—i.e.

- **Competency-based Progression** in which each student’s progress toward clearly-defined goals is continually assessed and each student advances and earns credit as soon as he or she has demonstrated mastery. This principle is supported by CACS’ Data Culture, its system of ongoing assessment and its use of ILPs. Also, CACS’ use of digital technology and blended learning supports students in advancing to new lessons and skills development when they have mastered a lesson or skill.
- **Flexible Learning Environments** in which student needs drive the design of the learning environment and all elements of the school respond and adapt to support students in achieving their growth objectives. Such flexibility is supported by CACS’ approach of using blended and project-based learning to personalize instruction. Decisions regarding instruction and time and resource allocation at the classroom, grade and school-wide levels will be made based on student needs identified through analysis of data. E.g., in a typical elementary CACS ELA class, following an initial whole-class introduction, some students will work together in a small group discussing a text while other students will work independently on a computer in a teacher-facilitated technology-supported lesson or assessment while another set of students might engage in independent reading of leveled books or independent writing projects. Also, project-based learning will be a key component of the academic program at all grade levels. Flexible learning environment will help ensure that CACS’ academic programs “meet students where they are” and address their specific needs.
- **Personal Learning Paths.** At CACS, instruction for each student will focus on achieving ILP goals established through analysis of student data. The ILPs will help teachers establish, implement and continually customize a personalized learning path for each student. CACS has identified experts in personalized learning—including experts who helped design ILPs used in the federally-funded Partnership for Innovation in Compensation for Charter Schools (PICCS) projects¹⁶--who will advise the school in developing its ILPs. CACS’ ILPs will create learning paths for each individual learner, including daily and periodic goals, action steps, competencies and pacing recommendations. All ILP goals and strategies will be aligned with CACS’ school-wide, grade-level, classroom-level and subject-area goals. The ILPs will include a variety of data including, at least: a) NYS and local assessment scores; b) NWEA MAP data; c) formative assessment data (including student progress data from digital instructional programs); d) data regarding RtI and other interventions; e) communications with parents (e.g. notes from parent-teacher conferences); f) information about specific academic and social strategies (e.g. tutoring, school counselor referrals); g) student responses on the pre- and post- Self-Assessment of HOM; and h) teacher observations and notes regarding student progress in reading, writing, math and other subjects, HOM, classroom

¹⁶ PICCS is a school improvement model funded by more than \$55 million in federal grants. PICCS helps charter schools in NYC, NYS and New Jersey improve academic programs, create data cultures and re-invent human capital management systems. (www.piccs.org)

behavior and social-emotional growth. Each ILP will be signed at the beginning of the year by the student's teacher(s) and parent/guardian(s), and parents will be notified about any material changes to the ILP that occur during the year. To further support personalized learning, the ILPs will include data regarding students' interests and aspirations through grade-appropriate surveys and interviews. CACS' ILPs will be "living documents" that will be reviewed and updated frequently by teachers with input from parents and students.

- **Learner Profiles** that ensure that each student has an up-to-date record of his or her individual strengths, needs, motivations and goals. CACS' ILPs will provide real-time learner profiles with descriptions of the student's strengths, gap areas, goals, learning styles and other personal data related to his or her learning experiences and needs. Student needs and interests will be the key "drivers" in developing each student's ILP. Consequently, comprehensive data for each student will be collected and analyzed on an ongoing basis, and modifications in each student's ILP learner profile will be made as necessary.

Integration of Blended Learning—CACS will use blended instruction to support personalized learning. CACS' use of blended learning will provide authentic learning experiences through direct teacher-guided instruction (including whole classroom instruction, small-group instruction and individual tutoring) **and** technology-enriched learning. Blended learning will be used in coordination with project-based learning, Socratic Seminars and enrichment activities designed to address students' academic goals, needs and interests. A personalized plan for the use of blended learning will be included in each student's ILP. While the specific practice of blended learning will vary from student to student and from subject to subject based on each student's ILP, CACS will generally adapt a "Rotation Model" of blended learning in which students move between online learning that is self-paced with teacher support to traditional "face-to-face," teacher-guided instruction. Students will have daily access to classroom computers.¹⁷ While the frequency of online learning activities will be governed by each student's ILP and the judgment of the student's teacher, all students will engage in both off-line and online learning activities. Accordingly, students will rotate to or from an online/digital learning "station" to or from a face-to-face, teacher-guided instructional "station," which could include small group instruction, group projects, individual tutoring and traditional "pencil and paper" assignments.

When designing the blended learning model, the Applicant Group reviewed recent research regarding the benefits of integrating technology into K-12 academic programs, as it "offers some of the best opportunities for delivering instruction to engage students in authentic and independent learning, addressing multiple intelligences, and adapting to students' learning styles."¹⁸ A key benefit of CACS' integration of blended learning is that technology-enriched

¹⁷ References in this application to current technologies will be revised as technology evolves.

¹⁸ ICF International & National Dropout Prevention Center/Network, 2008, p. 65; see also Oliver, R., et al "Creating authentic learning environments through blended-learning approaches;" In C. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning: Global Perspectives, Local Designs* (pp. 502-515). San Francisco, CA: Jossey-Bass, (<http://eder677spring2010.wikispaces.com/file/view/creating+authentic+learning.pdf>), **and** see also Public Impact. (2013). *A better blend: A vision for boosting student outcomes with digital learning*. Chapel Hill, NC: Author. Retrieved from http://opportunityculture.org/wp-content/uploads/2013/04/A_Better_Blend_A_Vision_for_Boosting_Student_Outcomes_with_Digital_Learning-Public_Impact.pdf

instruction and assessment will provide a comprehensive and diverse set of data that teachers will use individually and in PLCs to identify needs, personalize instruction and create “real-time” interventions as necessary for each student. This research also suggests that blended learning as implemented by CACS will result in increased student motivation and enthusiasm for learning.¹⁹

Blended learning at CACS is consistent with both the U.S. Department of Education’s and NYSED’s visions of the future of K-12 education as described in the *National Educational Technology Plan*²⁰ and the *NYS Regents Reform Agenda*.²¹ It is also consistent with the regulations and guidance emerging from NYSED’s blended learning-related EdTech initiatives.²² CACS’ blended learning model will support students in acquiring the skills and competencies identified by the International Society for Technology in Education (ISTE) (<http://www.iste.org/STANDARDS>). Specifically, it will help build the capacity of all students to act as: a) information seekers, analyzers, and evaluators; b) problem solvers and decision makers; c) creative and effective users of productivity tools; d) communicators, collaborators, publishers, and producers; and e) informed, responsible, and contributing citizens.

Among the key components of the blended learning model are:

- ***Effective teacher-guided use of technology***—CACS will use diverse technologies including online resources, computer programs, film, video, podcasts and emerging technologies to support student learning. Online assessments will be administered on an ongoing basis to provide real-time data that will be used by teachers, administrators and PLCs to identify student needs, update ILPs and determine the most effective ways that online instruction can support each student’s learning. Technology-facilitated instruction will be balanced with direct “face-to-face” instruction (supported as appropriate with technology such as whiteboard, video and PowerPoint presentations) and project-based lessons. Technology will be introduced to students in early grades and will be integrated in grade-appropriate ways into academic programming at all grades. CACS teachers will work closely with students to facilitate their use of instructional technology and guide them through CCLS-aligned lessons.
- ***Effective direct teacher-guided instruction***—In addition to technology-focused lessons, CACS’ teachers will provide direct instruction and facilitation of project-based learning activities. CACS’ approach to direct teacher-guided instruction will not rely on lecturing or skill drilling but, instead, will employ strategies and practices designed to make sure that each student is actively engaged in learning through independent and guided reading, classroom discussion, small group interaction, project-based learning, Socratic “Q&A” and similar active learning activities. Teachers will use technology-based learning tools and resources including Smart Boards and digital video cameras in classroom instruction.
- ***Developmentally appropriate implementation of blended instruction***—In its first year, CACS will introduce technology into the kindergarten and first grade, and it will increase its integration of technology appropriately each year as it adds new grades. Technology at CACS will not be taught as a separate class, but will be integrated in a developmentally

¹⁹ Pye, J. & Sullivan, J. (2001). *Use of computer-based instruction in teaching middle school social studies*. International Journal of Social Education 15; Scheidet, R. A. (2003). *Improving student achievement by infusing a web-based curriculum into global history*,” Journal of Research on Technology in Education 36

²⁰ <http://tech.ed.gov/files/2015/12/NETP16.pdf>

²¹ <http://www.nysed.gov/common/nysed/files/nyssba-march-2012.pdf>

²² <http://www.p12.nysed.gov/technology/Online/online.html>

appropriate way into classroom and subject-specific instruction. At the K-3 level, the emphasis will be on developing foundational technology skills, including keyboarding, internet safety and identifying and using developmentally-appropriate educational technology. Technology activities at the K-3 levels will also build student familiarity and confidence with thinking and working within a digital environment which is essential, especially considering that NYS assessments starting in 3rd grade will be taken online. In early grades, technology-guided instruction will be used to compliment instruction delivered through more traditional modes, and students will work primarily with physical books and traditional “pen and paper” while developing basic digital skills and literacy. For example, all students will learn and practice handwriting concurrently with learning keyboarding.

Blended learning in upper elementary and middle grades will focus on increasing student engagement, driving higher-order thinking and helping students achieve proficiency or better in all subjects and on NYS assessments. In upper elementary and middle grades, blended learning will expand use of technology to support students in developing the independent learning, focused research, critical thinking and self-motivational skills that they will need to succeed in high school and beyond. CACS will have a full-time Technology Integration Specialist and will also work closely with educational technology, blended learning and personalized learning experts including Educate, LLC (<http://educatellc.com/>), which has worked with instructional leaders and teachers in NYC public, parochial and charter schools to successfully integrate technology in their curriculum and instruction, and JPS Solutions, which co-designed the PICCS initiative and advises charter schools in personalizing instruction. The advisors will support CACS teachers in implementing the blended and personalized learning model. Prior to the beginning of the first academic year, the Principal, DCI, Technology Integration Specialist and advisors will identify and codify specific technology skills that students will be expected to master in each grade and will provide professional development to help teachers guide students in learning these skills. Such skills will include: a) keyboarding skills starting in kindergarten with a “words per minute” goal by 5th grade; b) troubleshooting skills such as refreshing a web page or rebooting a computer; c) technology device basics from turning power on and off and plugging in headphones in early grades to logging in to a school e-mail account and taking photos, screenshots and video in upper elementary grades; d) conducting proper internet searches; and e) creating multimedia presentations by the end of 5th grade.

The CACS Data Culture—CACS will create a school-wide “Data Culture” in which all teachers and administrators are trained and empowered to collect, analyze and use a variety of data to identify and address individual student needs. CACS recognizes that using data does not in itself improve teaching. However, the use of data is a critical tool in improving teaching and learning by helping educators identify specific student needs and monitor progress in addressing them. CACS’ data practices will draw heavily from the *Using Data* approach to implementing its school-wide data culture. This approach focuses on preparing teachers to use data to identify specific and actionable practices and resources to improve teaching and learning. *Using Data* has been used effectively by the PICCS consortium of charter schools and by school districts across the country.²³ *Using Data* is based on the research-based methodologies and materials described

²³ Districts that used *Using Data* effectively include the Rowland Unified School District (CA) in which AYP growth increased from 53% of students meeting AYP to 84% three years later and

in Nancy Love’s book *The Data Coach’s Guide to Improving Learning for All Students* (Corwin Press, 2008). CACS’ Data Culture will adapt the core principles of *Using Data*—namely:

- *Data Use*—Teachers will use data as feedback for continuous improvement and student growth. Data will be used frequently and in-depth by the entire school community.
- *Collaboration*—Daily time will be scheduled for teachers to collaborate in data analysis, planning and reflection. PLCs will engage in data-driven dialogue and collaborative inquiry by using protocols to guide their discussions.
- *Equity*—CACS believes all children are capable of high achievement and that, for instruction to be effective, it must be tailored to address each student’s needs and circumstances (e.g. academic, social-emotional, etc.) and must be culturally-sensitive. Accordingly, teachers will use a diverse set of student data to inform instruction and will engage in frequent dialogue with peers, parents and others to learn as much as possible about each student and to develop and/or modify instruction accordingly. Teachers and PLCs will analyze and discuss data disaggregated in a variety of ways so that they can respond effectively to such questions as “To what extent are our male Hispanic students high-achieving in ELA and math?” “To what extent are our upper elementary female African American and Hispanic students high-achieving in STEM subjects?” or “How many students in a particular performance level are frequently absent or tardy?” As a result of such detailed analysis and dialogue, CACS will achieve equity and all students will be provided the instruction and support they need.
- *Research and Best Practices*—Through professional development and PLCs, teachers will learn about and support one another in implementing research-based effective instructional practices and monitoring the results and impact of such practices in their classrooms.

CACS teachers will deconstruct student learning problems and create solutions through the use of data and reflective dialogue. PLCs will identify student learning needs by “drilling down” into aggregate, disaggregate, strand and item-level analyses. PLCs will engage in “cause and effect” analyses to identify and verify the causes of the student learning problems and generate solutions. CACS will establish Monitoring Plans to monitor the results of the solutions, make appropriate corrections and share promising practices with teachers throughout the school.

At CACS, each teacher will be responsible for collecting and analyzing formative and diagnostic assessment data on an ongoing basis and, with training and support from the school-based Data Coordinator, for developing standards-aligned lessons and interventions to address specific needs identified through review of the data. The CACS schedule will provide teachers with a daily block of time to analyze data and work collaboratively to plan instruction that addresses student needs. As discussed later, CACS teachers will be supported in their use of data through PLCs and use of an integrated set of data analysis, curriculum mapping and performance tracking digital resources. Specifically, CACS’ data culture will include the following:

- *The Data Coordinator and Technology Integration Specialist*—CACS’ *full-time Data Coordinator* will manage all areas of instructional data and technology, including maintenance of the school’s data warehouse and analysis tools, Student Information System (SIS) and internal/external communication technology. He or she will facilitate collection, warehousing and analysis of student assessment and other data and will help teachers develop ILPs and use data to inform instruction. He/she will train teachers in using school technology and analyzing assessment data and will be primarily responsible for sustaining

Johnson County (TN) where proficiency among SWDs rose from 36% to 74% in the first three years of implementing *Using Data*. <https://external-wiki.terc.edu/display/UsingData/Results>

and nurturing a school-wide data culture. **CACS' full time Technology Integration Specialist** will work with the Principal, Director of Curriculum and Instruction (DCI), Data Coordinator, teachers and students to help integrate technology into school programming, support blended learning, help facilitate use of data and provide professional development.

- **PLCs**—CACS will establish and use PLCs to design and implement protocol-driven team interactions to identify individual student needs, support collaboration and create data-driven lessons and interventions. CACS has adopted the following definition of PLCs—“*An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.*”²⁴ Each PLC will meet at least weekly to study student data, sharpen curricula and support each other's efforts to teach effectively. CACS' PLCs comprising teachers and other instructional staff will: a) build a shared foundation for data use; b) analyze a variety of student data on an ongoing basis; c) identify areas of strength and challenge for each student and for cohorts of students; d) generate solutions and interventions based on clear and shared understandings of student needs; e) assess the impact of each solution and intervention; and f) disseminate information and effective practices throughout the school community. To maximize the focus and effectiveness of PLC dialogue, each PLC will use protocols—i.e. a set of expectations, norms and processes for proceeding through meetings to achieve specific outcomes goals.²⁵ PLCs will focus all teachers, and instructional staff on using data effectively to inform and personalize instruction and academic support.
- **CACS Data Tools**—CACS will use a combination of NWEA's MAP/MPG tests and Skills Navigator. This combination will enable teachers to assess students in math, reading comprehension, vocabulary and language usage and access online instructional resources aligned to the skills each student needs to develop further. Skills Navigator will support teachers in using NWEA assessment data to identify the ELA and math skills each student needs to work on, link the skills to specific online educational resources and access the resources to address individual student needs. Also, CACS intends to use *PowerSchool* and the robust data management tools in *PowerSchool Analytics* as the hub of its data system. These resources will be used to facilitate the use of data to inform and personalize instruction in all subjects. PowerSchool will enable the Principal, DCI, Data Coordinator, Technology Integration Specialist and teachers input and organize data, and all information entered into the system (e.g. classes, attendance, rosters, student demographic data, standards, rubrics, assessment data and grades scales) will be automatically loaded into the *PowerSchool Gradebook*. All Gradebook information will flow automatically and in “real time” into a central database that provides teachers and other school stakeholders with instant access to assignments, scores, grades and progress toward meeting each standard and student growth objective. In addition to supporting CACS' educators in using data for instructional purposes, PowerSchool will enable CACS to share data effectively with all parents and students, including ELLs, as it offers a *Parent and Student Web Portal* in up to 19 languages.

CACS' data culture will rely heavily on PowerSchool Analytics, a longitudinal data system designed to support data-driven decision-making about curriculum, instruction and

²⁴ DuFour, Richard, et al. *Learning by Doing: A Handbook for Professional Learning Communities at Work, Second Edition*. Solution Tree, 2010.

²⁵ PLC protocols will be informed by the approach described in *The Power of Protocols: An Educator's Guide to Better Practice, Second Edition* (McDonald, et al, 2007).

professional development. This resource provides visual illustrations and comparative analyses of academic performance, state assessment, attendance and other data, which can be disaggregated to help identify and address individual, class, grade and school-wide needs, develop appropriate instructional strategies and assess the effectiveness of interventions. Among the tools available to CACS’ educators through PowerSchool Analytics are:

- ***A Student Data Warehouse*** that enables teachers and administrators to access and analyze student performance data to improve learning outcomes.
- ***Performance Snapshots***, a performance reporting tool that identifies school-wide and classroom level areas of strength and weakness. This tool evaluates multiple data sources in a single report to create “snapshots” that facilitate data-driven instructional decisions.
- ***RtI solution*** is a resource that minimizes the burden of manually tracking, monitoring, and managing CACS’ RtI program. It identifies struggling learners, monitors progress, and customizes at-risk indicators and alerts to streamline and improve the RtI process.
- ***State Data Explorer*** which examines longitudinal state assessment data in an interactive dashboard to help identify individual student needs and areas requiring instructional adjustment. It includes visual data illustrations that support identification of trends. It also imports raw state assessment data and transform it into interactive reports for teachers to support data-informed instructional decision-making.

Planning—Starting in the pre-opening period, the Applicant Group, Principal, DCI and teachers will facilitate the development of a curricular scope and sequence for each subject. To support in this process, CACS will establish a Curriculum Planning Team (CPT) made up of two-to-four K-12 educators and curriculum development specialists who will advise CACS in developing CCLS-aligned curricula, lesson plans and assessments. CACS’ Board is working with several organizations with experience advising and facilitating advisory panels for charter schools to establish specific criteria for service on the CPT and design a plan to recruit CPT members. CACS expects the CPT to include active or retired Superintendents, Principals and/or senior instructional staff from school districts and/or charter schools. All CPT members will have had experience in curriculum development.

By the beginning of its first year, CACS will have developed a curricular scope and sequence for each subject in grades K-2. By the beginning of each year thereafter, CACS will have reviewed and amended, as needed, its existing curricular scopes and sequences and have established a curricular scope and sequence for the next grade. Also, CACS will use the period prior to the opening of the school to establish a framework for developing and modifying ILPs including: a) for new students, collecting baseline data through diagnostic assessments at the beginning of the year to establish initial student growth objectives; and b) for students who already have ILPs, teachers will monitor progress towards achieving growth objectives, modify instruction as needed and review and revise student growth objectives as needed.

Proposed Literacy and ELA Curriculum: Cross-curricular literacy, which includes reading and writing in the content areas, will be a critical focus of CACS’ curriculum. A core CACS belief is that literacy development—and especially reading comprehension and writing—occurs most effectively when students have broad content knowledge across multiple academic disciplines. Accordingly, CACS will infuse literacy and ELA elements into learning experiences in all core subjects. Following the NYS CCLS for ELA and Literacy, each teacher, regardless of subject area, will be responsible for ensuring that students can read and write within each subject area while developing a strong content-knowledge base. CACS’ professional development initiatives will be designed to support all teachers in improving students’ ELA skills within the context of

specific content instruction, and PLCs comprising classroom teachers and ELA/Reading specialists will work on an ongoing basis to infuse ELA instruction and supports into all content areas. As each student progresses, an increasing emphasis will be placed on reading informational texts. CACS' teachers will deliver ELA instruction using a balanced literacy approach that blends phonics with whole language. CACS' ELA curriculum will support achievement of the NYS CCLS by offering students opportunities to learn and internalize reading, writing, speaking, language, and listening skills. CACS' balanced literacy approach will focus on four different types of reading experiences: (1) Reading aloud (2) Shared reading to the whole class, (3) Guided reading in small groups, and (4) Independent reading. Students will also participate in daily shared and individual writing activities. At CACS, emphasis will be placed on the writing process, with students engaging in drafting, peer reviewing, rewriting and publishing. Listening and speaking are also emphasized in CACS' literacy instruction.

Within this balanced and cross-curricular literacy framework, CACS will use the Engage NY ELA modules. Each module is divided into units, and each unit is further divided into lessons. CACS will incorporate Engage NY curricula into daily literacy blocks. During the pre-opening period, CACS staff, with the assistance of consultants experienced with the EngageNY modules, will develop an *Engage NY/ Data Culture Implementation Plan* that guides teachers in using Engage NY resources to design effective curricula and lessons and using the Data Tools to support personalized instruction in ELA.

CACS will also use CCLS-aligned *Wilson Reading* across all grades and, at the K-3 level, CACS will adapt *Wilson's Foundation+s*²⁶ to provide supplemental instruction in phonics to support students in developing foundational reading and writing skills. In upper elementary and middle school grades, developing student writing skills will be a central emphasis of the ELA program. In CACS' ELA classes, students will be exposed to diverse and challenging, developmentally appropriate literature that is a mixture of both classic and contemporary and that provides students with opportunities to explore a variety of genres. Students will read books and other written materials in classroom leveled libraries and will use computers to access literature and nonfiction content (including historical and current events-related documents coordinated with instruction in science, social studies and other topics). "Blended" components of the ELA program will include: (a) student use of online research resources for writing projects; (b) student use of MS Word or Google Docs/ Google Drive, PowerPoint, Prezi and similar resources for individual and group reading and writing projects; (c) review and discussion of video and movie versions of fiction and nonfiction narratives to help students understand texts and appreciate storytelling and reportage in various media; and (d) creative projects in which students use technology to develop projects that engage them in learning while combining reading and writing proficiency with knowledge of content, technology skills and creativity. Teachers will develop learning activities that use a variety of technology and non-technology resources and that call upon students to design, connect, analyze and create in order to demonstrate their learning. In early elementary grades, such projects might include digital art projects in which students illustrate elements of stories they have read and digital publication of student writing. In upper elementary and middle grades, such projects might include having students create digital video or media projects to accompany books that they are reading,

²⁶ *Wilson Reading and Foundations* have been used to supplement ELA instruction at successful NYC charter schools, including VOICE Charter School, which received a full 5-year renewal in 2013, and DREAM Charter School, which received a full 5-year renewal in 2013.

focusing on key themes or characters. Throughout each year, teachers will work in PLCs to design and share effective ELA projects and map them to specific NYS CCLS ELA standards.

CACS' personalized ELA learning environments will also feature Socratic Seminars beginning in 3rd grade and extending through upper elementary and middle grades. Drawing from the Socratic method of teaching that aims to enable students to think for themselves, rather than simply learn the “correct” answers, the seminars will facilitate Socratic dialogues around specific texts to help students gain a deeper understanding of complex ideas in the texts and to articulate, present and defend their understandings and points of view. Research indicates that the use of Socratic Seminars helps students develop language and critical thinking skills.²⁷ Socratic Seminars are used effectively in charter schools such as the Hellenic Classical Charter School in Brooklyn, NY, which has consistently outperformed NYS in ELA and received a full charter renewal in 2015. In a typical Socratic Seminar, students will be given opportunities to read a common piece of text—e.g. a novel, short story, poem, etc.—and will then be presented with a set of questions that are primarily open-ended, thematic and/or literary analysis questions. The questions will be designed to require students to think critically, analyze multiple meanings in text and express their ideas with clarity and confidence. Students will then engage in dialogues responding to the questions. The dialogues will not be debates in which students argue and interrupt in efforts to “win” the argument but, rather, they will be respectful and thoughtful interchanges in which students will listen to one another, incorporate other students' ideas in their own responses (either in support or disagreement) and seek common understandings. All CACS post-2nd grade grade-level teachers will be trained in facilitation of Socratic Seminars and supported in facilitating Socratic Seminars in their classrooms. As the school grows, CACS will also implement Socratic Seminars in Science, Social Studies, Arts and other classes.

Finally, CACS' ELA program will aim to develop lifelong readers who read not just for information but also for entertainment and fun. A January 2015 study by Scholastic and YouGov²⁸ demonstrated that the percentage of students who read for fun at least 5 days per week drops steadily as students get older,²⁹ but that there are specific strategies and practices that schools can employ to promote lifelong reading. According to the study, in-school reading at early ages is a critical factor in promoting long-term enjoyment of reading and reading frequency, especially for students from lower-income households. CACS will implement the strategies and practices that the study found to be effective, including: a) reading aloud to younger students (i.e. 41% of frequent-reading young students say that someone reads aloud to them as compared to only 13% of infrequent readers); b) focusing on improving reading skills at the earliest ages; and c) providing students at all levels with a great variety of “paper” and digital reading options that students can choose and read at their discretion (i.e. 59% of young frequent readers reported that they enjoyed reading more because they “get to pick out the books I read

²⁷ Yang, Y.C., Newby, T.J., & Bill, R.L. (2005). *Using Socratic questioning to promote critical thinking skills through asynchronous discussion forums in distance learning environments*, The American Journal of Distance Education, which documented that teaching and modeling of Socratic questioning helped students demonstrate a higher level of critical thinking skills.

²⁸ http://www.mentormob.com/hosted/cards/71126_86adb5efbe99ab24ec5b00268cef5fdd.pdf
<http://www.scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf?v=100>

²⁹ Indeed, the study indicates that reading enjoyment declines sharply after age 8.
<http://www.scholastic.com/readingreport/the-state-of-kids-and-reading.htm>

now” and roughly half reported that they enjoyed reading more because “the books are more interesting now” and “there are more choices in types of books for me to read.”) CACS students will be able to choose reading materials based upon their interests, and teachers will frequently ask students about their interests (e.g. favorite movies, television shows, musicians, sports, etc.) to help guide their personal reading choices. At CACS, early grade ELA instruction will include “read alouds,” and ELA instruction at all grade levels will focus on improving reading proficiency while promoting the idea of “reading for fun.”

Proposed Math Curriculum: CACS’ math curriculum will be CCLS-aligned through the use of the NYS CCLS-aligned *EnVision Math*, in coordination with the EngageNY modules. *EnVision Math* has been used effectively at NYC charter schools including Hellenic Classical Charter School, which has consistently outperformed NYS in math by a significant margin and received a full charter renewal in 2015. Math instruction at CACS will be implemented in a manner that emphasizes personalized learning through use of direct and small group instruction and blended and project-based learning. Given the demographic profile of CACS’ expected student body, which largely consists of students from demographic groups that are underrepresented in STEM majors in college and in STEM jobs (e.g. minority and female students), getting CACS students interested and engaged in math is critical. A typical math classroom session will include the following: (a) the session will begin with a brief introduction to the objective(s) for the day’s class using questioning and other methods of enabling students to reflect on what they already know about the topic and “setting the stage” for students to make connections between what they know and the new content they are about to learn; (b) students will spend the bulk of their time working in small cooperative learning groups that enable them to work together and learn from one another in computer “stations,” math games (including online CCLS-aligned math games) and similar activities, teacher-led instruction regarding the new skill or content being learned that day, writing to solve math problems and build vocabulary and writing fluency in math and other activities that keep students active and engaged in learning; and (c) a reflection period in which students share their learning and teachers gather data about what students learned and what students are still struggling with, which teachers can then use to plan future lessons.

A key goal of CACS’ math program is to demonstrate to students that math is not only important to learn, but can also be engaging and even fun. CACS will adapt the *EnVisionMath* Common Core curriculum in grades K-6, an award-winning, CCLS-aligned interactive math curriculum that fits perfectly within the personalized learning framework of CACS. *EnVisionMath* provides teachers with frequent student assessment data to support them in differentiating instruction and in designing and implementing appropriate learning experiences. CACS will also integrate project-based learning into its math instruction programs. Project-based learning in mathematics, particularly when completed in teams, helps students “model with mathematics” as they “apply the mathematics they know to solve problems arising in everyday life, society, and the workplace,” “use tools strategically,” and “construct viable arguments and critique the reasoning of others,” as noted in the Common Core Standards for Mathematical Practice.³⁰ Projects may range from “learning about money” at the elementary grade level (e.g. early elementary students might try to guess how much food they could buy with 1000 pennies and then visit stores or store websites to compare their estimates to actual prices) to using math to determine sports statistics and/or engage in estimation, probability, construction, music-based

³⁰ Common Core State Standards. (2010). *Standards for Mathematical Practice*.
<http://www.corestandards.org/Math/Practice>

math games and similar activities in later grades. Teachers will collaborate in PLCs each year to design and share math projects and map them to specific NYS CCLS standards.

Proposed Science Curriculum: CACS will provide students with engaging, interactive science and integrated STEM experiences that promote active learning, curiosity and understanding of real-life science and STEM applications. CACS believes that the best way for students to appreciate the scientific enterprise, learn important scientific concepts and develop the ability to think critically is to construct ideas actively through their own inquiries, investigations, and analyses. CACS students will be able to research and acquire scientific and technological knowledge by using the scientific method to investigate the natural world and solve problems. The science curricula will be aligned with the NYS CCLS and Core Curricula in science, the NYS Technology Learning Standards and the Next Generation Science Standards (<http://www.nextgenscience.org/>). Science and integrated STEM instruction will focus on providing hands-on, project-based learning experiences.

Within the framework of project-based learning in Science and teacher-developed lessons aligned with each student's growth objectives, CACS will use the FOSS science program, a research-based curriculum for grades K–8 that was developed at the University of California at Berkeley through a 20-year old project designed to improve science education and engage students in scientific discovery. CACS' Science instruction seeks to achieve three key goals.

1. **Scientific Literacy**— Since life in the 21st Century will be greatly influenced by science and technology, all citizens must be scientifically literate. CACS' science program will prepare students to make thoughtful, informed decisions appropriate to their age and experience. CACS will use FOSS and teacher-designed lessons and projects to provide students with science experiences that are appropriate to their stages of cognitive development and that serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex world.

2. **Instructional Efficiency**—Research shows that hands-on science is intrinsically fun and interesting for students which, in turn, increases student engagement in learning.³¹ CACS will use FOSS to make hands-on science engaging for teachers as well as students. FOSS reflects current research on learning, including collaborative learning, student discourse and embedded assessment. It also supports teachers in using effective instructional methods such as hands-on learning, inquiry, integration of disciplines/content areas, and multisensory methods.

3. **Systemic Reform**--CACS' blended learning and project-based approach to science instruction, anchored by use of FOSS, will free teachers to design and implement creative, differentiated and technology-supported learning experiences for students that access information and resources available on the internet and through use of digital tools. FOSS is part of the movement in science instruction away from passive exposure to scientific concepts toward real experiences for students that reflect the vision of the National Science Education Standards. In addition, FOSS has an embedded assessment system that uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. Assessment strategies include teacher observations, student sheets, response sheets, student self-assessments and end-of-module and summative exams.

In addition to using FOSS, teachers will develop blended and technology-supported learning experiences designed to improve student understanding of and interest in science and STEM. For

³¹ Mullin, J.S. et al, *Synopsys Outreach Foundation Student Science Fair Project: Evaluation Report*, WestEd 2012 https://www.outreach-foundation.org/pdfs/SOF_Evaluation_Report_010913.pdf

instance, students will be able to visit virtually the world’s great museums, planetariums, aquariums, laboratories, oceans, forests and deserts—as well as local, national and international science agencies and organizations—to explore and understand STEM content and the practical uses of STEM in a diverse set of “real-world” environments. They will be able to view online videos that illustrate STEM concepts and show experiments that would be too large, complex, expensive or dangerous to conduct in person or at the school. In addition, CACS students will have opportunities to talk with and learn from a variety of experts from outside the school through webinars, SKYPE video-calls and other interactive digital resources.³² Teachers will work together in PLCs to design and share science projects and map them to CCLS standards. Students will also engage in creative science projects and presentations in -annual Science Fairs.

Proposed Social Studies Curriculum: Social studies instruction at CACS will ensure that all students have a solid foundation of knowledge in history, civics, economics and geography, along with an understanding of how these disciplines are inter-related. A core objective of CACS’ social studies program is to prepare all students to become responsible, informed and engaged citizens of our increasingly diverse nation and interdependent world. At CACS, students of all ages will explore social studies content in an in-depth, inquiry-based manner. The curriculum will support chronological and spatial thinking (i.e. chronology, sequence, location) and build students’ research skills (i.e. finding and showing evidence and displaying a point of view). It will help students understand and appreciate the past and the vital connections between the past, the present and universal historical themes. Beginning in the early elementary grades, CACS will encourage students to ask questions for clarification, pose questions for appropriate research, describe differing opinions, identify cause and effect, analyze and evaluate historical events, make inferences about the cultural/historical significance of artifacts, and recognize that interpretations of history are subject to change. The Social Studies curriculum will be aligned with the NYS CCLS and Social Studies Framework, and teachers will work together in PLCs throughout each year to map curricula and learning experiences to specific standards.

The digital component of CACS Social Studies curriculum will be built around the school’s use of the highly effective, CCLS-aligned *History Alive* program. CACS selected the *History Alive* textbook and digital curricula through a research process that included meeting with the Principal of the Renaissance Charter School, a 16-year old recently-renewed charter school that has integrated *History Alive* into its Social Studies program. *History Alive* is effective in engaging students in the study of Social Studies through interactive learning games and through a process that addresses Essential Questions about issues, concepts and historical events and incorporates graphic note-taking, group work and step-by-step discovery. CACS’ blended learning model will also enable teachers to incorporate virtual review and analysis of primary historical documents and virtual field trips to places of important cultural and historical significance into their classroom learning experiences. In planning virtual field trips, CACS teachers will work individually and in PLCs to ensure that the experiences engage students in authentic learning by promoting connections with experts from outside of the classroom and providing students with access to information that would otherwise be unavailable because of distance, time and/or cost. Virtual field learning experiences could include: a) virtual visits to Colonial Williamsburg to provide students in all grades with opportunities to explore such topics as 18th Century trade and economics, the American Revolution, daily life in Colonial times and

³² CACS intends to build alliances with science-oriented organizations and university programs to identify and invite experts to participate in its science and integrated STEM programs.

the harsh realities of slavery in America; and b) virtual tours of the White House as part of learning about the branches of government and the history of the presidency.

CACS' blended approach to teaching Social Studies will also enable CACS students to talk with and learn from experts from outside the school through webinars, SKYPE video-calls and other interactive digital resources. For instance, CACS expects to create partnerships with schools and institutions across the country and around the world to establish Skype-based virtual "pen pal" and "guest teacher" projects that will help students better understand life in other countries and cultures and to provide students with access to educators and experts from outside the school. In addition, CACS' Social Studies program will incorporate project-based learning, with students engaging in grade-appropriate and standards-aligned projects that reinforce and expand learning about Social Studies topics. For instance, elementary students studying the expansion of the United States in the 19th Century might study maps and primary source documents and research and "role play" various historical incidents. At the upper elementary and middle grades, project-based learning will be expanded. While the NYCDOE Social Studies Scope and Sequence requires only that middle school students successfully complete at least one Social Studies project, CACS will expect all upper elementary and middle school students to complete several projects, including an "exit" project in the final semester of 8th grade. These projects will engage students in: a) thinking about, questioning and interpreting specific historical events, people and/or ideas; b) integrating concepts of economics, civics and/or geography in analysis of the selected historical events; and c) articulating, presenting and defending a point of view regarding the topic. Teachers will work in PLCs each year to design and share Social Studies projects and map them to CCLS standards.

Health and Physical Education (PE): All students will engage in daily physical fitness/PE activities integrated with health education as called for in NYSED regulations. Besides its value in fighting obesity, school-based physical education has also been linked to improved academic achievement and improved cognition.³³ PE instruction in all grades will promote movement and appreciation of the need to be active and, starting in mid-elementary grades, will emphasize "lifetime sports" such as walking, jogging, golf, tennis, dancing and other physical activities that students can engage in during and after their time in school. Health education will be coordinated with available community resource programs, such as social workers and family services personnel to provide appropriate instruction in hygiene, understanding the body, human sexuality and drug and alcohol prevention. The health curriculum will build upon itself as students advance through grade levels. Beginning with kindergarten, basics for healthy life-styles will be introduced in ten topic areas: Safety and First Aid, Family Health, Consumer Health, Community Health, Growth and Development, Substance Use and Abuse, Personal Health Practices, Emotional and Mental Health, and Disease Prevention and Control. Nutrition—and especially the lifelong benefits of a healthy diet combined with regular exercise—will be emphasized at all grades, and particular attention will be given to the importance of developing and maintaining healthy food choice habits.³⁴ Also, the mind/body connection will be supported and reinforced in

³³Singh, et al., *Physical Activity and Performance at School A Systematic Review of the Literature Including a Methodological Quality Assessment*, 2012

<http://www.pbac.sa.edu.au/Content/Resources/Lit%20review%20PA%20and%20performance%20at%20school%20Singh%20et%20al%202012.pdf>

³⁴ Nearly one-third of American children between the ages of 2 and 11—and nearly half of children aged 12 to 19—eat or drink something from a fast food restaurant each day.

PE and Health classes through developmentally appropriate instruction in yoga and mindfulness. CACS' approach to teaching yoga will focus not only on yoga as a way to improve fitness but also on the impact that yoga can have on the mind, such as reducing stress and anxiety and supporting improved concentration. Research suggests that integration of yoga into elementary and middle school programs can yield a variety of benefits ranging from improved fitness and behavior to improved student achievement. A study of the impact of yoga instruction in a K-8 inner city charter school documented dramatic improvements in student self-esteem, fitness, behavior (e.g. reductions in suspensions) and –grade point averages.³⁵

Arts Education: CACS will impart to its students a love of the arts and help them develop skills in visual, musical, dramatic and media arts. As a guide, CACS will use NYCDOE's *Blueprint for the Arts*. The *Blueprint* provides a standards-based rigorous approach to teaching the arts. It gives students opportunities to delve deeply into these subjects, while giving their teachers the latitude to create an instructional program that demonstrates and documents student learning over time. The sequential study of art and music can help students achieve both a vocation and an avocation. Students' ongoing work in the Arts qualifies them to apply for advanced study or for jobs in the arts-related industries that are so important to the economy of NYC. It will also provide them with a source of lifelong enjoyment as they become the future audience for the arts. Also, CACS will employ a blended model of arts instruction that takes full advantage of technology to help students create art (e.g. making videos and digital presentations) and expose students to great art (e.g. virtual visits to museums and viewing of great films and recordings).

Integration of Habits of Mind (HOM): CACS is committed to instilling in each student HOM, as developed by Dr. Bena Kalick and Dr. Art. L. Costa. The purpose of integrating HOM into the CACS curriculum and academic programs is to ensure that students develop the habits, behaviors, attitudes and dispositions that foster success in school and in life. CACS' approach to integrating HOM will be substantially similar to that used by Bronx Charter School of Excellence, a national Blue Ribbon awarded NYC charter school that has incorporated HOM into its daily programming. The HOM are 16 problem solving, life related skills that promote creativity, strategic reasoning, insightfulness and perseverance. The HOM empower individuals with skills to work through real life situations using awareness (cues), thought, and intentional strategy to gain positive outcomes. The HOM are: 1) persisting; 2) managing impulsivity, 3) listening with understanding and empathy; 4) thinking flexibly; 5) thinking about thinking (metacognition); 6) striving for accuracy; 7) questioning and posing problems; 8) applying past knowledge to new situations; 9) thinking and communicating with clarity and precision; 10) gathering data through all senses; 11) creating, imagining and innovating; 12) responding with

(<http://www.ncbi.nlm.nih.gov/pubmed/23079172>) A noted 2014 study documented that children who eat “fast food” regularly have poor diet and health outcomes and that fast food companies invest heavily in “child-directed marketing,” especially in minority and low-income communities. (<http://www.ajpmonline.org/article/S0749-3797%2814%2900478-4/abstract?cc=y>) CACS will provide students with information to help them make healthy food choices.

³⁵ Slovacsek, S, et al, *A Study of the Yoga Ed Program at the Accelerated School*,

http://www.wellnessinitiative.org/Resources/11_2003YogaandAcademicPerformanceresearch.pdf; See also yogainschools.org, which describes how integrating yoga in K-12 PE programs can result in improvements in students' fitness and capacities for focusing and concentration and have positive impacts on students' social and psychological development and body awareness.

wonderment and awe; 13) taking responsible risks; 14) finding humor; 15) thinking independently; and 16) remaining open to continuous learning.

Working independently and in PLCs, teachers will incorporate activities and learning experiences that support development of specific HOM into the curriculum. CACS' objective is to help students understand, internalize and master the Habits of Mind as they proceed through school. Teachers will be supported in integrating HOM into their lesson planning and classroom instruction through PLCs and professional development, including an online training program designed and delivered by Dr. Kalick and Dr. Costa. Students will be introduced to HOM in a beginning-of-year assembly that will include interactive exercises that help them apply specific HOM to "real life" circumstances. Also, posters regarding specific HOM habits will be made available to teachers to post in their classrooms, and students will be encouraged and supported to write, draw and express opinions about HOM in their art, ELA and other classes.

Teachers in all grade levels and subjects will build student awareness of HOM through active questioning. For instance, teachers engaging students in projects might ask "as you anticipate your project, which of the HOM habits might you need to use?" Similarly, a teacher might ask "In working with a particular math problem, which of the HOM habits will help" or "As we read, which HOM habits will we use to help us understand a story." Teachers will also incorporate HOM in reflective questioning, such as "As you reflect on your work on this project, which HOM habits did you find yourself using?" or "Which HOM habits would be helpful in intelligently reading a newspaper article?" Through these questions and the discussions that follow, CACS will enable each student to not only learn the Habits of Mind but also to understand how they can be applied to all academic problems and "real life" circumstances.

B. Special Student Populations and Related Services

CACS' academic program is designed to accelerate the achievement of all students, including SWDs, ELLs and gifted students. CACS will establish a school culture in which all staff support all students and assume accountability for their inclusion and academic success. CACS' commitment to creating personalized -learning environments, along with its data-driven instructional practices, will ensure that the school identifies and addresses its students' needs. CACS is committed to addressing the needs of SWDs, ELLs and other students at-risk of academic failure. The range of interventions available at CACS for SWDs, ELLs and other students at-risk of academic failure will include: a) up to two ICT classrooms in each grade; b) technology-based programs for remedial and accelerated learning; c) small group instruction; and d) push-in and pull-out services by certified SPED staff and reading and math specialists. Also, CACS will provide daily opportunities for teachers to engage in collaborative planning, data analysis and development of targeted interventions for at-risk students.

Response to Intervention (RtI): CACS will be proactive in identifying and addressing the needs of struggling students. Many schools provide interventions for such students only after they test and demonstrate failure, by which time it is often too late to prevent them from falling behind. CACS believes that students who begin to struggle need quality instruction immediately. CACS will establish a RtI program that catches students quickly before serious failure occurs and design interventions to put them back on track to academic success. The RtI process follows these steps: (a) estimate the academic skill gap between the student and typically-performing peers; (b) determine the likely reason(s) for the poor academic performance; (c) select an intervention likely to improve academic functioning; (d) provide ongoing monitoring of academic progress to evaluate the impact of the intervention and modify it, as needed; and (e). if the student fails to respond to multiple interventions, refer to CSE for evaluation

CACS' RtI program will be coordinated by the Principal and the DCI. School wide implementation of the RtI will begin with training of all staff members each year on the RtI model, the processes and procedures to support implementation of the RtI model and use of the RtI digital support resources in PowerSchool Analytics. The Principal and DCI will provide training to teachers during the Summer Professional Development Institute and throughout the school year. Grade team meetings and PLCs will follow explicit protocols to identify struggling students, hypothesize causes, develop intervention strategies, establish measurable goals and review progress. With the support of the Data Coordinator, teachers will engage in data-driven discussions using all available information, including test results, teachers' observations and records, behavior and discipline data and parent input. The result will be the creation of intervention plans for CACS' at-risk students. The RtI model will utilize a three tier approach:

Tier 1 - High-Quality Classroom Instruction: CACS teachers will establish personalized data-driven classroom learning environments that address individual student needs.

Tier 2 - Targeted Interventions: CACS' SPED teachers and reading specialists will provide push-in and pull-out one-on-one and small group interventions. Instructional staff members will provide in-classroom and out-of-classroom tutoring to struggling students.

Tier 3 - Intensive Interventions: The goal of Tier 3 is remediation of problems that require intensive and sustained intervention. For instance, while all CACS students will receive supplemental instruction using Wilson's Foundations and online reading and math instruction programs, students who require intensive one-on-one instruction may be provided additional, long term instruction using Foundations or similarly intensive reading and math programs.

The RtI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to the RtI program, and CACS' personalized learning environment is well suited to monitoring the achievement of individual students, identifying specific needs and providing personalized instruction to address these needs. CACS will coordinate its RtI with the work of the school counselors and social workers to ensure that the social, emotional and behavioral needs of struggling students are addressed. CACS will also coordinate its RtI with its parent outreach and involvement initiatives by utilizing PTO support, school-to-parent communications and parent-teacher conferences.

Special Education (SPED): CACS has established a goal of enrolling a significantly greater percentage of SWDs each year than CSD 27. CACS will provide SPED services and support to ensure that its SWDs master the general curriculum and, to the greatest extent possible, participate in extracurricular and other nonacademic activities. Each SWD's ILP will incorporate the information, interventions and requirements of the student's IEP. CACS will employ a full-time SPED Coordinator, as well as certified SPED teachers at each grade level. Also, CACS will have up to two ICT classrooms at each grade level. CACS will provide comprehensive and appropriate services to help all SWDs succeed.

- **Identification:** The RtI process is designed to identify whether general education techniques and supports are sufficient or if a student might will SPED services. Having exhausted all three tiers, the SPED Coordinator will convene a Child Study Team (CST) comprised of a SPED teacher, a general education teacher and, as appropriate, a reading specialist, ESL teacher or other specialist to review prior attempts at meeting the student's needs and determine whether to recommend the student to the CSE for evaluation. CACS will work closely with the CSE to provide all necessary information to support the evaluation and IEP development processes. CACS intends to establish an effective working relationship with CSE staff so that they are aware of CACS' programs, blended learning model and supports

for at-risk learners. Also, CACS staff will work closely with parents to involve them in the process of evaluation and provision of services and to secure all necessary consents.

To identify students who enter with pre-existing IEPs, school staff will immediately request student records to identify incoming SWDs. They will obtain and evaluate IEPs to determine whether CACS is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. If CACS cannot provide the placement specified by the IEP and the parent consents, the CSE will secure the student placement in a district school that provides the required services.

- **Staffing:** CACS will have certified SPED teachers and up to two ICT classrooms at each grade. A SPED Coordinator will report directly to the Principal and will be responsible for implementation of all services and programs for SWDs. The SPED Coordinator and SPED teachers will work cooperatively with general education teachers and school administrators to ensure that services and programs for SWDs are integrated effectively into inclusive classrooms and that general education teachers, in coordination with SPED teachers, can identify and address the needs of SWDs. A full time social worker will be hired in the first year of the program. For students with IEPs that require related services not available at the school (such as occupational, physical or vision therapy), CACS will contact CSD 27's CSE to arrange for services to be provided by the NYCDOE or contract with external providers.
- **Logistics:** The SPED Coordinator will administer the SPED program within the school and serve as the primary liaison to the CSE. He or she will be responsible for maintaining all confidential records, including IEPs, in a secure manner and making them available to staff as appropriate. These records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. At the beginning of each year, IEPs will be provided to teachers along with a summary containing a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take NYS Alternate Assessment), and required services. SPED staff will meet with each teacher to go over the IEPs, including goals, responsibilities, accommodations and instructional strategies, and to ensure the privacy of all records. SPED staff will also meet with general education teachers and PLCs to ensure that IEP requirements and considerations are incorporated into student ILPs. General education teachers will also receive ongoing training to provide them with the skills and knowledge necessary to effectively include students with disabilities in their classrooms. Common planning time and PLC work will also support collaboration between general and SPED teachers and instructional staff.
- **Services:** CACS will provide instruction for SWDs in the least restrictive environment and will employ an inclusion model (with up to two ICT classrooms in each grade). Either direct or indirect SPED teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy or counseling will be provided on site. CACS' personalized learning model, with its emphasis on early detection of problems and early intervention, will ensure that students in need of special education get appropriate support as quickly as possible. Also, personalized learning for all students increases opportunities for inclusion and shared learning by special education and general education students. In cases where inclusion is not appropriate, pull-out services will be scheduled and implemented in a manner that limits missing critical components of classroom instruction. Also, in consultation with the CSE, the school may issue a Related Services Authorization letter that authorizes parents to avail themselves of free services that the school is unable to provide.

CACS also recognizes the importance of addressing the social and emotional learning needs of SWDs and will address them primarily through integration of HOM. Indeed, the HOM align closely with the five Social and Emotional Learning competency clusters for students—i.e. self-awareness, self-management, social awareness, relationship skills and responsible decision-making.³⁶ Research shows that instruction in HOM has been effective in helping SWDs improve their social-emotional skills and capacity to connect with and be reflective about their learning.³⁷ A key portion of CACS’ professional development regarding HOM will focus on best practices for teaching HOM to SWDs such as “Thinking Time--i.e. providing students with extended time between a teacher asking questions and calling on students to answer and/or reflect on other students’ answers, a practice that allows for students and especially SWDs to focus more carefully on providing accurate answers while simultaneously practicing such HOM as listening with empathy, accessing past knowledge for reflection and exhibiting precision and accuracy in creating their responses. CACS’ SPED services, inclusive instruction and use of HOM will help SWDs gain the knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations appropriately. By so doing, CACS will improve SWDs’ social-emotional skills, attitudes about themselves and others and social interactions.

- **Reviews:** CACS will comply with all laws and regulations regarding the regular review of IEPs. If the SPED Coordinator or designated SPED teachers determine that a student’s IEP may no longer be appropriate to the child’s needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.
- **Evaluation:** School leaders will regularly assess the SPED program by disaggregating student performance data and reviewing progress toward IEP goals and student growth objectives. The SPED program will be modified, as needed, to improve its effectiveness.

ELL Students: CACS’ personalized learning model, data-informed instruction and academic supports will facilitate high achievement among ELL students.

- **Identification:** CACS will use NYSED’s process for identifying ELL students. Before the school year begins, CACS will administer the Home Language Survey, which will also be given to any student enrolling during the school year. If this screening process reveals that the home language is not English or the student’s native language is not English, appropriate school staff will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, CACS will administer the NYS Identification Test for English Language Learners (NYSITELL) to determine eligibility for services.
- **Staffing:** CACS will hire one ESL teacher in its first year and will have three ESL teachers by the end of the charter term. ESL teachers will work with classroom teachers, reading specialists and other instructional staff to support the development of English language proficiency and content knowledge for ELLs and to help build the capacity of classroom teachers to teach ELLs effectively. Once CACS evaluates its ELL students’ needs, it may hire or contract with additional ELL specialists.

³⁶ CASEL, *Effective Social and Emotional Learning Programs* (2012)

<http://www.casel.org/social-and-emotional-learning/core-competencies/>

³⁷ Vollrath, D. Developing Costa and Kallick’s *Habits of Mind Thinking for Students with a Learning Disability and Special Education Teachers* (2016) Graduate Theses and Dissertations, Paper http://scholarworks.arcadia.edu/cgi/viewcontent.cgi?article=1004&context=grad_etd

- **Services:** CACS’ personalized instruction model will include the creation of an ILP for each student. For ELLs, the ILP will include: a) a description of the ELL services that CACS will provide; b) the amount, frequency and location of such services; c) the person responsible for coordination and delivery of such services; and d) the strategies and materials that teachers will use to support ELL students’ participation in the regular curriculum. Customized instruction and interventions will be provided to address each student’s ILP requirements and recommendations. Personalized and blended learning strategies in which students work and learn at their own pace have been very effective in improving -test scores and academic outcomes for ELL students, struggling readers and SPED students.³⁸ CACS will engage students in teacher-facilitated online lessons that enable ELLs to learn at their own pace and that support both direct and online instruction to address individual ELL student needs.

CACS will also use structured English language immersion to help ELLs achieve English language proficiency as quickly as possible. CACS will focus on developing ELL students’ oral proficiency and cognitive academic language proficiency—i.e. the language skills required for English language literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Instruction will be provided in English with sheltered English instructional methods to make content comprehensible to ELLs. The blended learning component of CACS’ instructional program will further support the immersion program. Using computers and headphones, students can both see and hear the English language and practice speaking and writing. The computer will target student learning with differentiated, individualized lessons that enable them to learn at their own pace and focus on specific skills. At the same time, teachers will facilitate online and direct face-to-face instruction and help ELL students build capacity to read and write in English and master content. For students who require more intensive interventions, CACS will provide additional push-in support and/or intensive pull-out instruction.

- **Accessibility:** ELL students at CACS will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand English. Nor will ELL students be assigned to SPED because of their lack of English proficiency. CACS will make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage their engagement in the school.
- **ELL Program Evaluation:** School leaders will regularly evaluate the effectiveness of its ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Modifications to the school’s program to address the needs of ELLs will be made, as necessary, to improve its effectiveness.

Gifted Students: CACS students with exceptional gifts and talents will receive instruction, resources and supports tailored to their needs. CACS recognizes that early identification of a student’s gifts improves the likelihood that those gifts will be developed into lifelong talents. CACS will therefore endeavor to identify students who are academically advanced and/or gifted (“gifted students”) as early as possible. Gifted students will be identified primarily through analysis of assessment data, including NWEA data measuring academic growth in reading and math, classroom assessments, and state assessment data. NWEA assessment data will help the Principal, DCI and teachers monitor the progress of each student and adjust instruction and

³⁸ See the research done by Project RED, <http://www.projectred.org/component/search/?searchword=report&searchphrase=all&Itemid=464>

learning opportunities when growth is deemed inadequate, whether the student is performing below, at or above grade-level proficiency. Classroom assessments will enable teachers to monitor each student's mastery of content and development of academic skills which will, in turn, guide teachers in adjusting their approaches to teaching to address student needs. State assessment data will provide an additional data point in identifying students who are academically advanced. Teacher observations and classroom performances will also be considered in identifying students with unique gifts, particularly in the arts, creative writing and other areas where assessment data alone may not provide a full profile of the child's gifts and talents. Ongoing analysis of student data, teacher observations and student performances will enable the school to identify students who are performing at high levels, which will be considered a key indicator that a student will be identified as a gifted student.

CACS' personalized learning approach will ensure that the needs of gifted students are addressed. Research shows that gifted students often have difficulty connecting to instruction in a heterogeneous classroom unless a high level of differentiated curricula is in place.³⁹ Tempo, content, vocabulary level, level of abstraction and encouragement of critical thinking are among the aspects of classroom interaction that may be frustrating and uncomfortable for students with high ability, particularly at grade levels where honors or accelerated classes are not yet available. Even in kindergarten, intellectually capable and gifted children may find school unreceptive and unresponsive to their knowledge and talents.⁴⁰ At CACS, personalized instruction in flexible learning environments will respond to the needs of gifted students. Particular attention will be provided to "gifted underachievers"—i.e. students identified as gifted students who experience little growth or negative growth over time and/or who show characteristics of underachieving gifted students such as low self-perceived academic abilities; negative attitudes toward school; low motivation; poor self-discipline; and/or being withdrawn in classroom settings. When a gifted student shows signs of underachievement, his or her teachers will work with the Principal, DCI and other teachers to review the student's ILP and provide appropriate interventions.

For gifted students, specific strategies will be used to support their learning and to deliver and pace instruction in a way that keeps them engaged. Among these strategies is curriculum compacting, an instructional strategy that condenses, modifies and streamlines the regular curriculum to reduce repetition of previously mastered material. Teachers will "compact" what gifted students already know to provide time for acceleration or enrichment beyond the basic curriculum. CACS will use compacting to help students avoid having to relearn material they already know, which research has shown can lead to frustration, boredom and, ultimately, underachievement.⁴¹ Teachers at CACS will use research-based effective practices in curriculum compacting, including collaborative planning to determine the expected goals of each unit or lessons in terms of the content, skills or standards students must learn and then assessing students to determine which ones have already mastered most or all of the specified learning outcomes.⁴²

CACS' ICT classrooms will facilitate targeted instruction and support to gifted students with IEPs, along with general education students, in an inclusive learning environment. Cognitively

³⁹ Tomlinson, C. (2004). *Sharing responsibility for differentiating instruction*. Roeper Review.

⁴⁰ Rimm, S. B. (2003). *Underachievement: A national epidemic*. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (pp. 424–443). Boston: Allyn & Bacon.

⁴¹ Renzulli, J. S., & Reis, S. M. (2014). *The schoolwide enrichment model: A how-to guide for talent development* (3rd ed.). Waco, TX: Prufrock Press.

⁴² Ibid

gifted students who also struggle with learning and/or attention disorders will be provided individual, small group and blended instruction by general education and SPED teachers working collaboratively to address their IEP requirements and ILP objectives.

C. Achievement Goals

CACS' Achievement Goals reflect its commitment to academic excellence, high expectations and preparing students for success. They are also consistent with the NYS Performance Frameworks. The school's demographic profile and student needs are expected to be substantially similar to those of CSD 27, which is described in the **Community to be Served** section of this narrative. In addition to achievement goals tied to NYS assessments, CACS has established achievement goals

Student Achievement Goals

School Accountability Goal

Goal and Absolute Measure—CACS will be in ESEA “Reward” or “Good Standing” status each year of its charter

English Language Arts (ELA) and Mathematics Goals

Goal—CACS students will become proficient in reading and writing of the English language and in Mathematics.

Measure #1: Each year, the percentage of students who attended CACS for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 27 average.

Measure #2: Each year, the percentage of students who attended CACS for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.

Measure #3: Each year, the percentage of students in all accountability subgroups who attended CACS for at least one year and are proficient on NYS ELA and math tests will exceed the CSD 27 average.

Measure #4: Each year, the percentage students in all accountability subgroups who attended CACS for at least one year and are proficient on NYS ELA and math tests will exceed the NYS average.

Measure #5: Each year, the percentage of students *at each grade level* who attended CACS for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 27 average.

Measure #6: Each year, the percentage of students *at each grade level* who attended CACS for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.

Measure #7: Each year, 70% of all tested students who attended CACS for at least one year will perform at or above grade level on the Spring administration of the NWEA Reading and/or Language Usage tests.

Measure #8: Each year, 70% of all tested students who attended CACS for at least one year will perform at or above grade level on the Spring administration of the NWEA Math test.

Measure #9: Each year, CACS' aggregate proficiency on the NYS ELA and Math tests will be at least 1 standard deviation above the mean when compared with “similar schools.”

Measure #10: Each year, at least 75% of students who have been tested at least two years will improve their performance towards proficiency or maintain a proficient level on NYS ELA and Math tests.

Measure #11: Each year, at least 75% of students in all accountability subgroups who have been tested at least two years will improve their performance towards proficiency or maintain a proficient level on NYS ELA and Math tests.

Science, The Arts and Habits of Mind

Goal—CACS students will demonstrate competency in the understanding and application of

scientific reasoning and the social sciences, and they will achieve rigorous Student Growth Objectives in Music and Art

Measure #1: Each year, the percentage of students who have attended CACS for at least one year and are proficient on the NYS Science test will exceed the CSD 27 average.

Measure #2: Each year, the percentage of students who have attended CACS for at least one year and are proficient on the NYS Science test will exceed the NYS average.

Measure #3: Each year, at least 70% all tested students who attended CACS for at least one year will perform at or above grade level on the Spring administration of the NWEA Science test.

Measure #4: Each year, at least 70% of students will achieve grade-level proficiency in an arts-related course, as defined by meeting or exceeding rigorous school-established growth objectives.

Measure #5: Each year, at least 70% of students will demonstrate understanding and/or application of HOM, as measured by the *Pre- and Post- Self-Assessment of Habits of Mind*.

Enrollment Goals

Goal—CACS will meet or exceed its enrollment targets for all students and accountability sub-groups

Measure #1: Each year, CACS will meet the enrollment targets set forth in its charter.

Measure #2: Each year, CACS will meet its SED-established enrollment targets for students who qualify for Free/Reduced Lunch, SWDs and ELLs.

Measure #3: Each year, at least 20% of CACS' students will be SWDs.

D. Assessment System

CACS will implement a robust assessment system that includes the administering of diagnostic, formative, benchmark and summative assessments and protocols to ensure rigorous analysis of data and valid and reliable results. CACS will be a data-driven school in which all instructional staff is involved in the collection, organization, analysis and use of student data to inform instruction. CACS' personalized learning model will support this process, as will the school's use of robust data management tools, the hiring of a full-time Data Coordinator and the ongoing data analysis, curriculum mapping and related work of teachers in PLCs.

CACS will use a combination of standardized and teacher-developed assessment instruments, including the NWEA Measures of Academic Progress (MAP), along with the assessments embedded in the digital learning programs that the school will use—e.g. EnVisionMath. Also, using backwards design techniques and working in PLCs, teachers will create high quality, NYS CCLS-aligned assessments with each item purposefully aligned to specific learning objectives. To support this effort, CACS teachers will review, use and/or adapt the EngageNY modules.

Diagnostic Assessments: CACS will use diagnostic assessments to determine the knowledge and skill levels of incoming students and identify signs of special needs as part of its Response to Intervention (RtI) process. Diagnostic assessment will be the first step in developing ILPs.

- **NWEA MAP:** At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout each year.
- **NYSITELLS:** CACS will use this assessment to determine whether students are limited English proficient (LEP) and eligible for ESL services.

Formative Assessments: Teachers will be expected to identify formative assessments in their

lesson plans and conduct regular checks for understanding during instruction. Formative assessments will occur “in real time” (i.e. those that occur during a lesson) and as “planned for interactions” (i.e. those that are planned before a lesson), as well as through assessments embedded in curricula. Formative assessment strategies will include:

- **Questioning:** Teachers will be expected to use appropriately rigorous levels of questioning to ascertain students’ content knowledge and conceptual understanding. CACS’ professional development initiatives will focus on building the capacity of teachers—and particularly less-experienced teachers—to use questioning as a formative assessment strategy.
- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes 10 Skills Checklist Reading tests and 28 Skills Checklist Mathematics tests. These tests will be used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- **Observation:** Teachers will document anecdotal evidence of student learning, especially through interactions during one-on-one and small group instruction.
- **Rubrics:** With guidance from the Principal and DCI, teachers will work independently and in PLCS to develop grade-wide rubrics to evaluate student work, especially writing and projects. Rubrics to assess student project-based learning presentations will be adapted from the CCLS-aligned rubrics developed by the Buck Institute for Education (BIE) to guide teachers in assessing student presentations in a variety of components related to critical thinking, collaboration, communication and creativity/innovation.⁴³ Teachers will tailor the general BIE rubrics for use in specific grades and content areas.
- **Computer-Based Assessments and Digital Formative Assessment Tools:** A key criterion for selecting computer-based programs and curricula at CACS is the quality of built-in assessments offering immediate feedback. EnVisionMath, for instance, provides teachers with frequent assessment data to gauge student achievement and growth, identify student needs and inform the development of appropriate interventions. Online tests will enable teachers and students to assess mastery and pace instruction appropriately. Moreover, online assessments can be accessed by parents at-home (or in libraries and other places with public internet access) to monitor their children’s learning, as well as by the Principal and DCI to support program and teacher evaluation. In addition to using assessments included in CACS’ online learning programs, the Principal and Data Coordinator will work with teachers on an ongoing basis to identify and use appropriate digital tools for formative assessment.

Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals (including ILP goals).

- **Reading Inventory:** Quarterly reading inventories will be used to measure student progress in reading levels. Where appropriate (as determined by the Principal with input from the DCI and SPED Coordinator), designated students may be assessed more frequently.
- **Writing Prompts:** As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- **NWEA MAP:** MAP uses an equal interval RIT scale, which provides student performance

⁴³ For instance, the BIE rubric for assessing presentations of students in grades 3-to-5 provide specific indicators that students perform “below standard,” “approaching standard” or “at standard” in the domains of “Explanation of Ideas and Information,” “Organization,” “Eyes and Body,” “Voice,” “Presentation Aids,” “Response to Audience Questions” and “Participation in Team Presentations.” http://bie.org/object/document/3_5_presentation_rubric_ccss_aligned

levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.

- **Benchmark Tests:** In other subjects—and based on CACS’ curriculum maps and scope and sequences—teachers will create benchmark assessments to evaluate student mastery of content in each subject. This work will be done independently and in PLCs, and a school-wide process will be established during the pre-opening months and during CACS’ first year to review and ensure rigor in benchmark tests.

Summative Assessments: Students will be regularly evaluated on their mastery of critical skills and knowledge.

- **NYS Exams:** Beginning in 3rd grade all eligible students will take the NYS ELA and math exams annually, as well as the state science exam (and Social Studies exam if offered), with individual student and question item analysis aligned with specific CCLS standards.
- **NYS English as a Second Language Achievement Test (NYSESLAT):** All LEP students will take this exam annually to determine academic progress and eligibility for services.
- **NYS Alternate Assessment (NYSAA):** Students so designated by their IEP will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the district CSE.
- **Unit Tests:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives.
- **NWEA MAP:** At the end of each year, students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year to year progress.

E. Performance, Promotion and Graduation Standards

For students in NYS-tested grades, a grade of 3 or 4 on each NYS exam will be the general standard for promotion to the next grade. However, a minimum grade of 2 will allow for promotion with appropriate interventions put into place to address the needs highlighted by this lower score. In each case, the Principal and designated instructional staff will look carefully at the overall student record to determine the best path for continued academic development, recognizing that retention itself can be a limiting factor in student development. Decisions regarding retention will be made carefully, and every effort will be made to identify factors that might lead to a student’s retention and provide appropriate interventions to help the student succeed. To this end, each student’s ILP will be reviewed mid-year using mid-year NWEA results and other measures to determine which students are not on a trajectory for achieving end-of-year performance goals. RtI and other interventions will be implemented and/or modified to help each identified student make sufficient progress to advance to the next grade.

Students may be retained in their grade at the end of the year if they fail to meet one or more of the criteria listed below. The Principal has discretion, with input from teachers, the DCI and others, to make promotion decisions for students in cases where NYS assessment scores and/or other measures listed below fail to reflect relevant student achievement milestones as documented via classroom assessments and teacher observations of classroom work.

- **Grades K-2**—In grades K-2, students are on a developmental path to readiness for challenging 3rd grade state assessments. MAP provides well-defined measures of progress toward appropriate levels of proficiency in ELA and Math. Students in K-2 will advance from one grade to the next when they demonstrate that they perform at or above grade level based on NWEA RIT values, demonstrate achievement on approved teacher-developed end-

of-unit assessments and meet or make adequate progress towards meeting ILP objectives.

- Grades 3-5 (and 3-8 in the second term)—Academic progress in terms of benchmarking student proficiency and grade level performance relative to statewide measures in ELA and mathematics will begin in Grades 3-5. In those grades, students will advance from one grade to the next based on a cluster review of performance indicators including: a teacher awarded grade equivalent of 70% or better in ELA, Math, Science and Social Studies, not more than a one grade gap in NWEA grade level equivalencies for MAP assessments in ELA and Math, and a minimum grade of 2 on applicable NYS ELA and Math exams.

Students with IEPs: Promotional criteria for students with IEPs is defined as standard or modified based on their IEP. Decisions regarding promotion of SWDs are made based on the following factors: (a) progress toward meeting IEP goals; and (b) .determination of whether retention is in the best interest of the child in light of his or her disability.

Reporting: A quarterly report card will inform parents of their child’s level of proficiency in each subject. The report card template will be explained to families during a parent orientation at the beginning of the year. Report cards will be sent home at the end of each reporting period and will also be made available to parents online through ASPEN or a similar confidential interactive website. Report cards and various assessment data will be discussed with parents during regularly-scheduled Parent Teacher conferences.

End-of-year report cards will be sent home on or shortly following the last day of school. Also, parents of SPED students will be kept informed in writing and in their home language about their child’s progress in meeting their long-term IEP goals and short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. Also, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

F. School Schedule and Calendar

CACS’ student schedules ensure that all students engage in core subject coursework daily, with substantial time each week devoted to tutoring, enrichment, arts, PE and health. CACS’ teacher schedule includes 90 minutes at the end of each day for collaborative planning and professional development. CACS’ calendar year is 190-days, which is two weeks longer than that of a typical NYC public school. Teachers will attend a 4-week Professional Development Institute each year.

Attachment 3a: Sample Weekly Student Schedule

Attachment 3b: Sample Weekly Teacher Schedule

Attachment 3c: Proposed First Year Calendar

G. School Culture and Climate

CACS will establish a school environment that is safe and supportive, that promotes students’ positive values, habits and character traits and that addresses its students’ academic, emotional and developmental needs. CACS holds to the idea that responsible behavior, respect for others and oneself, self-discipline and empathy emerge from a culture of respect and positive expectations developed through valued relationships within the community. At CACS, each adult will model positive and healthy behaviors to students, parents and one another. CACS’ values and behavioral expectations will be communicated to students, parents and the entire school community in a Parent Handbook distributed at the beginning of each year and in student assemblies, parent events, Parent Teacher Organization meetings and school website notices.

CACS’ approach to discipline will promote positive, pro-social behaviors among all school stakeholders. The Student Discipline Policy describes due process and related requirements

regarding discipline for all students, including SWDs. Also, recognizing that schools with high student suspension rates generally produce lower student test scores (and that even students who haven't been suspended have lower test scores in schools with high suspension rates),⁴⁴ CACS' school culture will seek to reduce student suspensions by incorporating Positive Behavioral Intervention Strategies (PBIS). CACS will also adopt the NYCDOE Students' Bill of Rights. The Discipline Policy is adapted from NYCDOE's *Citywide Standards of Discipline and Intervention Procedures* which, while not legally applicable to charter schools, has provided a framework that is philosophically consistent with CACS' approach to student discipline.

CACS' commitment to promoting healthy and pro-social values and habits is also exemplified by its incorporation of yoga and mindfulness into its physical education and health programs and integration of HOM into the school's curriculum and culture. HOM instruction will enable CACS students to live and work cooperatively, constructively and productively with teachers and with one another by building their capacity to:

- Persist in tasks and avoid frustration that can result in conflict (Habit #1)
- Manage impulsivity—i.e. thinking before acting and remaining calm, thoughtful and deliberative, which supports cooperative work and minimizes conflict (Habit #2);
- Listen with empathy and understanding (Habit #3)
- Think flexibly, “think about thinking,” question and apply past knowledge (Habits #4 & #5)
- Thinking and communicating with clarity and precision, which will support cooperation, collaboration and conflict resolution (Habits #7 & #8)
- Finding humor and being able to laugh at oneself and responding to circumstances with wonderment and awe, which are essential to happiness as an individual and to being part of a community (Habits #12 & #14)
- Thinking interdependently and remaining open to new and continuous learning experiences. (Habits #15 & #16)

CACS is also committed to meeting the requirements of the Dignity for All Students Act (DASA), which will contribute to the school's safe and supportive environment. DASA requires that public school students are taught in an educational environment free from discrimination and harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. DASA will prohibit activities that create a hostile environment at school and school-sponsored events. All CACS staff will receive training on DASA during each year's pre-opening Professional Development Institute. CACS will select a DASA Officer who will be responsible for ensuring compliance with DASA and handling DASA violations and complaints. CACS will ensure that the DASA Officer receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it. In addition, teachers and other instructional staff will be encouraged and supported in integrating DASA –related content (e.g. anti-bullying, tolerance, etc.) appropriately into classroom lessons.

Attachment 4: Student Discipline Policy

III. ORGANIZATION AND FISCAL PLAN

A. Applicant Group Capacity

The Applicant Group: CACS' Applicant Group comprises several distinguished individuals

⁴⁴ <http://asr.sagepub.com/content/79/6/1067>

who contributed to developing the school design and application.⁴⁵ The Applicant Group’s commitment to CACS’ success will extend well into the life of the school. Indeed, all but one Applicant Group member will serve on the founding Board of Trustees. The Applicant Group brought a wide range of experience to the process of developing the school, including education and charter school law, K-12 education (including managing and advising charter schools), finance, SPED, early childhood education, parent leadership and real estate. Applicant Group members also have extensive contacts and relationships with community leaders and potential “feeder” pre-schools in CSD 27. The Applicant Group has worked collaboratively during the last four years to design the school program, communicate with the community, meet with successful charter school leaders and advisors and prepare the application. Specifically:

- a) Designing the charter school program: In 2012, the Applicant Group established an Academic Committee that held regular meetings in which members discussed the philosophy, academic goals, mission statement and key design elements of the school. The role of the Academic Committee was to research and discuss critical issues regarding the school program and to report to the founding Board of Trustees at its meetings. The Academic Committee communicated frequently with members of the founding Board of Trustees, who ultimately ratified the mission statement and approved the charter application.
- b) Designing and implementing a public outreach plan: The Applicant Group designed and implemented a public outreach campaign to build community awareness and solicit input from a diverse group of community members. The public outreach process leveraged their professional and community-based affiliations, contacts and relationships to promote and share information about CACS. Also, the Applicant Group used CACS’ website and Facebook to inform the public about the charter school and to solicit community input.
- c) Researching effective educational practices: The Applicant Group engaged in research regarding the educational practices that are key components of the CACS program, including personalized and blended learning, PLCs, data-driven instruction and the Danielson Framework for Teaching. From October 2013 until late in 2014, the Academic Committee engaged in “book club” discussions during monthly meetings regarding *The Power of Protocols* by Dr. Joseph McDonald (which describe the framework for CACS’ PLCs), *The Habits of the Mind* by Dr. Art Costa and Dr. Bena Kalick and other texts.
- d) Accessing information and guidance from charter school educators and experts: Applicant Group members engaged in site visits at successful NYC charter schools, including the Renaissance Charter School, the Hellenic Classical Charter School and Challenge Preparatory Charter School. In addition to speaking with successful charter school operators, the Applicant Group was advised by: a) the Center for Educational Innovation, a NYC-based nonprofit organization that has been involved with charter schools for more than 20 years; b) the New York Charter School Center; and c) JPS Solutions LLC (JPS Solutions), a consulting firm that has helped to create independent charter schools in NYC and Long Island and has advised charter schools in NYS, NJ and across the country.
- e) Developing the charter application: The application was written by the Applicant Group, with participation, input and assistance from Wayne D. Jones and Frank SanFelice, principals at JPS Solutions, Mary Grace Eapen of Tier Consulting and Dr. Michael Estep. Mr. Jones

⁴⁵ During the four years that CACS has been in development, some members of the original planning group—including members of the original Academic Committee—left the group and are no longer associated with the school. Table 1 reflects the current membership.

and Mr. SanFelice. Jones assisted in the writing of the application and advised the Applicant Group primarily about the academic plan, governance and human capital management system. Ms. Eapen advised the Applicant Group primarily about finance and the budget. Dr. Estep advised the Applicant Group primarily about facilities planning and community outreach. The application was reviewed by the Applicant Group and approved by the Board.

B. Board of Trustees and Governance

CACS' Board of Trustees ("the Board") will have overall responsibility for governance. The activities and responsibilities of the Board are defined in CACS' bylaws, which are attached. The Board will be responsible for conducting and directing the affairs of CACS, subject to all applicable education and charter laws, the Charter, and the bylaws. While the Board may delegate day-to-day management and other activities CACS to the Principal and others, it is understood that the Board will at all times retain absolute authority, oversight and responsibility for managing the affairs of the school. The Board's responsibilities include: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school's charter; 2) reviewing all data necessary for the viability of the school including lottery procedures, fiscal information, and student outcomes; 3) hiring and evaluating annually the performance of the Principal; 4) ensuring the School is compliant with local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. Representatives of the Board will communicate frequently with the NYSED Charter School Office (and/or authorize the Principal to do so), prepare all required reports (or approve them if preparation of the reports has been delegated to the Principal or others), coordinate authorizer site visits and take all appropriate actions in response to authorizer site visit findings and other requirements. The Board will also ensure that any charter revisions are approved by the authorizer before they are enacted in compliance with Section 3.16(c) of the Rules of the New York State Board of Regents and the guidance in the "Q&A" document regarding charter revisions prepared by NYSED.

The founding Board of Trustees brings to CACS a broad range of relevant experience, including charter school leadership, law, finance, nonprofit management, early childhood and elementary education, special education and community and parent leadership. (Each proposed Trustee's resume was submitted to NYSED with the Letter of Intent.) The following individuals will serve as voting members of CACS' founding Board:

- **Richard Bernstein**, Board President, is CEO of E-Rate Consulting LLC and former Principal of a private K-12 school. He will serve a 3-year initial term.
- **Michelle M. Pascucci**, Board Vice President. is Executive Director of Psychotherapeutic Evaluational Programs, a parent and resident of CSD 27. She will serve a 2-year initial term.
- **Dean S. Tischfeld**, Board Treasurer, is a Consultant with the Alliance Group which provides financial management and consulting services. He will serve a 2-year initial charter term.
- **Nicole Morris**, Board Secretary, is a speech-language pathologist at the NYC Department of Education. She will serve a 2-year initial term.
- **Pauline Frank**, Board Trustee and Chair of the Academic Accountability Committee, is a Site-based Specialist for PICCS, a series of federally-funded school improvement projects in NYC, Buffalo and New Jersey. She was also founding Principal at Staten Island Community Charter School and Principal, Assistant Principal and teacher at traditional NYC public schools. Ms. Frank will serve an initial 3-year term.
- **Cliff Schneider, Esq.**, Board Trustee, is Managing Partner at Cohen, Schneider and O'Neill

and was a founding Trustee at LaCima Charter School and contributing editor to the 2007 Charter School Law Deskbook. He will serve an initial 2-year term.

- **Bonnie Fire, Esq.**, Board Trustee, is General Counsel at Kingswood Heights, LLC with expertise in law and real estate. She will serve an initial 2-year term.
- **Joseph Tulloch**, Board Trustee, is Business Associate and Investment Banking COO at Bank of America Merrill Lynch. He will serve an initial 3-year term.
- **Kelly McDonough Portnoy**, Board Trustee and Education Director at Parsons Preschool, has expertise in SPED and educational administration. She will serve an initial 2-year term.

Initial Board Officers will be elected at the first meeting of the Board. Trustees will serve staggered terms in the manner described in the bylaws. A Trustee can be removed only for cause and in a manner consistent with the NYS education law and the bylaws. Subject to the NYS Charter School Act, no school employee or other person who has a conflict of interest prohibited under relevant sections of the General Municipal Law may serve as a voting member of the Board. In addition to meeting all legal requirements, Trustees are expected to demonstrate commitment to the mission and goals of CACS.

Board meetings will be held monthly at the school and will be open to the public, in full compliance with the Open Meetings Law and CACS' bylaws. Meeting dates and times will be announced in English and Spanish to parents, staff, and the general public through publication and posting on the school website at least one week prior to their occurrence. Minutes of Board meetings will be posted on the school's website and copies maintained at the school office. Also, while school staff members may not be voting members of the Board, they, along with parents, will be eligible and encouraged to serve as non-voting ad-hoc committee members.

As set forth in the bylaws, the Board will govern CACS, including oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Principal the day-to-day decision-making and authority for instructional leadership and hiring and evaluation of staff. The Principal will be accountable to the Board and, as noted above, the Board will retain absolute authority and responsibility for all activities and functions of CACS. The Board will act as a whole and may appoint committees as needed to carry out its work. All committees will be accountable directly to the Board, and a written committee description will be developed for each committee outlining Board expectations. The Board will have three standing committees—i.e. An Executive Committee chaired by the President, a Finance Committee chaired by the Treasurer and an Academic Accountability Committee. Standing committee assignments will be made at the first Board meeting. Additional committees may be established at any time. Roles and responsibilities of the standing committees will include:

- 1) Executive Committee: Responsibilities include: a) preparing an agenda for each full Board meeting; b) making decisions on behalf of the Board as needed which cannot wait for the Board meetings or on matters delegated to the Executive Committee; c) maintaining communication with Board committees; d) coordinating the annual planning and budget processes ; e) establishing emergency meetings, as needed; f) submitting objectives as part of CACS' annual planning and budget process; and g) reporting at regular Board meetings.
- 2) Finance Committee: Responsibilities include: a) preparing annual budgets in collaboration with the Principal; b) developing and annually revising, in collaboration with the Principal, annual and multi-year financial forecasts and developing long-range financial plans; c) reviewing and making recommendations regarding grant proposals; d) submitting annual financial objectives as part of the planning and budget process; e) arranging for annual audits; and f) reporting at regular Board meetings.

3) Academic Accountability Committee: The Academic Accountability Committee focuses on matters related to the academic program. In consultation with the Principal, it will: a) review instructional programs and student achievement; b) monitor progress in implementing the instructional program and achieving student achievement outcomes; c) monitor the Teacher and Principal Evaluation processes; d) review the professional development plan and monitoring the Principal and staff's progress in achieving academic goals; e) participate, as appropriate, in the development of the school's Consolidated Application and related entitlement grant forms; f) meet periodically to discuss the academic program and its implementation; and g) provide a report at each Board meeting.

CACS will identify and recruit prospective board members on an ongoing basis to fill vacancies as they occur and/or to support expansion of the board when it is determined that additional skills, experiences and perspectives are needed. Board recruitment will occur on an ongoing basis, rather than simply as a reaction to vacancies as they occur. The Board will attempt to leverage professional and community-based relationships of current board members and work with charter school support organizations, nonprofit organizations, corporations and other organizations to cultivate a pipeline of prospective board members. While the Board does not have a designated Parent Trustee position, CACS will encourage interested parents to seek positions on the Board. Similarly, the Board's outreach and recruitment process will focus on developing a diverse pool of candidates for Board vacancies. To this end, the Board will include in its Board member recruitment plan specific strategies to ensure cultural and gender diversity in the new Board candidate pool. As described in the "Evaluation" section of this narrative, the Board will engage in a self-reflective evaluation process at least annually to identify needs and gaps in board capacity that can be addressed through professional development, replacement of board members and/or expansion of the board. Prospective board members will be nominated by at least one current Board member and will participate in an interview with the Chairperson and at least three additional Board members. Prospects will join the Board if a majority of current Board members vote in their favor.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified through an annual self-evaluation completed by all Board members. CACS expects to engage the NYC Charter Center and/or other experts to provide professional development to the Board. A portion of Charter School Program grant funds will be set aside to support board training and, thereafter, board training will be supported by CACS budget funds. A key focus of board training will be "governance by policy"—i.e. engaging the board in an ongoing process of developing formal policies that define how the board operates. Over the course of the first three years of operation, the Board will establish and ratify a number of policies including a Sexual Harassment Policy; a FERDA Policy; a FOIL Policy; a Conflict of Interest Policy; a School Wellness Policy; a Dignity for All Students Act policy; a Hiring/Personnel Policy; an Admissions Policy; an Enrollment Policy; a Fiscal Policies and Procedures; a Health Safety Plan; a School Building Safety Plan; a Medications Administration Plan; a School Wellness Policy; a Complaint and Grievance Procedure for Staff; and a Complaint and Grievance Procedure for Parents. These policies will support consistent and effective governance. Also, all new Board members will participate in an orientation that includes written materials (i.e. the charter, bylaws, Code of Conduct, previous Board meeting minutes and articles regarding best practices in charter school governance) and at least one meeting with the Board President.

Table 1: Applicant Group Information: Table 1 has been re-submitted with new information.

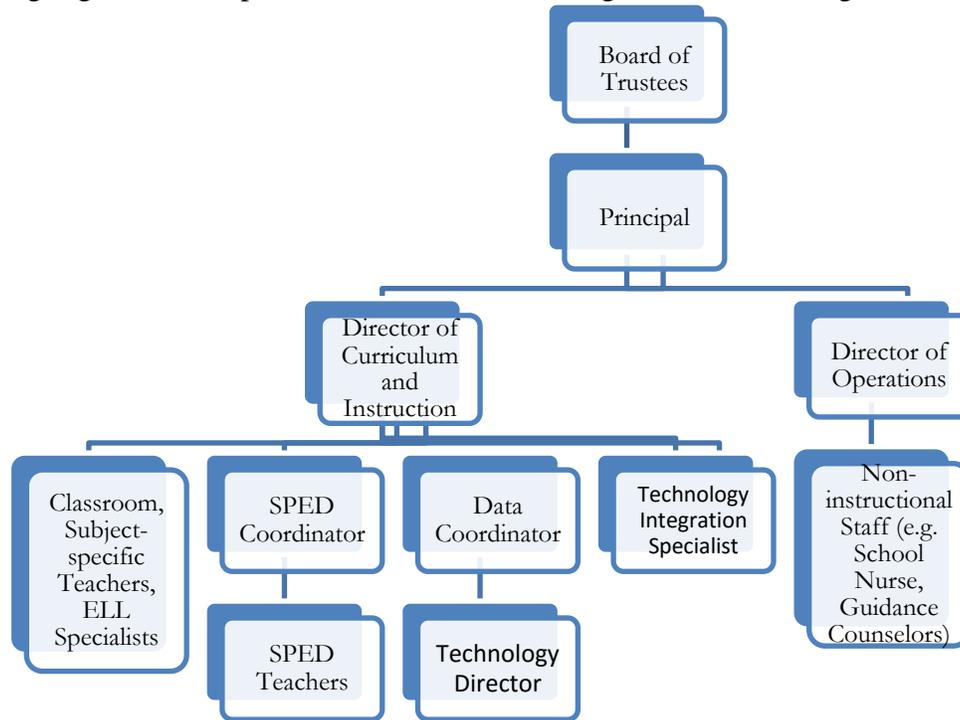
Attachment 5a: New Applicant and Prospective Trustee Background Information:
Background information for one new Board member is attached.

Attachment 5b: bylaws

Attachment 5c: Code of Ethics

C. Management and Staffing

The following organizational plan describes CACS' management and staffing structure.



Day-to-day management and instructional leadership of CACS will be the responsibility of the **Principal**, with oversight by the Board. ***The Principal is the instructional leader of the school.*** The Principal will work closely with, and report directly to, the Board and will be responsible for ensuring that the school adheres to its mission and that its academic goals and objectives are achieved. The Principal will provide reports on the academic and operational progress of the school at each regular Board meeting. The Principal is responsible for managing the school's daily internal affairs and will hire (with Board consent and oversight), managing all school staff and overseeing all instructional programs. The Principal will implement teacher evaluations and, with Board oversight, determine teacher retention and promotion outcomes based on evaluation results. The school's curriculum development, professional development and "data culture" initiatives will be designed and led by the Principal, in coordination with the DCI. The Principal will serve as the central leadership figure within the school community. He/she will also oversee implementation of the school's student discipline policy. Also, with consent of the Board, he/she will communicate and interact on behalf of the school with the charter authorizer.

The Principal will be recruited immediately upon authorization of the charter school. In selecting a Principal, CACS will seek candidates with at least: a) leadership experience in an urban public K-8 high school serving economically disadvantaged at-risk students, with preference for candidates with experience in urban charter schools and/or experience in urban elementary and middle schools; b) at least two years of demonstrated experience managing a

successful district or charter public school, including experience in program development, instructional leadership, human capital management, budgeting, compliance reporting, fund development and public communications; c) demonstrated ability to work effectively with Trustees, teachers and diverse groups of school stakeholders and a successful track record of implementing effective educational programs; d) understanding of relevant laws, regulations and requirements; e) experience in strategic planning and implementation of school programs; f) experience in promoting and overseeing blended and personalized K-12 learning environments; g) at least a Master’s degree in education, educational administration and/or a related field, as well as appropriate certifications; h) understanding of and or certification in the Danielson Framework for Teaching and demonstrated commitment to using the Danielson Framework in teacher evaluation and professional development; and h) commitment to the mission, programs and principles of CACS. Also, CACS will require its Principal to have been successful in hiring and supporting effective teachers and instructional staff members, including excellent interviewing skills and ability to evaluate model lessons.

The Principal recruitment process will include developing a **Principal Selection Committee (Selection Committee)** that comprises members of the Board’s Executive Committee and a panel of education experts from the NYC Charter Center, the NYC Coalition of Community Charter Schools, successful NYC charter schools and/or similar organizations. The Selection Committee will design and implement a *three-pronged approach* that includes a comprehensive search for the right candidate and a rigorous interview process. *First*, the Selection Committee will advertise in appropriate media and solicit and screen resumes from potential candidates. The Selection Committee’s outreach will cast a “wide net” by utilizing traditional media, online recruitment resources and networking with charter school support organizations. *Second*, the Selection Committee will request bids from search firms to assist in identifying appropriate candidates. *Third* and concurrently, the Selection Committee will develop an interview protocol that will be used to assess the skills and appropriateness of each candidate who emerges successfully from the screening process. This interview protocol will be aligned directly to the mission, educational program and operational design of CACS. The Selection Committee will develop a “short list” of candidates that will be interviewed and voted on by the full Board, and a candidate will be selected during the first 30-to-45 days of the pre-opening period.

Instructional Leadership Team (ILT): The Principal will be supported by a **DCI**, a **Data Coordinator**, a **Technology Integration Specialist** and a **SPED Coordinator**, along with a **Director of Operations (DOO)**.

- **The DCI** will work closely with the Principal and instructional staff to support curriculum development and CCLS alignment, professional development and implementation of the academic program. The DCI will report directly to the Principal and will work with teachers and the Data Coordinator to facilitate curriculum mapping, lesson planning and the development and ongoing improvement of student growth objectives. He or she will work with the Principal, teachers and the Data Coordinator to develop and implement an ILP for each student. The DCI will work with the Principal to design and implement a Professional Development Institute each year, including analysis of assessment and other data to identify school-wide and teacher-specific needs that will be addressed during the professional development academy. The DCI will be certified in the Danielson Framework for Teaching prior to the opening of the school and, thereafter, he or she will conduct teacher evaluations along with—and under the direction of—the Principal. In seeking to fill this position, CACS will expect candidates to have all appropriate certifications and at least two years successful

experience as a senior instructional administrator in a K-5 or K-8 public school environment, with preference given to candidates who have worked successfully in urban charter schools.

- **The Data Coordinator**—A full-time Data Coordinator will report directly to the DCI and will manage all areas of instructional data and technology, including development/acquisition and maintenance of the school’s data warehouse, data analysis tools, Student Information System and internal/external communication technology. The Data Coordinator will facilitate collection, warehousing and analysis of student data and will work with the Principal, the DCI and teachers to coordinate the process of developing student ILPs. The Data Coordinator will be primarily responsible, under the direction of the Principal, for nurturing and maintaining a school-wide data culture in which each teacher is actively engaged in the collection, analysis, use of student data and in which all teachers work collectively in PLCs to consistently improve the use of data throughout the school. Accordingly, the Data Coordinator will coordinate professional development related to the data culture and train teachers in the use of school technology and the analysis of student assessment data. In addition to coordinating use of student data, he/she will oversee the organization of teacher evaluation data for use by the Principal and DCI in making decisions regarding teacher retention, promotion and professional development. The Data Coordinator will work with the Principal, the DCI, the Technology Integration Specialist and the Technology Director, along with EduCate, LLC and other consultants, to support the school’s data culture. In seeking to fill this position, CACS will expect candidates to have at least one year experience as a data coordinator, data coach or technology officer/data specialist at a K-12 school, with preference given to candidates who have worked in charter schools.
 - **Technology Director**—A full-time Technology Director will report directly to the Data Coordinator and will be responsible for ensuring that CACS’ technology is functioning, up-to-date and effective. He or she will be responsible for working with technology vendors and repairing school technology, as necessary. He/she will also work with the Principal and Data Coordinator to select, purchase, maintain and upgrade technology.
- **The Technology Integration Specialist**—A full time Technology Integration Specialist will report directly to the DCI. The Technology Integration Specialist will work closely with the Principal, the DCI, the Data Coordinator and teachers to ensure that students develop the technology skills necessary for them to succeed at CACS, in high school, in college and in life. The Technology Integration Specialist will help CACS integrate technology into instruction and work collaboratively with the DCI and teachers to blend technology effectively into CACS’ curricula. The Technology Integration Specialist will “co-teach” with classroom teachers to provide students with instruction and opportunities to practice technology skills and will coach students individually and in small groups in using classroom technology and connecting technology-supported learning experiences with achievement of their learning objectives. The Technology Integration Specialist will also support classroom, SPED and subject-specific teachers in incorporating technology into ILPs and including technology seamlessly and effectively into instruction. In hiring the Technology Integration Specialist, CACS will seek appropriately credentialed candidates with experience providing extensive technology instruction and support in successful K-12 learning environments.
- **The DOO**—A full-time DOO will be responsible for coordinating and supervising CACS’ business operations, including supervising student enrollment and transfer processes; maintaining student records; preparing reports to the Board and NYSED; completing Consolidated Applications; overseeing purchasing, payroll, expense records and other

financial activities; maintaining the school website; coordinating budget development, monitoring the school budget; overseeing facilities-related matters; maintaining insurance; preparing and maintaining school schedules (in coordination with the Principal); preparing annual performance audits in collaboration with the Principal; and performing other duties as assigned by the Principal. In selecting a DOO, CACS will seek appropriately credentialed candidates with experience managing operations and business affairs of one or more public schools (preferably a NYS charter school) or similar organization.

- **The SPED Coordinator**—A full time SPED Coordinator will be hired prior to the start of CACS’ first year and will be responsible for overseeing SPED programming and services. The SPED Coordinator will report directly to the DCI, and his or her responsibilities will include managing and providing professional development to SPED teachers, supporting SPED teachers and non-SPED teachers in addressing the needs of SWDs, working cooperatively with the CSE of the local district and ensuring that the school is in compliance with all laws, regulations and requirements related to SPED. In selecting a SPED Coordinator, CACS will seek an appropriately credentialed professional with experience overseeing successful SPED programs in K-12 charter or traditional public schools.

Teachers and other Instructional Staff for kindergarten and 1st grade will be hired at least 60 days prior to the beginning of the first year and teachers and other instructional staff for additional grades will be hired at least 60 days prior to the first year that CACS will enroll students at that grade. CACS will also hire teachers and other instructional staff at every grade to replace teachers who leave. CACS will comply with all relevant laws and regulations regarding teacher certification, and the school will endeavor to develop a faculty that is culturally and experientially diverse, with a healthy mix of experienced teachers and teachers who are new to the profession. CACS will strive to recruit and sustain a high-performing faculty and staff by establishing a comprehensive **human capital management system (HCMS)**. CACS’ approach to human capital management is based largely on the principles, strategies and effective practices described by Professor Allan Odden in his 2011 book *Strategic Management of Human Capital in Education*.⁴⁶ According to Prof. Odden, there are two key ingredients to developing an effective HCMS: 1) recruiting and retaining talented people; 2) strategically managing those people. Accordingly, CACS’ HCMS will include the following components:

- **Talent Auditing**—CACS’ ILT will conduct a needs assessment at least annually in the form of a “Talent Audit” that will inform decision-making about staff recruitment, hiring, promotion, retention and professional development. The audit will “take stock” of the school’s current staff by reviewing teacher evaluation data and asking such tough questions as “does each member of the faculty staff have the skills, attitudes and excellence in professional practice needed to be effective in improving student outcomes?” The ILT will review the qualifications, experiences and responsibilities of current staff members measured against the current functional capacity and needs of the school. This “snapshot” view of the school’s current human capital capacity in relation to its current and next-year needs will enable CACS to assess its staffing needs each year and recruit appropriately.
- **Recruitment**—CACS will engage in ongoing recruitment activities, including advertising, participation in teacher recruitment events and leveraging relationships of Applicant Group members with teachers and teacher preparation programs. CACS will create relationships with teacher preparation programs to cultivate a pool of new teacher candidates each year.

⁴⁶ Odden, Allan. *Strategic Management of Human Capital in Education*. NY: Routledge, 2011.

The Applicant Group has learned from NYC charter school leaders and consultants that placing advertisements in Education Week’s “Top Jobs” section has been effective in recruiting high-quality teacher candidates, and CACS intends to include such advertising in its teacher recruitment campaigns. CACS will also establish relationships with teacher preparation programs that focus on developing teacher proficiency in personalized and blended learning, including the Leading Edge Certification Program for Online and Blended Learning Teachers.⁴⁷ CACS’ *year-round recruitment strategy* will include: a) participating in teacher fairs across NYS and the Northeastern U.S; b) establishing pre-service training opportunities for teachers in NYS teacher preparation programs; c) working with established networks of teacher candidates such as Teach for America and participating in recruitment events sponsored by the NYC Charter School Center and similar organizations; and d) engaging in public and media relations to raise the school’s NYC and national profiles and build its “brand” as an exciting and innovative place to work.

CACS will attract qualified candidates by offering an appealing employment experience that includes working in an innovative school that emphasizes personalization, extensive opportunities for professional growth and compensation that is competitive in relation to other NYC charter schools. Teacher and staff compensation will be established each year by the Board, based upon the Finance Committee’s annual review of CACS’ current salary structure, compensation at similar NYC charter schools, CACS’ success in achieving its academic and operational targets, cost of living adjustments and stipends for teachers in “leadership” positions. During CACS’ first year, the Board Finance Committee will research the viability, costs and potential benefits of establishing a performance-based compensation system later in the charter term and will make appropriate recommendations to the Board. With the Board’s approval, the school may then engage in a process to achieve school-wide “buy-in” regarding performance-based compensation options and, with NYSED consent, convert its compensation system into a performance-based system.

CACS’ teacher hiring process will include a review of resumes and other pertinent documents, interviews and thorough background checks. The interview process will ensure that each successful candidate is a “good fit” for the school, with questions such as “Does this person share our vision?” “Does this person understand the key elements of our school design and instructional approach?” “Does this person understand our curriculum?” and “Will this person fit into the culture of our school?” Prospective CACS teachers will be expected to explain how they will personalize instruction and how they will use blended, project-based and small group instruction to address the needs of individual students, ELLs and SWDs. Also, CACS may engage candidates in group interviews with PLCs to assess their abilities to work collaboratively, engage in inquiry-based conversations, receive feedback and solve problems with peers. If a candidate passes this “first cut,” he or she will deliver a lesson that will be observed by the Principal and/or DCI. The Principal, with input from the DCI, will then determine which candidates will be given job offers.

- **Induction**—Induction of new teachers, where professional development for new teachers is focused on ensuring their smooth and successful transition into the school culture and where new teachers have opportunities to be mentored by experienced teachers, is an important part of CACS’ HCMS. Research has shown that nearly 40% of new teachers leave the profession

⁴⁷ <http://www.leadingedgecertification.org/online-and-blended-teacher.html>

in the first five years.⁴⁸ This statistic is particularly troubling for charter schools, which typically have teaching staffs that are younger and less experienced than those of traditional school districts.⁴⁹ According to a 2010 study by David Stuit and Thomas Smith, the average public charter school loses a quarter of its teachers every year.⁵⁰ For new teachers, the annual attrition rate is closer to 40%.⁵¹ To reduce teacher attrition, CACS will employ a teacher induction program for all new teachers.⁵² In the early years of CACS, when the school's faculty is relatively small, CACS will use "e-mentoring," which will enable less-experienced teachers to be mentored by more veteran teachers virtually from other schools through electronic means (e.g. e-mails, webinars, Skype). CACS intends to contract with the New Teacher Center, a national nonprofit organization that works with schools and school districts to develop and implement effective new teacher induction programs, to integrate its *New Teacher Center e-Mentoring for Student Success (eMSS)*⁵³ into its teacher induction initiative. This program will provide CACS teachers with access to veteran teachers and university professors to collaborate in an interactive online community and exchange information, ideas and experiences with one another.

- **Targeted and ongoing Professional Development**, including a month-long Professional Development Institute prior to the start of each school year, social learning-based professional development programs, embedded professional development and PLCs. CACS' professional development program is described later in this narrative.
- **Opportunities for "Career Lattice" Professional Growth**, where teachers can advance in their careers while remaining in the classroom. Teachers will have opportunities to grow from being Novice Teachers to Associate Teachers to Master Teachers by consistently being "Effective" or "Highly Effective" as measured by CACS' teacher evaluation system. At each advanced level, teachers will be eligible to take on "leadership" positions within the school. For instance, a Novice Teacher who becomes an Associate Teacher may be eligible to become (with training) a Data Coach or PLC Coach. Similarly, an Associate Teacher who becomes a Master Teacher may be eligible to become a Mentor Teacher.
- **A Culture of Professional Collaboration** in which teachers and other school stakeholders work together to support student academic achievement. Teachers will collaborate in PLCs

⁴⁸ Richard M. Ingersoll, *Teacher Turnover, Teacher Shortages, and the Organization of Schools*. Center for the Study of Teaching and Policy, 2001

⁴⁹ Goldring, R., et al, *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results from the 2011–12 Schools and Staffing Survey*, U.S. Department of Education, National Center for Education Statistics, August 2013, <http://nces.ed.gov/pubs2013/2013314.pdf>; Burian-Fitzgerald, M. (2005). *Average teacher salaries and returns to experience in charter schools* (Occasional Paper #101). New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University.

⁵⁰ TT Stuit, D. & Smith, T.M. (2010). *Teacher Turnover in Charter Schools* Research Brief. http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf

⁵¹ Miron, Gary et al, *Teacher Attrition in Charter Schools*, (2007) Education Policy Research Unit, Division of Educational Leadership and Policy Studies, College of Education, Arizona State University <http://nepc.colorado.edu/files/EPSTL-0705-234-EPRU.pdf>

⁵² Teachers who are new to the profession will engage in induction for three years. Teachers with prior experience will engage in a shorter induction focused on orientation to the CACS model.

⁵³ <https://newteachercenter.org/approach/teacher-induction/e-mentoring-for-student-success/>

and engage in shared planning sessions. *CACS' commitment to professional collaboration and growth is underscored by its scheduling of 90 minutes of collaborative planning and professional development each day.* Professional collaboration will be facilitated by social media resources that enable teachers to communicate with one another synchronously and asynchronously and collaborate to develop lessons and learning experiences for students.

- **A Fair, Transparent and Data-driven Evaluation Process for teachers and the Principal.** As detailed later, teachers will be evaluated by the Principal and DCI each year using a process that includes multiple measures including student academic growth and professional growth measures. The Principal will be evaluated each year using the VAL-ED evaluation process. *Evaluation results will play a key role in all HCMS-related decisions, including retention, advancement and professional development.*

Attachment 8a: Hiring and Personnel Policies and Procedures

Attachment 8b: Resume of Principal—Not applicable

C1. Charter Management Organization—CACS does not intend to contract with a CMO.

Attachments 6a and 6b: Charter Management –related Documents—Not applicable

C2. Partner Organization—CACS does not intend to partner with any other organization.

Attachment 7: Memorandum of Understanding and Evidence of Tax-exempt status and legal status to do business in NYS—Not applicable

C3: Strategic Business/Growth Plan—Not applicable

D. Evaluation

CACS will collect and review a variety of data each year to assess its programs, fiscal viability and the performance of its Trustees and staff. Primary evaluation of the school's programs—including the school's effectiveness in achieving its goals and objectives each year—will rest with the Board, with support from the Principal and designated staff members. The Board will use data to inform its decision-making process and to ensure the school is making progress towards academic and other goals, complying with its charter and applicable laws and conducting its operations in a fiscally responsible manner. For each monthly Board meeting, a "packet" of key data will be developed and made available to all Trustees beforehand for review. Information to be included in each packet will be selected by the Board President, in consultation with Committee Chairpersons and the Principal, and may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic assessments, assessment results, financial data and upcoming school events or performances. The Board, in coordination with the Principal, will prepare a report documenting progress and challenges in as academic, operational and fiscal matters and will use the report in planning for the following year. In addition, the Board and/or Principal will prepare and submit annual reports and other required documentation to NYSED.

Trustee performance will be assessed twice-annually (Autumn and Spring) through a self-evaluation process in which all Trustees will participate. In the evaluation, each Trustee will be required to consider various aspects of the school, including the academic environment, quality of instruction, rigor of the academic program, soundness of the school's finances, board oversight, quality of services for special student populations and compliance with the charter and relevant laws and regulations. Each Trustee will also evaluate the work of the Board over the prior period and identify strengths and areas in which the Board should improve. Board members

will use a board-approved assessment survey instrument that is expected to be adapted from the Board self-assessment questionnaire included in *Effective School Boards, Strategies for Improving Board Performance* by Eugene R Smoley (www.nsba.org/smoley/quiz.cfm), the *Self-assessment for Nonprofit Governing Boards* made available by the National Center for Nonprofit Boards (www.ncnb.org) and the *Board Governance Assessment Tool* developed by the National Association of Independent Schools. The Board will discuss each year whether the self-assessment tool is effective and will adapt or change the self-assessment tool to improve the assessment process. Also, following each survey, the Board will discuss survey results at a regular meeting or a retreat and set annual goals.

CACS teachers and instructional staff will be evaluated through a process that uses multiple measures, including **student growth** and **teacher professional practice** measured with performance rubrics in four common domains of teaching originated by Charlotte Danielson (*A Framework for Teaching*, 2011, which has been approved by NYSED). Teacher evaluation results will govern decision-making regarding teacher retention, promotion and termination, and it will be used to inform decision-making regarding professional development and school improvement planning. Teacher evaluations at CACS will be conducted by the Principal with the support of the DCI. CACS' teacher evaluation system will result in each teacher and instructional staff member receiving a rating of either **“Highly Effective,” “Effective,” “Developing,” or “Ineffective” (HEDI)** on an annual summative evaluation. **The HEDI rating system** will draw upon multiple measures, including student growth and observations of professional practice. Every year, each teacher and instructional staff member will earn scores within two subcomponents, which will then be totaled for a Composite Score that defines his or her HEDI rating. Data within each sub-component of the evaluation will be converted into a numerical score—i.e. a score of 91-100 will be “Highly Effective,” a score of 75-90 will be “Effective,” a score of 65-74 will be “Developing” and a score below 64 will be “Ineffective.”

When calculating the Composite Score, 40 points (out of a total of 100) will be attributed to Student Growth Measures and 60 points to Professional Practice. Specifically:

- **Student Growth Measures**—CACS' teacher evaluation system will assign 40 points for student growth, which is the weight required for the NYS evaluation systems in NYSED's Annual Professional Performance Review. CACS will establish student growth objectives in each subject that will be tied directly to student growth measures and aligned with NYS CCLS and requirements. Teachers will work with the Principal and DCI to establish rigorous growth objectives as measured through school-approved “pre-test” and “post-test” assessment(s). Progress made towards meeting student and classroom growth objectives on the assessment(s) will result in the assignment of points on a 1-40 scale to comprise the Student Growth portion of the overall HEDI score. For teachers in grades that are assessed by NYS assessments, growth objectives will be tied to performance targets in ELA, math and science on the state tests. For other teachers (e.g. Music, Art, Health and PE teachers),⁵⁴ growth objectives will be based on school-developed or third-party assessments.⁵⁵
- **Professional Practice**—CACS' teacher evaluation system will assign 60 points to measures of professional practice. CACS will establish a comprehensive approach to measuring

⁵⁴ NYS is developing assessments in PE, Art and other subjects. As these tests are released, CACS will integrate them into its assessment and teacher evaluation systems.

⁵⁵ CACS is working with consultants who helped design student growth objectives for PICCS schools to create a framework for designing growth objectives in non-NYS-tested subjects.

teacher professional practice that utilizes observations and pre- and post-conferences tailored to assess progress in each of the four domains of the Danielson Framework for Teaching (Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities).⁵⁶ Using the Danielson Framework, the Principal and/or designee trained and certified in use of the Danielson Framework will conduct annually a minimum of two formal observations—one announced and one unannounced. It is understood that these observations and conferences, along with additional observations that occur during the year, will help the Principal establish a rating for each teacher in all the components within each of the four Danielson Framework domains. Each teacher will be rated “Distinguished,” “Proficient,” “Basic” or “Unsatisfactory” in each component, and each rating will be given a numerical value (0 for “Unsatisfactory” and 3 for Distinguished). The rating points will be added to determine the “Professional Practice” portion of the teacher’s HEDI score.

Principal evaluation will be conducted through twice-annual observations by members of the Board and use of the **Vanderbilt Assessment of Leadership in Education (VAL-ED)**, a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a Principal’s perceived performance. VAL-ED is a 360-degree survey that is taken not only by the Principal, but by teachers and the Principal’s Supervisor, thereby providing the Principal and Board with comprehensive and effective feedback. VAL-ED will be administered each year. Also, the Principal will begin each year with a self-assessment based on VAL-ED rubrics. Those rubrics will again be used at the end of the year combined with the results of the VAL-ED assessment, the observations, student achievement data and other multiple measures to establish a summative evaluation of the Principal’s performance. Evaluation results will govern Board decision-making regarding Principal retention or termination, and it will inform the setting of professional growth targets and professional development for the Principal. Evaluation of the **DCI** and **SPED Coordinator** will be conducted using twice-annual observations by the Principal and use of VAL-ED focusing on the administrator’s effectiveness in specific aspects of his or her job (e.g. DCI evaluation of teachers, SPED Coordinator’s facilitation of PLCs, etc.).

Student, family, and teacher satisfaction will be assessed using tools developed by the school as well as the **DOE Learning Environment Survey** which will be given annually. The DOE Survey results are made public on the district website. Each spring, conclusions based on survey data will be posted on CACS website along with a link to the DOE survey report.

E. Professional Development

CACS will provide its teachers and instructional staff with year-round opportunities for professional development, based on data-driven identification and analysis of school and individual teacher needs. Consistent with the instructional philosophy of the school, CACS’ professional development initiatives will employ a personalized and blended approach that will enable teachers, the Principal, the DCI and the SPED Coordinator to participate in targeted professional development activities on-site at the school and remotely from their homes. It will also enable them to engage in ongoing professional dialogues with colleagues through the use of social media. The Academic Committee is currently identifying and considering various social learning resources that it can use to support synchronous and asynchronous online instruction

⁵⁶ CACS expects to use Danielson Framework rubric-based instruments designed by Dr. Paula Bevan, a charter member of the Danielson Group and co-author of *Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool*.

and professional dialogue among teachers and instructional staff. This process has included research and discussions with NYS charter school leaders currently using social learning resources. CACS expects to use EduPlanet (www.eduplanet21.com), a social learning platform designed specifically for educators that will enable CACS to provide online courses, post resources for teachers to access on an “as-needed” basis and facilitate online professional dialogue and collaboration. Importantly, the EduPlanet platform enables CACS teachers to participate in CACS-developed and third-party-developed “Learning Institutes” and “Learning Paths” in which participants will engage in extended blended learning experiences focusing on specific topics. In CACS’ learning paths, synchronous online workshops on critical topics will be followed by opportunities for teachers to engage in asynchronous learning activities and Facebook-like communication with their peers. For instance, teachers will participate in intensive professional development regarding HOM during annual pre-opening Professional Development Institutes and throughout each year through EduPlanet’s Habits of Mind Learning Institute. In this Learning Institute, teachers will access a structured sequence of videos and multi-media presentations that are aligned with assessments, discussion questions and “prompts” to promote dialogue among participating teachers. The Learning Institute can also feature live digital video workshops facilitated by Dr. Bena Kallick and/or HOM-certified workshop leaders in which teachers can interact with experts and one another in “real time” during the workshop and asynchronously online throughout the school year. The Learning Institute has an interactive library of supportive materials about which teachers may comment and/or initiate and participate in dialogue “threads.” The Learning Institute will therefore enable teachers to engage in year-long professional development, collaboration and dialogue about HOM. CACS intends to access EduPlanet resources regarding other topics to develop school-specific Learning Institutes and Learning Paths to address its professional development needs.

At the heart of the school’s professional development program is the idea that teachers will learn not only from trainers and technical assistance providers but also from one another as the school establishes itself as a community of learners. Professional development initiatives will be designed each year to address issues and needs identified through analysis of student data, teacher evaluation findings, review of ILP objectives and collaborative school-wide improvement planning processes (e.g. the Title I school-wide planning process, annual analysis of progress made towards meeting charter school objectives for reporting to SED, etc.). The Applicant Group and Academic Committee have established a framework for professional development at CACS that includes: a) an annual long Professional Development Institute prior to the start of each year that will include interactive workshops on-site at the school and online activities, learning experiences and professional dialogue; b) embedded professional development on-site at the school, including PLCs; and c) “social learning” institutes, learning paths and professional dialogues (including teacher-developed social learning experiences). Specifically:

a) **Professional Development Institutes (“Institutes”)**—Prior to the start of each year, a four week Institute will be held for all CACS teachers and instructional staff. The Institute will employ a “flipped blended” model in which teachers engage in online learning, projects and professional dialogue for one week prior to participating in a three-week series of professional development activities on-site at the school.⁵⁷ In addition to strengthening

⁵⁷ In keeping with the “blended” approach, teachers will be encouraged to access online resources and engage in online professional dialogue throughout the entire four-week Institute.

teachers' content knowledge, classroom management skills and understanding of promising practices in blended and flipped learning, HOM and other key topics, the Institute will provide CACS teachers with opportunities to develop and build upon collegial relationships with one another. As the school grows, a key objective of the Institute is to provide opportunities for CACS' veteran teachers to interact with and mentor new and less-experienced teachers. Each year, topics for workshops, learning activities, projects and online professional development experiences will be selected by the Principal with input from the DCI, SPED and ELL Coordinators and teachers and with review of student and parent survey data. Key features of the initial Institute will be:

- Online activities during the first week designed to build teacher capacity to use the technology resources and software that will be used at CACS to support student learning and professional development, as well as the social learning tools and resources that CACS educators will use during the Institute and throughout each year to facilitate collaboration and professional dialogue. Teachers will engage in independent online activities and will then share their experiences, ideas, reflections and challenges with other teachers in professional dialogues using social learning resources. Teachers will be supported in their online learning with webinars facilitated by the Principal and DCI and with CACS-created video lessons, Prezis, PowerPoint presentations, suggested readings and other supports. During this week, teachers will build capacity to use technology to create video and interactive lessons for students and to align such lessons to the CCLC. By the end of the week, most teachers will have prepared at least one CCLC-aligned lesson using video, audio, Prezi or other technology-delivered means.
- Activities on-site during the second week of the Institute designed to build a foundational knowledge base regarding critical topics selected based on school needs and growth objectives by the Board, the Principal and the DCI. Keynote lectures by the Principal, Board members and guest experts will precede a week-long series of workshops, discussions, projects, video/multimedia presentations and other professional learning experiences focusing on specific topics. Teachers will be encouraged and supported in communicating and collaborating with one another in-person and online during “free time” each day and in the evenings. At the conclusion of the second week, teachers will come together to discuss what they have learned and to map out personal learning plans for the final two weeks of the Institute. These personal learning plans will enable teachers to select professional development activities and experiences for third and fourth week that address their needs, objectives and interests.
- Interactive and action learning activities—in-person, online and “blended”—during the third and fourth weeks that support teachers in building on and applying knowledge acquired during the first two weeks and demonstrating their full understanding and knowledge of each topic. Teachers will have opportunities to improve their skills in areas of identified need, engage intensely in topics critical to school improvement and explore topics of interest. At the conclusion of the Institute, each teacher will meet with the Principal and/or DCI and discuss what he or she has learned at the Institute and to design a personal school-year plan for professional development.

In the first-year Institute, topics that will be covered include:

- The mission, philosophy and key design elements of CACS
- Principles and best practices in personalized, blended and project-based learning
- Using data and implementing a data culture

- Developing ILPs and creating strategies to meet ILP Student Growth Objectives
 - The Danielson Framework for Teaching, effective and reflective teaching practice and use of the Danielson Framework in teacher evaluation at CACS
 - Use of interactive white board and other classroom technology in K-1 classrooms
 - The CACS RtI model
 - Understanding and using student assessment software
 - Using specific curriculum-aligned educational software programs in instruction
 - Understanding HOM and integrating HOM into daily classroom instruction
 - CACS’ approach to student discipline
 - Engaging parents and families in the education of their children
- b) **Embedded Professional Development**—Under the direction of the Principal and DCI, embedded professional development will be provided to teachers each year. Embedded professional development will enable CACS to support its teachers within a framework of personalization and professional collaboration, with technical assistance and coaching targeted to specific teacher needs identified through analysis of teacher evaluation results and other data. It will also help the school build internal capacity by using a “train-the-trainer” model or similar strategies wherever appropriate. Teachers who become proficient in particular skills (e.g. data analysis, facilitation of Professional Learning Communities) will be encouraged to become Coaches, Professional Learning Community Leaders and/or similar positions, and will be provided with bonuses for assuming teacher leadership roles. In addition, teachers will engage in professional development during the daily 90 minute planning/professional development block at the end of each school day. Embedded professional development strategies will include: (1) Meetings at least twice-annually by the Principal, DCI or designate with each teacher to review teacher evaluation results and data, discuss progress made towards meeting professional development objectives and plan professional development activities to address specific needs; (2) Ongoing coaching and technical assistance provided by the Principal, DCI, SPED Coordinator, Data Coordinator and others within the school community (e.g. Data Coaches, PLC Coaches, the Technology Integration Specialist, etc.); and (3) PLCs and collaborative teams in which teachers work interdependently to achieve common goals and to improve instruction throughout the school.
- c) **Social Learning**—CACS teachers will engage in technology-supported Learning Institutes and Learning Paths throughout each school year. The Principal and DCI will work with EduPlanet21 and other professional development specialists each year to identify relevant topics and help design effective social learning programs that support personal, PLC-wide and school-wide professional development and growth.

During each summer, the Principal and DCI will meet to discuss the effectiveness of CACS’ professional development program during the prior year in impacting teacher practice and instruction, improving student achievement and other important outcomes. They will review a variety of data including student assessment results (disaggregated by individual student, classroom, grade and whole school, along with other classifications deemed relevant by the Principal), teacher evaluation data and teacher and other stakeholder survey results. The Principal and DCI will assess the impact of the professional development program on teacher performance and student outcomes, and will make adjustments to the program as needed.

F. Facilities

CACS intends to request to-locate in a NYCDOE school building and, to this end, has notified NYCDO of its intention in a letter dated August 15, 2016.

In the event that no suitable NYCDOE space is available, CACS will locate in private space. To this end, it has identified a private facility solution to meet the needs of the school through its first charter term. If suitable co-location is not available, CACS will be located at 75-14 Jamaica Avenue. This building is being built out by a developer specifically for the charter school. The developer and architect have already submitted schematics for the design of the School to the Planning Team who have agreed in principle to the layout and design proposed. The total square footage available in this building is slightly more than 44,000 square feet. The developer will allow the School to grow into the space so as to not have to support lease payments for space it is not yet utilizing. The School will occupy the full building by the fifth year of the charter term.

The build out is based will allow for programming space of approximately 85 square feet per pupil. The space plan for Years 1 and 5 include at *minimum*: **Years 1-2**: a total of 11 classrooms for grades K-2; 1 K-2 Special Education resource room; 1 K-2 Music Room; Food Prep and Storage area (In K-2, students eat in their classrooms); 1 Gym/Auditorium Space; 1 Faculty Room; Administrative Space, includes main reception with separate offices for Principal and Director of Operations; Conference Room; Sufficient Storage Space for Supplies; Janitor's Closet; Nurse's Office; Social Worker's Office, a sufficient number of student restrooms and adult restrooms to meet code. By **Year 5**: a total of 23 classrooms for Grades K-5; 2 Special Education Resource Rooms (K-2 and 3-5); 1 Music Room; 1 Art Room, 1 Cafeteria with food prep/serving area and storage area (Students in Grade 3-5 eat in the cafeteria); 1 Gym/Auditorium Space; 1 Faculty Room; Admin Space, includes main reception with separate offices of Principal, Director of Operations, Director of Curriculum and Instruction, Special Education Coordinator; Conference Room, Sufficient Storage Space; Janitor's Closet; Nurse's Office; Social Worker's Office, a sufficient number of student restrooms and adult restrooms to meet code. The permanent building will have a play area on the roof. In addition to this outdoor play space, the building is also located within walking distance of a number of public parks.

The rent assumptions in the five year budget are based on the Term Sheets that the owner/developer (who is the owner/developer of both buildings) and the CACS Applicant Team have agreed to in principle. The total rental cost in the first year will be roughly \$400,000, and the rent each year has been negotiated to be \$28 per square foot for the square footage that the school occupies. By the fifth year of operations, the School's rent will be roughly \$1.290 million.

The private facility is on schedule to secure its certificate of occupancy in time for the School's needs. CACS intends to occupy the building by July 2017. The school does not have a residential program, and will therefore not require residential facilities.

G. Insurance

The following coverages will be secured: a) General Liability (\$1,000,000 occurrence/\$2,000,000 aggregate); b) Workers Compensation (Statutory Limits pursuant to NY laws); c) Employee Benefits Liability (\$1,000,000); d) Automobile/Bus Liability including underinsured and uninsured as needed (\$1,000,000); e) Umbrella/Excess Liability above primary program (\$10,000,000); f) Employment Practices Liability (\$1,000,000); g) Educators Legal Liability (\$1,000,000); h) School Board Errors & Omissions--D&O (\$1,000,000); i) Sexual Misconduct Liability (\$1,000,000 / \$2,000,000 aggregate); j) Crime/Fidelity Coverage—Bonds (\$500,000);

k) Property/Lease and Boiler Machinery Coverage Blanket (Limits as needed by School, on an all risk of direct physical basis); and l) Student Accident Coverage (Primary \$25,000 limits and CAT option at \$5,000,000). CACS will only be placed with at least an A+ rated insurance carrier as determined by AM Best rating guidelines.

H. Health, Food and Transportation Services

Health and Wellness Services: CACS will comply with all relevant laws and regulations regarding the administration and implementation of school health services. CACS will employ a nurse practitioner, who will serve as Medical Director and full-time school nurse. In CACS' third year, when the school's enrollment will be over 250 students, it is expected that the NYCDOE will provide a nurse and Medical Director. If NYCDOE does not so provide, CACS will continue to meet its obligations by employing a nurse practitioner as Medical Director and school nurse. In accordance with NYS law, all students will be required to provide to the school a health certificate within 30 days after they enter the school and a certificate of immunization at the time of registration or within the acceptable time frame after enrollment. These requirements are subject to exceptions permitted under the law for religious exemptions. Each student's health and immunization certificates will be filed in his or her cumulative record. The Medical Director will perform the physical examination necessary for the health certificate if the parent or guardian requests. In the event that a student does not present a health certificate (unless he or she has been accommodated on grounds of religious beliefs), CACS will send a notice to the student's parents and inform them that, if the required certificate is not furnished within 30 days of the notice, the Medical Director will be directed to conduct a health examination. CACS will request from each student a dental certificate. CACS will also provide screenings for vision, hearing and scoliosis, which will be performed by the Medical Director or by the licensed health professional he or she designates.

The Medical Director/school nurse will oversee school health services and provide direct services to students, including dispensing medication in compliance with the rules and policies described below. As Medical Director, he or she will approve students to participate in intramural and interscholastic sports activities and to return to play following injury or illness, and he or she will ensure that the school complies with the requirements of the Concussion Management and Awareness Act. CACS will notify parents and guardians whenever their children are referred to the nurse's office, and the school will ask parents and guardians each year about any medical conditions and other relevant health-related circumstances regarding their children. Prior to the start of each year, the Medical Director/school nurse will provide training to all school faculty and staff regarding school health policies and procedures, including first aid provisions and protocols for health emergencies. He or she will also train faculty and staff to perform such student health-related tasks as recognizing vital signs, applying clean dressings, assisting self-directed students in taking their own medications, blood glucose monitoring, administering emergency epinephrine via auto injector to specific students and administering emergency glucagon to specific students. The training provided to CACS faculty and staff will include guidance to ensure that they understand the scope and limitations of what they can do with respect to providing health services and that they know the protocols and practices they must implement when students require administering of medication or present other circumstances that require health-related services beyond what they can legally provide. All faculty and staff will have access to first aid resources. CACS will also comply with Section 917 of the Education Law's requirements regarding access to automated external defibrillators.

Prior to the start of CACS' first year of operations, the Trustees will adopt a policy regarding the administration of medications at the school. Before the beginning of each school year, CACS will ask parents and guardians about any prescription and/or non-prescription medication that a student is required to take at school. CACS will also secure parental consent to identify students with health risks and to provide accommodations to faculty and staff, as appropriate. To dispense prescription and/or non-prescription medication to students (including over-the-counter drugs such as Tylenol, Motrin, and Advil), CACS must receive a completed Medication Permission Form filled out by the student's physician. Parents will be able to retrieve this form from the nurse's office, the school's main office or via download from the school website. Only the Medical Director/school nurse and/or, in the event that CACS hires additional nurses, an additional school nurse (with authorization from the Medical Director) can administer medications to students.⁵⁸ If the same prescription for a student is to continue beyond the present school year, a new Medication Permission Form must be filled out every year.

Accidents: The Medical Director/school nurse will administer initial treatments for minor injuries. Designated faculty members will have EMT training to provide additional emergency services if needed on site. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. CACS will maintain and keep current a digital record of telephone numbers and other contact information for the parents and guardians of each student and for alternative contacts in the event that a parent or guardian is unavailable.

Food Services: For breakfast, lunch, and the daily snack, CACS plans to utilize NYCDOE SchoolFood and has budgeted accordingly. CACS will provide an onsite refrigerator for short-term milk storage and appropriate food preparation, storage and heating facilities. CACS will have a designated eating area for meal consumption. CACS will work directly with government agencies to receive the appropriate free meal reimbursements for food service. CACS will comply with any additional state, federal or local nutritional requirements and guidelines.

Transportation: CACS will partner with the NYCDOE's Office of Pupil Transportation to provide bus transportation for all eligible students. CACS has budgeted for the cost of bussing for 75% of students for school days in excess of 180. CACS will work with the district to ensure that appropriate transportation is provided for students with disabilities.

I. Family and Community Involvement

CACS was designed with input from parents, families and community members, and the input and involvement of these stakeholders will continue throughout the life of the school. CACS' vision of parent and family involvement holds that parents and families must be active and empowered partners with the school's Principal, teachers and staff to support their children. To support this vision, CACS will leverage the resources of its Trustees and staff, along with those of CBOs in Woodhaven to ensure meaningful inclusion of parents, families and the community in CACS' activities. CACS' family and community involvement strategy includes:

- Including parents and community members in planning and school design: The Applicant Group includes a resident of CSD 27. Also, the Applicant Group has met with community members and parents of pre-school students in Woodhaven. CACS will establish and support

⁵⁸ In certain circumstances, and only with written parental and physician permission, a student may self-administer medications—e.g. insulin from an insulin pump. The circumstances and procedures for such self-administering of medications will be described in the child's 504 Plan.

a PTO, and it will sponsor parent and community events at least monthly, including exhibitions and performances of student work and parent discussions.

- Including parents and community members in school governance and ongoing school improvement initiatives: Community members will be represented on the Board of Trustees, and parents of CACS students and community members will be represented on ad-hoc committees established by the Board. Also, parents and community members will be recruited to participate in the Title I School-wide Program planning committee and school-based planning and advisory teams. Parents and community members will also be surveyed each year to provide opportunities for input. Parents will also be informed about school activities and issues through internet postings and twice-monthly “robo-calls” and newsletters, all of which will discuss upcoming opportunities for parents to get involved in school affairs (e.g. upcoming Board meetings, PTO meetings, Principal “coffees,” etc.).
- Soliciting parental input and involvement in school activities throughout the year: CACS will engage parents, families and students in orientation activities at the beginning of each school. During these orientation events, parents and families will be informed about the mission, philosophy, instructional program and other aspects of the school and will have opportunities to meet with and provide input to their children’s teachers and the school’s administrators. Also, the Principal will sponsor “coffees” or other informal events at least twice-monthly where parents can meet teachers and school administrators, talk about school issues and present their ideas and concerns. CACS will work with parents as it develops each student’s ILP and will report frequently to parents on the student’s progress towards meeting PLP objectives. Parent-Teacher conferences will be held at least quarterly and the school’s Parent Council and PTO will meet at least every other month. CACS will create a parent List-serv (and/or support parent leaders in developing List-servs) and will promote electronic communication by teachers and parents via e-mail and on the school’s website. Also, the CACS will solicit and review parent feedback through a formal school-based survey at least annually, as well as through the NYCDOE Parent Satisfaction Survey.

J. Financial Management

CACS’ financial management policies and procedures will ensure fiscal responsibility and appropriate management of the school’s funds, and that CACS is at all times in sound and stable financial condition as evidenced by performance on the key financial indicators set forth in the Charter School Performance Framework (Benchmarks 4 and 5). CACS will have and follow a written set of fiscal policies. CACS will engage an independent auditor to review its fiscal policies and procedures and conduct an internal controls check before the fiscal policies and procedures are ratified by the Board. CACS’ Board will have ultimate responsibility for approving fiscal policies. The Principal will have oversight responsibilities over the financial management of the school and thus will be responsible for protecting the school’s financial records with oversight from the Board Treasurer. CACS’ DOO will administer the daily fiscal and accounting functions of the School, with assistance and support from the school’s consulting CPA or accounting firm. The DOO reports to the Principal who, in turn, will report regularly to the Board about the fiscal condition and financial management of the school. The DOO will be responsible for the maintenance of student and financial records and will also oversee policies and procedures for tracking enrollment and attendance and eligibility for free- and reduced-lunch; SPED services and other services for special student populations. CACS will contract with an independent CPA or accounting firm to provide support in analyzing, reconciling, and

adjusting account balances and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing CACS' chart of accounts and implementation of an accounting software system. All financial statements will be prepared in accordance with GAAP. Such statements will be prepared for each fiscal year and will include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit—The Board will be responsible for hiring an independent auditor to perform an audit of the financial statements prepared by management. The Board Finance Committee will be responsible for overseeing the audit process. The audit will be conducted in accordance with the Generally Accepted Auditing Standards (GAAS). The Principal, DOO and designated staff will provide complete and timely access to the school's books and other records as requested by the auditor. Upon completion of the audit, the Finance & O Committee meet either in person or via a teleconference with the auditor to discuss the report and any findings. At least a portion of that meeting will be conducted without the staff present to allow for candid communication from the audit team. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board. CACS will also submit a complete and timely copy of the auditor's report to NYSED.

Accounting procedures including the fiscal controls of the school—CACS will develop and maintain fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with GAAP, and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. CACS' Internal Control System will include *Internal Control Systems* that represent the policies and procedures that affect CACS' ability to process, record, summarize, and report financial information. This structure will be established and maintained to reduce the potential unauthorized use of CACS assets or misstatement of account balances. The internal control structure is composed of the following two basic elements: (1) the control environment; and (2) the control procedures.

1. **The Control Environment:** The control environment reflects the importance CACS places on internal controls as part of its day-to-day activities. CACS' Board will review fiscal reports as a part of its board meetings and the Board will also ensure that the organization's structure allows for sufficient checks and balances.
2. **The Control Procedures:** Control procedures are the procedures that will be set up to strengthen CACS' internal control structure and thus safeguard its assets. They are divided into the following:
 - **Segregation of Duties:** No one person would control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation function and the asset custody function will be separated among employees (Principal, DOO and Office Manager) and the contracted financial consultant (who is overseen by the Principal). When these functions are not or cannot be separated, a detailed supervisory review of related activities should be undertaken by managers or officials as a compensatory control.
 - **Restricted Access:** Physical access to valuable and movable assets will be restricted to authorized personnel (Principal and DOO). Systems access to make changes in accounting records will be restricted to authorized personnel (Treasurer and Principal).
 - **Document Control:** To ensure that all documents are captured by the accounting system,

all documents are pre-numbered and the sequence for documents must be accounted for.

- **Processing Control:** Processing controls will be used to catch errors before they are posted to the general ledger. These processing controls include source document matching; clerical accuracy of documents and general ledger account code checking.
- **Reconciliation Controls:** Reconciliation controls will be used to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers.

CACS will adopt fiscal policies and procedures to implement the school's control structures. The DOO will develop the policies and procedures, with support from the contracted accountant. An independent auditor will be engaged to form an opinion about the internal controls policies and procedures and adjustments will be made based on any weaknesses identified by the auditor.

Student Records—CACS will have trained personnel on staff who are responsible for managing the student information that drives the school's finances. The DOO, with oversight from the Principal will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The DOO will work with the Principal to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. CACS' SIS system will be used by the DOO to store, analyze and produce needed reports on all relevant student data. The DOO will be responsible for the protection of student records under the supervision of the Principal. With regard to the SPED program, the SPED Coordinator will work with the Principal to ensure proper maintenance, management and security of all records regarding SWDs. He or she will be responsible for submitting all required reporting on SWDs and services provided to the SWDs in accordance with their IEPs to appropriate agencies including reporting necessary for special education reimbursement.

K. Budget and Cash Flow

The Applicant Group has prepared a sound and conservative budget (*Attachment 9*) that supports the mission and educational plan of CACS. CACS's start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions. Please note that these budgets have been prepared on a cash basis. The school's budgets and books, if CACS is approved, will be kept on an accrual basis as per GAAP.

Pre-Opening Budget: CACS will use \$310,000 of the Charter School Planning grant (CSP) to cover expenses incurred prior to the school's opening. (Note that we are assuming the school receives \$600,000 in CSP funds given the expectation that 25% of enrolled students will be SWD and the majority will require greater than 60% services in an ICT setting). These funds will be used to cover (four to six months) of compensation and benefits for staff needed to get the school up and running as indicated on the Pre-Opening Budget assumptions in *Attachment 9*. The school will be solvent at the end of the Pre-Opening Year with an anticipated \$8,111 to carry over to Year One.

Five Year Budget Plan: Please refer to *Attachment 9* which contains detailed revenue and expense assumptions for each line item in the budget for each year of the five year charter term. CACS's budgets are conservative with per pupil revenues remaining flat at current levels while expenses grow between 3% and 8%. Only those revenues that CACS is entitled to are included in the budget. CACS does not need to engage in private fundraising to meet its operational needs. All personnel and other than personnel costs necessary to meet the educational, fiscal and operational goals and program have been included in the budget. This includes its robust staffing

model necessary to support its expected high need student population as well the investment in technology infrastructure, hardware and software as well as outside technology educational consultants to support our blended instructional model. The school is solvent throughout the five years presented and will have a healthy cash surplus at the end of Year 5.

The Year 1 budget reflects the allocation of costs among the school’s programs, (General, Special Education and Other (ESL, Title I)), Fundraising and Management, based on the student enrollment, staff responsibilities and anticipated time to be devoted to each of those areas. The school will develop formal tracking procedures and systems to accurately capture and track the allocation of all school costs among those categories.

L. Pre-opening Plan

The table below summarizes CACS’ pre-opening plan, which is supported by budget and CSP grant funds. The plan may be modified in consultation with NYSED upon approval of charter.

Task	Date	Steps to Complete	Responsibility
Human Resources			
Hire Principal	Upon approval	Recruit and hire Principal	Board
Hire DCI, DOO, Data Coordinator and SPED Coordinator	Upon approval	Recruit and hire administrators	Principal/ Board
Identify and Hire Teachers	Summer 2017 and ongoing	Recruit, conduct interviews and hire year teachers and establish pool of candidates for future teachers	Principal/ Board
Identify and Hire Staff	Summer 2017	Complete hires for first year	Principal/ Board
Complete and distribute Staff Handbook and other HR documents	Summer-to-Fall 2017	Complete drafts; Legal review and Board approval Distribution	Principal/ Board
Complete fingerprinting and background checks	As teachers are hired	Fingerprinting; Background checks	Principal/ Board
Recruitment/Enrollment			
Recruitment generally	Immediately and ongoing	Finalize recruit plan, prepare materials, launch outreach and marketing	Principal/ Board/ DOO
ELL recruitment	Immediately and ongoing	Start recruitment in other languages; Contact and visit community groups	Principal/ Board/ DOO
SWD recruitment	Immediately and ongoing	Contact and visit community and advocacy groups; Reach out to CSE, parents, et al	Principal/ Board/ DOO
Lottery	Spring 2017 (April)	Distribute applications and conduct lottery	Principal/ Board
Open houses	Summer 2017	Conduct open houses for admitted students	Principal/Staff

Enrollment	Summer 2017	Complete enrollment Identify SWDs, ELLs, F&R, etc.; Obtain student records from parents, schools, etc. Secure IEPs from district	Principal/ DOO / Teachers/ Admin. Asst.
Facility			
Identify and secure school facility	Summer 2017	Secure school facility	Board, Principal, DOO
Renovation of school facility	TBD	Renovate school facility	Principal, DOO
Educational Program			
Curriculum and Assessment	Fall 2016 to Spring 2017	Develop curriculum and assessment program	Board, Principal, DCI
Professional Development	Spring 2016 and ongoing	Design initial P.D. and plan; Implement pre-opening P.D.; Design and prepare initial PD Institute; Design and prepare Learning Paths;	Board, Principal, DCI, Data Coordinator
Finance and Operations			
Set-up	Immediately upon approval	Obtain 501c3 status, establish bank account, secure insurance	Board/ Principal/ DOO
Financial Procedures	Within 30 days of approval	Approve fiscal policies and procedures, set up accounting system, establish protocols to comply with reporting requirements, complete initial statement of financial controls	Board/ Principal/ DOO
Student Information System (SIS)	Fall to Winter 2016	Research and obtain SIS; Set up with student information	Principal/ DOO
Approve annual budget	First Board meeting	Review and approve budget	Board
Finalize school calendar	Fall 2016	Approve calendar	Board/ Principal
Distribute school calendar	Spring 2017	Distribute calendar	Principal
Contract for food services	Spring 2017	Finalize contract	Board/ Principal
Secure transportation	Spring 2017	Contact DOE OPT Inform parents of options	Principal
Create plans	Immediately to Summer 2017	Create and implement safety plans, DASA , emergency and other plans	Principal, w approval by Board
Establish health services	Spring and Summer 2017	Secure first aid resources, train staff, establish protocols for storing and administering medicine, establish secure records storage system	Principal/ School Nurse- Medical Director

Governance			
Initial Bd. meeting	Summer or Fall 2016	Appoint Trustees and officers, ratify bylaws and code of ethics, ratify set up minutes book, establish meeting calendar, appoint committees, plan Bd training	Board
Legal/Admin Set-up for the Board	July 2017	Obtain board insurance, file IRS forms, create policies	Board

M. Dissolution Plan

In the event of closure or dissolution of CACS, the Board will delegate to the Principal and the DOO the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process will include notification to parents of CACS students. Additionally, a list of students attending CACS will be sent to the local district where CACS is located. CACS will transfer student records to the school district in which it is located, and the parents of the enrolled students will be notified of the transfer of records. The remaining assets of CACS, after satisfaction of outstanding debts pursuant to Education Law Section 220, will be transferred to another charter school within the school district where CACS is located or directly to NYCDOE. CACS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of CACS that will include at least the Board Chair, Principal, DOO and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by CACS’ administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives of NYCDOE to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of CACS:

Days 1-5: (1) CACS will deliver a current student list to NYCDOE; (2) The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The DOO and a CACS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal will notify all parents in writing of the closure of the school and the ensuing placement process; (5) The Principal will meet with the students to discuss the school’s closing and the ensuing placement process; (6) The DOO will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss CACS’ closing and the transfer of students to other public schools; (7) CACS will host a series of information sessions for families and students about the possible schools available and detail the assistance that will be provided during the transfer process; (8) CACS’ website will be recognized as a primary source of information about the school’s closing, the dissolution process and the placement of students in other public schools; and (9) CACS’ pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The pupil

personnel staff will commence student placement meetings; (3) The DOO will provide written notice to appropriate NYCDOE Departments (e.g. transportation, food services) of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The DOO will notify in writing Principals in schools likely to receive transfers from CACS of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) CACS will transfer student records to NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to NYCDOE and provided a copy of those records; and (5) CACS will conduct a final meeting with NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: The DOO will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The DOO will maintain an up-to-date inventory of the assets of the school. She or he, with the assistance of the Board F&O Committee, will attend to the payment of all of CACS' outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the DOO with the cooperation of NYCDOE. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

CACS will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with Law 219 and 220 and any closing procedures specified by SED.

Attachment 1: Proposed Admissions Policy

Circle Academy Charter School (CACS) is a public charter school that is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public school, CACS is open to all New York City students and will not limit the admission of any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, ancestry, sexual orientation, athletic ability or intellectual aptitude or achievement. Enrollment preference is granted to students returning to the charter school in any subsequent year of operation, siblings of students already enrolled in the school, children of employees of the charter school and students residing in the school district of the charter school. CACS has also established a priority for enrolling a substantial number of students with disabilities (SWDs). CACS will therefore use the New York State Education Department Weighted Lottery Generator to weight admissions for a subset of students who are identified as SWDs

Application and Admission Procedures, Including Plan for Public Lottery

CACS will disseminate information about the charter school admissions policy to the community at large through all forms of conventional media, publicly held meetings, mass mailings and other forms of community outreach in both English and Spanish (and possibly other languages, based on need and/or future changes in the demographic profile of the community). CACS will also disseminate information about the charter school throughout CACS' network of organizations, pre-schools and programs and their constituents, affiliates and supporters. CACS' information dissemination and student/family recruitment campaigns will be designed to ensure that the school's student body includes significant numbers of students at risk of academic failure, English language learners (ELLs), Students with Disabilities (SWDs) and economically disadvantaged students. CACS' informational materials and presentations will advise all families of the opening of the charter school, the means by which students may apply to the school and the educational goals and structure of the school. Informational materials will inform families that CACS is a tuition-free charter school and will emphasize the school's academic programming and supports for all students, including students at risk of academic failure, ELLs and SWDs.

In accordance with the New York Charter Schools Act, applications will be accepted from January 1st until April 1st of each year. CACS will use the New York Charter School Uniform Application. Applicants will be asked to provide, on a voluntary basis, information that will help determine their eligibility for a weighted preference. For the lottery conducted prior to the first operational year, the school will accept applications from incoming kindergarten and 1st grade students.

Applications can be completed in person at the school site, and completed applications may be faxed, mailed or emailed as an attachment by anyone requesting an application. All completed applications must be dated by CACS staff that receive them to indicate receipt and must show the initials of the staff member accepting the application. For applications submitted by e-mail, dated return e-mails acknowledging receipt will be sent by the school. Public notice will be posted regarding the date and time of the lottery once the application deadline date has passed.

If the number of applicants exceeds available seats, each applicant will be entered into a lottery. Notwithstanding the weighting for SWDs, admissions preferences will be given to applicants in the following order:

- Returning students
- Siblings of current CACS students for a grade level.
- Children of employees of the charter school, provided that the number of such children may not exceed 15% of the charter school's total enrollment
- Applicants residing in CSD 27
- All other applicants.

In accordance with the New York State Education Department Guidance on the Use of the Weighted Lottery Generator, the following process will be used:

1. The names of all applicants, their at-risk identifications and grade levels will be entered into the Weighted Lottery Generator.
2. The Weighted Lottery Generator will automatically assign weighting proportions to the appropriate students.
3. The Weighted Lottery Generator will generate a final admissions list.
4. Students will be admitted to CACS in the order that their names appear on the final admissions list.

CACS will maintain detailed lottery records including but not limited to printed and electronic documentation of the process. The school will have readily available copies of the saved PDF document generated from the lottery as required by the Commissioner's regulations. The school will only run the NYSED Weighted Lottery Generator once each academic year and will obtain NYSED approval to use the Weighted Lottery Generator in the event that the school's enrollment policy changes in any way.

A waiting list will be developed from the list of applicants who did not gain admission through the lottery. Each waiting list applicant will be listed in the order in which his or her name appeared on the Weighted Lottery Generator-produced final admissions list. When a vacancy occurs, waiting list families will be contacted, in order, by phone and/or in person by a representative of the school and will be given 24 hours from the time of contact to return the call or respond with intentions to enroll a student. If a family does not return the call or respond within 24 hours from the time of contact, the space will be forfeited to the next applicant on the waiting list. CACS will not rollover the lottery waiting list from year to year. Rather, the school will have a new lottery every year.

Once a student has been admitted to CACS, parents and guardians will be notified by e-mail and by letters sent home. The notification will include a list of forms that need to be provided, including an original birth certificate (to verify that the student is of the appropriate age for the entering grade), immunization records and proof of address. The admitted student is automatically guaranteed a seat at CACS for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents and guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following year.

There are no admissions criteria, and no tests will be administered to student applicants in

the application process. However, test data will be requested and assessments will be administered after students are admitted for purposes of diagnosis (including diagnosis of reading, writing and math skills) to better address individual needs and to establish baseline data for purposes of curriculum/instructional planning and program assessment.

Withdrawal or Transfer Procedures

Parents and guardians may withdraw their child at any time from CACS. When a parent or legal guardian withdraws a student from the school he or she must complete a withdrawal form. This form will be available in the school's main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems.

In the case that returning students do not attend the first day of school, they are subject to the same 24-hour rule that applies to families being called from the waitlist. Following the first absence, CACS will call absent students and/or visit their home to inquire about the absence and give them 24 hours to report to school. If the student does not report to school within that timeframe, the returning student is considered to have withdrawn. Auto-withdrawn students must then submit a waitlist application and their application would be placed in the order of date and time of application.

CACS staff will not share information about any withdrawn student unless an official request has been made from another school on behalf of the student who withdrew. When a parent or legal guardian withdraws a student from the school they must first complete a withdrawal form. The withdrawal process will be complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. ATS will then be checked, and the new school will be contacted to confirm enrollment. If a parent/guardian's signature cannot be obtained, then the student will be considered officially withdrawn only after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file will be moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files will be maintained in a locked cabinet in the main office and filed by the year of withdrawal.

Table 2: Public Outreach Information

Circle Academy Charter School

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
08/01-12/2016	Elected Officials Information with a copy of the CACS LOI and Personal Letters to: <ol style="list-style-type: none"> 1. Melinda Katz 2. Rubin Wills 3. Karen Koslowitz 4. Elizabeth Crowley 5. Eric Ulrich 6. Philip Goldfeder 7. Michele Titus 8. Vivian E. Cook 9. Michael Miller 10. Joseph P. Addabbo, Jr. 11. Gregory 	Elected officials offices.	Community leaders.	Responses have not been received as of the date of this submission.	TBD	12

Table 2: Public Outreach Information

Circle Academy Charter School

	W. Meeks 12. Grace Meng					
08/12-13/2016	Focus Group – Woodhaven Community Leaders – RE: Special Education	Via Conference Calls & Personal Calls	Woodhaven Community Organizations Leaders	“If you have a special needs child they are included in the CACS Circle.”	New series of postings and ads to be created to run in all forms of media.	5
07/30/2016	Letter to Mary Barton, CSD 27 Community Superintendent re: Letter of Intent accepted with a copy of the Letter of Intent enclosed.	Sent to CSD 27 Office	NYC DOE CSD 27 Leadership	No direct response as of date of submission.	N/A	1
07/15/2016	Circle Website/Social Media – Facebook/Twitter Announcement – RE: Letter of Intent Accepted and the Invitation	www.circleacademy.org/Facebook.com/circleacademy & Twitter.com/circleacademy	Woodhaven, CSD 27 and the greater NYC area.	Various positive responses/likes, etc.	No specific action required more for the positive celebration by the responders.	303 Facebook confirmed reached. Plus unknown number of views on the website and via Twitter.

Table 2: Public Outreach Information

Circle Academy Charter School

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	to submit Circle's full application.					
07/01/2016	Radio Free Woodhaven Radio Show hosted by Ed Wendell interview of CACS – call in show.	Project Woodhaven http://www.blogtalkradio.com/project-woodhaven/2016/07/02/radio-free-woodhaven Interview begins at 05:50 into the program.	Talk show radio program with a target audience of Woodhaven residents.	Host – Ed Wendell did follow-up questions on lottery, facility plans and special education emphasis of the school.	Did revisions on website and further explanation about the lottery information and social media content.	Radio Free Woodhaven Radio Show has an audience of between 500-1000 for each program.
06/23/2016	Queens Chronicle Newspaper Ad – Full Page Color	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/digital_edit ion/	South Queens Community Members & Families	Several requests to be placed on the first lottery list.	Did an updated parent information packet that contained information about the lottery process.	160,000 Circulation
06/21/2016	Parsons Preschool Teachers Focus	Parsons Preschool 84-60 Parsons	Teachers/Special Education	After review of teachers'	The Academic Committee fine-	17 Teachers & Administrators

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Table 2: Public Outreach Information

Circle Academy Charter School

	Group	Blvd., Jamaica, NY	Teachers	feedback about the education program and the school daily/weekly schedule – the information was referred to the Academic Committee for their awareness as the final full application is completed.	tuned the descriptions of the professional development, daily/weekly schedules and special education description of the special education aspects of the full applications.	
06/20/2016	New York Families for Autistic Children, Inc. – Andrew Bauman – Chief Executive Officer	PS/MS 146Q Howard Beach, NY & 164-14 Crossbay Blvd., Howard Beach, NY 11414	Special needs scholars/families	Mr. Baumann raised questions about the specific plans for services autistic children.	Reviewed the special education sections of the full application. Setup a follow-up meeting with Mr. Bauman to seek his organization’s suggestions and input.	2
06/20/16	NYC DOE CSD 27 Community Education Council	PS/MS 146Q Howard Beach, NY	CSD 27 Parents, leadership, elected officials present, etc.	Following presentation CEC President Joshua Hirschman asked about the schools facilities plans.	Updated website concerning CACS facility plans.	10 CEC members, CSD 27 Superintendent Mary Barton, CEC rep. Hazel Wellington, Assemblyman Philip Goldfeder, NYS Senator Joseph Addabbo plus 75 parents, school representatives.

Table 2: Public Outreach Information

Circle Academy Charter School

06/20/16	NYS Senator Joseph Addabbo Meeting	PS/MS 146Q Howard Beach, NY	Woodhaven Elected Official for NYS	Applicant group members updated the Senator on CACS asked for his continued interest in the school.	Contacted the Senators office for a face-to-face follow-up meeting per the Senator's suggestion.	4
06/16/2016	Woodhaven Residents' Block Association Town Meeting	American Legion Hall Post 118 - 89-02 91st Street, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Positive responses from the members of the association to continue the efforts of the school following the presentation about CACS.	Follow-up with officers for suggestions on ways we can continue to reach Woodhaven residents. Follow-up meeting with Martin Colberg.	Approximately 75 in attendance.
06/16/2016	Queens Chronicle Newspaper Ad – Full Page Color	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/digital_edition/	South Queens Community Members & Families	Several requests to be placed on the first lottery list.	Did an updated parent information packet that contained information about the lottery process.	160,000 Circulation
06/16/2016	Queens Tribune Newspaper Ad – Full Page Color	Queens Tribune 150-50 14th Road, Whitestone, NY 11357	South Queens Community Members and Families	Phone calls in response to the ad about the school plans and when	Created a word track for those answering the phone about	147,000 Circulation

Table 2: Public Outreach Information

Circle Academy Charter School

				the school would open.	where the school was in its plans and potential approval.	
06/16/2016	Queens Chronicle Newspaper News Article	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/editions/south/circle-academy-looks-to-open-its-doors-soon/article_dcbf4e46-d8e3-5353-8fd6-63f0f0732bae.html	South Queens Community Members & Families	No direct responses to the news article.	Call to writer to correct a couple of items he reported in error. i.e. authorizer, etc.	160,000 Circulation
06/14/2016	Queens Community Board 9 June Monthly Meeting	Majestic Marquise 88-03 101 Ave., Ozone Park, NY 11416	Queens CB9 Members, elected officials, residents and parents.	Distributed draft of Letter of Intent for feedback and response in the public forum section of the meeting.	Seth Welins, Chair of the Education and Youth Services requested a meeting in the August 2016 meeting of the Committee. Date TBD by Committee.	Approximately 100 members and spectators present.

Table 2: Public Outreach Information

Circle Academy Charter School

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05/19/2016	Woodhaven Residents' Block Association Town Hall	Emanuel United Church of Christ 93-12 91st Avenue, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Distributed CACS flyers and talked to members before and after the meeting. Meet briefly with NYS Assemblyman Philip Goldfeder prior to the start of the meeting.	Arranged with Ed Wendell to be on his radio program to update his audience.	Approximately 75 members, visitors and elected officials.
02/26/2016	Radio Free Woodhaven Radio Show hosted by Ed Wendell interview of CACS – call in show.	Project Woodhaven http://www.blogtalkradio.com/project-woodhaven/2016/02/27/radio-free-woodhaven	Talk show radio program with a target audience of Woodhaven residents.	NYS Assemblyman Mike Miller discussed charter schools at 26:30 point in the recording following the CACS interview.	Sent a response to clarify lottery process and special needs questions to NYS Assemblyman Mike Miller's comments.	Radio Free Woodhaven Radio Show has an audience of between 500-1000 for each program.
01/18/2016	Martin Luther King Day	91 st & Jamaica Ave., Woodhaven, NY 11421	Woodhaven residents/parents	Distributed flyers and surveys.	Many questions about when the school will open. Need to make sure that people know the school is still in application status.	890
01/16/16	Martin Colberg – Woodhaven Residents Block	84-20 Jamaica Ave., Woodhaven, NY	Community Leader	Continue Circle's community outreach and	Keep going back to the main community	2

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Table 2: Public Outreach Information

Circle Academy Charter School

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	Association	11421		presence.	groups they need to see Circle on a regular basis.	
11/21/2015	Woodhaven Residents' Block Association Town Hall	American Legion Hall Post 118 - 89-02 91st Street, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Co-location raised and discussed.	Important that the community understand that the facility plan has changed due to NYS law change.	Approximately 65 in attendance.
10/18/2015	New Jerusalem Baptist Church	122-05 Smith St., Jamaica, NY 11434	Community Residents/Parents	Strong support/Letter of support from Pastor Dr. Calvin Rice	Will use the support letter for the full application.	460
09/19/2015	Woodhaven Residents' Block Association Town Hall	Emanuel United Church of Christ (93-12 91st Avenue, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Distributed CACS flyers and talked to members before and after the meeting.	Continue to be present at community meetings to keep the proposed school before the community.	Approximately 55 members, visitors and elected officials.
09/12/2015	Parsons Preschool	84-60 Parsons Blvd. Jamaica, NY 11432	Residents/Parents	Information packets responses	Tabulated survey responses	168 families
05/01/2015	North Side School	85-27 91 st St., Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	144 families
04/28/2015	Holy Cross Roman Catholic Church	61-21 56 th Rd., Maspeth, NY 11378	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/23/2015	Trinity Lutheran Church	6370 Dry Harbor Rd., Flushing, NY	Residents/Parents	Information packets responses	Tabulated survey responses	10 families

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Table 2: Public Outreach Information

Circle Academy Charter School

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		11379				
04/23/2015	Saint Luke's Episcopal Church	85 Greenway St., Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/17/2015	Radio Free Woodhaven Radio Show hosted by Ed Wendell interview of CACS – call in show.	Project Woodhaven http://www.blogtalkradio.com/project-woodhaven	Talk show radio program with a target audience of Woodhaven residents.	NYS Senator Joseph Addabbo was on following the CACS interview expressed positive response to the interview and charter schools in general	Followed up with Ed Wendell about any suggestions he had about the school. He indicated that he would suggest we meet all elected officials individually.	Radio Free Woodhaven Radio Show has an audience of between 500-1000 for each program.
04/13/2015	All Nations Baptist Church	86-76 80 th St., Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	40 families
04/06/2015	Ozone Park Church of the Nazarene	128-03 Foch Blvd., South Ozone Park, NY 11420	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/06/2015	Cornerstone Baptist Church	574 Madison St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
04/06/2015	St. Barbara's Roman Catholic Church	138 Bleecker St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
04/06/2015	St. Marin of Tours RC Church	1288 Hancock St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/25/2015	Our Lady of Sorrows Church	10411 37 th Ave. Corona, NY	Residents/Parents	Information packets responses	Tabulated survey responses	10 families

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Table 2: Public Outreach Information

Circle Academy Charter School

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03/25/2015	St. Matthias Roman Catholic Church	58-15 Catalpa Ave., Ridgewood, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	15 families
03/24/2015	Mount Olivet Gospel Church	33-27 97 th St. Corona, NY 11368	Residents/Parents	Information packets responses	Tabulated survey responses	15 families
03/18/2051	First Presbyterian Church of Forest Hills	70-35 112 th St., Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	30 families
03/18/2015	Our Lady Queen of Martyrs Church	72-55 Austin St. Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
03/16/2015	Queens Morning Star Foursquare Church	91-13 87 th , Woodhaven, NY 11421	Residents/Parents	Information packets responses	Tabulated survey responses	12 families
03/13/2015	Emmanuel Full Gospel	13317 101 st Ave., Jamaica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	12 families
03/13/2015	St. Benedict Joseph Labre Church	94-40 118 th St., South Richmond Hill, NY 11419	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/13/2015	Faith Assembly	12013 101 st Ave., Jamaica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	75 families
03/13/2015	Kew Gardens Synagogue	82-17 Lefferts Blvd., Kew Gardens, NY 11415			Not in favor of charter schools. Declined.	
03/13/2015	Nachman Isaac	8507 124 th St., Jamica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	25 families

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Table 2: Public Outreach Information

Circle Academy Charter School

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03/12/2015	Grace Lutheran Church	103-15 Union Turnpike, Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	15 families
03/12/2015	Greater Brightlight Baptist	1320 Sutler Ave. Brooklyn, NY 11208	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
03/11/2015	St. Rita's Roman Catholic	275 Shepard Ave. Brooklyn, NY	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/11/2015	Saint Teresa of Avila Roman Catholic Church	109-26 130 th South Ozone Park, NY 11420	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/11/2015	Glen Morris Presbyterian	120-18 107 th Ave. South Richmond Hill, NY 11419	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
03/11/2015	Redeemer Lutheran School	6926 Cooper Ave. Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	200 families
03/11/2015	Calvary Bible Church	7415 Myrtle Ave. Glendale, NY 11385			Not in favor of a charter school	
03/11/2015	Waldvogel Gordon	7857 83 rd St Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	8 families
03/11/2015	Jehovah's Witnesses Glendale	8701 Myrtle Ave Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	75 families
03/11/2015	Jamiah Islamic Center	89-50 Woodhaven Blvd, Woodhaven, NY			Did not want to assist.	
03/09/2015	Community Bible Evangelical Church	102 16 th , Richmond Hill, NY 11418	Residents/Parents	Information packets responses	Tabulated survey responses	20 families

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Table 2: Public Outreach Information

Circle Academy Charter School

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03/06/2015	All Saints Episcopal Church	85-45 96th St Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	30 families
03/06/2015	Alliance Christian Temple	87-35 78 th St Woodhaven, NY			Not in favor of a charter school.	
03/06/2015	Lutheran Church of Saint John	88-24 Mytle Jamaica, NY	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
02/27/2015	Baby Steps Daycare	99-06 Metropolitan Ave Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	32 families
02/25/2015	Kids Power	7314 Yellowstone Blvd Flushing, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/25/2015	A To Z Learning Center	12321 Jamaica Ave Richmond Hill, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	82 families
02/25/2015	Karen Kids Day Care	101-21 77th St Ozone Park, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	4 families
02/25/2015	Bev's Kiddie Daycare	10145 113th St Jamaica, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/24/2015	Ira's Briarwood Daycare Center	13976 85th Dr Jamaica, NY 11435	Pre-school parents	Not in favor of charter schools		
02/24/2015	Playmates Nursery Inc	13113 Liberty Ave Richmond Hill, NY	Pre-school parents	Information packets responses	Tabulated survey responses	115 families

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Table 2: Public Outreach Information

Circle Academy Charter School

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02/23/2015	My First Steps Family Group Daycare	71-45 69th Pl Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/23/2015	The Little Dolphin School	107-01 Cross Bay Blvd Ozone Park, NY 11417	Pre-school parents	Information packets responses	Tabulated survey responses	50 families
02/23/2015	Angels In the Gardens Childcare Corp.	85 Greenway S Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	25 families
02/23/2015	Community Alliance For Youth	851 Liberty Ave Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	5 families
02/11/2015	Blake Milford Care Center	334 Milford St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	18 families
02/11/2015	Little Butterfly Daycare	12111 133rd Ave Jamaica, NY 11420	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/11/2015	Bev's Kiddie Daycare	10145 113th St Jamaica, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/11/2015	Bianca's Daycare Center	11711 Jamaica Ave. Richmond Hill, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/11/2015	Shalom Day Care	11666 Park Ln S Richmond Hill,	Pre-school parents	Not in favor of charter schools		

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Table 2: Public Outreach Information

Circle Academy Charter School

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		NY 11418				
02/11/2015	Omar Day Care	415 Crescent St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	8 families
02/05/2015	Earth Angels Kiddie Center	8105 101st Ave Jamaica, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/05/2015	New Age Family Day Care Inc	546 Jamaica Ave Brooklyn, NY 11208	Pre-school parents	Declined – prefers to send to regular public schools due to community based relationships.	Outreach community discussed how to emphasis CSD 27 connection.	
02/05/2015	Childcare by Rebecca, Inc.	83-09 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	40 families
02/05/2015	Tender Beginnings Daycare	102-13 85th Ave Jamaica, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/05/2015	Blake Milford Care Center	334 Milford St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	18 families
02/05/2015	VIP Day Care	101-09 Woodhaven Blvd Ozone Park, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	88 families
02/04/2015	Small Wonder Preschool Annex	8866 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	25 families

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Table 2: Public Outreach Information

Circle Academy Charter School

02/03/2015	Small Wonder Preschool Inc	9045 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	25 families
02/03/2015	Baby Steps Daycare	99-06 Metropolitan Ave., Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/03/2015	PeekaBoo Daycare 2 & After School Program	89-13 85 th St., Woodhaven, NY 11421	Pre-school parents	Information packets responses	Tabulated survey responses	16 families
01/29/2015	Nadya Day Care	9736 108th St South Richmond Hill, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	35 families
11/20/2013	TRCS - The Renaissance Charter School	35-59 81st Street, Jackson Heights, New York 11372	School Leaders/teachers	CACS School Leadership had opportunity to discuss their school design.	CACS applicant group made adjustments to the education plan based upon their feedback.	13 administrators and teachers
11/25/2013	Hellenic Classical Charter School	46 5th Avenue, Brooklyn, NY 11215	Parents/ community leaders/residents	CACS School Leadership had opportunity to discuss their school design.	CACS applicant group made adjustments to the education plan based upon their feedback.	9 administrators and teachers.
05/29/2013	Facebook Instant Surveys	Facebook/circleac ademy	Parents/ community leaders/residents	Various suggestions from responders	CACS took the suggests into account as the school was developed.	

Table 2: Public Outreach Information

Circle Academy Charter School

03/13/2014 to 06/25/2016	Online Survey #1 launched...	Via circleacademycharter.org Facebook.com/circleacademy And various links...	Parents/ community leaders/residents			516
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Planting Seeds for the Future

June 11, 2016

Kelly Portnoy, SBO
Education Director
Parsons Preschool
231-10 Hillside Ave.
Queens Village, NY 11427

Dear Ms. Portnoy:

As Board President I wanted to respond to the input and concerns expressed from some of the parents and staff of our proposed school's commitment to serving the needs of students with disabilities (SWDs).

We have updated the language of our Letter of Intent to the following based upon the input of your and other parents of SWDs during our outreach efforts:

- *A commitment to serving a student population that reflects the diversity of the community.* CACS has established a 25% recruitment target for students with disabilities (SWDs), which will exceed CSD 27's average SWD percentage. CACS will target its outreach efforts to "feeder" pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Applicant Group members who have worked extensively with CSD 27 pre-schools.
- **Enrollment and retention of SWDs, ELLs, and students who are eligible for FRL**
 - CACS will work aggressively to attract, recruit and retain all students, and particularly ELLs, SWDs and those eligible for FRL. Outreach to families of special populations will emphasize the school's supportive academic model and personalized learning environments in which their children will receive highly individualized attention and instruction. CACS will retain its students, particularly those from at-risk populations, chiefly because of the effectiveness of its personalized instructional approach that not only uses data to inform instruction but also provides effective supports and interventions to ensure that no child "falls through the cracks."
 - CACS' outreach and student recruitment initiatives will target those CSD 27 neighborhoods where a predominance of low-income/poverty-level families and non-English speaking families reside. It will leverage the community-based contacts of the Applicant Group, particularly those members who are affiliated with CSD 27 preschools serving SWDs. CACS will reach out to community leaders including clergy, elected officials, nonprofit administrators, directors of



Planting Seeds for the Future

preschools and Head Start programs and others who serve SWDs and their families, non-English speaking residents and/or economically disadvantaged families. All recruitment and application materials will be available in the predominant languages of the community. CACS representatives will host family information sessions *within* the identified communities—such as in houses of worship and local community-based organizations and early childhood centers (especially Head Start and pre-school programs serving low income children, ELLs and SWDs). These meetings will highlight the academic program, curriculum, inclusive school culture, support and intervention services and student support personnel specifically focused on ELLs, SWDs and Title I children. CACS will advertise in local newspapers, including those focused on minority populations, and on its website with descriptions of how CACS is welcoming to and supportive of all students, including FRPL, ELLs, and SWDs.

- CACS will retain SWDs, ELLs and economically disadvantaged students through its highly responsive, personalized school model and its proactive approach to engaging parents in the life of the school. Also, CACS will employ a comprehensive academic intervention program to ensure that SWDs, ELLs and students eligible for FRP meet and exceed NYS CCLS. CACS will have a strong Response to Intervention (RtI) process in place to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education teachers, ELL Specialists, social workers, a behavior specialist, and reading specialists.
- For SWDs, two of the three classrooms in each grade will be ICT classrooms. CACS will have a Special Education Coordinator and, in addition to the SPED teachers who teach in ICT classrooms, two SPED teachers (1 in each grade span K-2, 3-5 and, in the second charter term, 6-8) to provide Special Education Teacher Support Services (SETSS) in a push-in or pull-out setting to SWDs mandated to receive SETSS who may not be assigned to ICT classrooms. CACS will also contract with outside providers for related services not provided by the school's staff. For ELLs, CACS will ensure that LEP students/ELLs receive all necessary services, with ELL Specialists providing classroom teachers with specific strategies like sheltered instruction to support ELLs (and former ELLs) and providing direct instructional support to ELLs in a push-in and pull-out model. Students who qualify for FRL may fall into a number of categories, including ELLs and SWDs and will receive services accordingly. In addition, CACS will also have on staff reading specialists who will work collaboratively with classroom teachers in both a push-in and pull-out model in order to address struggling students' academic needs.

85-27 91st Street • Woodhaven, NY 11421 | V 800-698-4821
W circleacademycharter.org | E info@circleacademy.org



Planting Seeds for the Future

We welcome your school's continued input through our application development and hopefully upon approval as we open and operate Circle in a way that meets the needs of your children and their families.

We will provide your parents and the parents of all of your school's locations with our final NYSED Letter of Intent.

Thanks again for your leadership as Education Director and your assistance in gaining insight from your parents and staff about Circle's design and plans!

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Bernstein". The signature is written in a cursive style with a large initial "R".

Richard Bernstein
President
Board of Trustees

CC CACS Planning Team Members



Planting Seeds for the Future

Community Outreach Evidence

Letters of Support



THE SENATE
STATE OF NEW YORK
ALBANY

SENATOR
JOSEPH P. ADDABBO, JR.
15TH SENATE DISTRICT

ALBANY OFFICE
613 LEGISLATIVE OFFICE BUILDING
ALBANY, NY 12247
(518) 455-2322
FAX (518) 426-6875

DISTRICT OFFICE
159-53 102ND STREET
HOWARD BEACH, NY 11414
(718) 738-1111
FAX (718) 322-5760

SATELLITE OFFICES
66-85 73RD PLACE
MIDDLE VILLAGE, NY 11379
(718) 497-1630
FAX (718) 497-1761

88-08 ROCKAWAY BEACH BOULEVARD
ROCKAWAY BEACH, NY 11693
(718) 318-0702
FAX (718) 318-0194

E-MAIL: ADDABBO@NYSENATE.GOV

RANKING MINORITY MEMBER
RACING, GAMING & WAGERING
VETERANS, HOMELAND SECURITY
& MILITARY AFFAIRS

COMMITTEES:
AGING
CIVIL SERVICE AND PENSIONS
EDUCATION
ENVIRONMENTAL CONSERVATION
LABOR

August 12, 2016

Michelle Pascucci
96-14 134th Road
Ozone Park, NY 11417

Dear Michelle,

I hope this letter finds you well. I wanted to take this opportunity to express my appreciation for all your efforts in the community and towards improving accessibility to educational opportunities for my constituents.

As a representative of the residents within the 15th Senatorial District, and a lifetime resident of Ozone Park, I have witnessed your participation in a wide variety of community events, and I wish you much future success in establishing a Circle Academy Charter School site. Quality education is critical to the future of our children and our neighborhood.

Once again, thank you and please let me know if I can be of any assistance to you.

Very truly yours,

Joseph P. Addabbo, Jr.
New York State Senator
15th District



The Woodhaven Cultural & Historical Society



August 13th, 2016

To Whom It May Concern:

It is with great pleasure and enthusiasm that I write this letter to endorse Circle Academy. Since their arrival to our community they have proven themselves consistently to be good neighbors and we trust that they are dedicated to make Woodhaven a better place.

They have achieved this level of trust with us by regularly attending civic meetings and being open to alternate means of reaching the community, such as taking part in live webcasts that residents listen to.

During their many interactions with residents they have been very open and responsive to questions and very good at providing everyone with the information they need.

Having served as part several local civic groups, I have been privileged to work with many residents who are committed to make our little corner of the world a better place. I have no hesitation in stating that Circle Academy fits into that same mold and our community would be very proud to have them operating here in Woodhaven, Queens.

If you have any questions for me please feel free to call me at any time to discuss.

Edward K. Wendell
Executive Director
Woodhaven Cultural & Historical Society
Phone: 718-805-2002
Email: projectwoodhaven@gmail.com

MARTIN COLBERG

August 8, 2016
Mr. David Frank
Executive Director
NYSED Charter School Office
Albany, New York

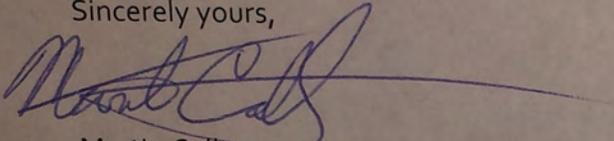
Dear Mr. Frank:

It is my pleasure to provide a support letter for the proposed Circle Academy Charter School.

The Circle Founding Group team have been very active in informing the Woodhaven community about their plans. They have shared with the Woodhaven Residents' Block Association on numerous occasions. As President of the Association, I have found that no question was avoided, clear and concise answers have been given and the proposed school has sought to already be good active neighbors in the community.

I personally believe that Circle Academy would be a good for our community and a help to have it as an educational option for the parents and children of Woodhaven.

Sincerely yours,



Martin Colberg

Email: zignyc@msn.com Voice: 917-418-1043



Contact: Evon Reyes

Email: fearlessff.info@gmail.com

David Frank
Executive Director
The State Education Department
Charter School Office Room 5N Mezzanine EB
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

I am pleased to provide this letter of support for Circle Academy Charter School (Circle Academy). As a resident and business owner in the Woodhaven Community.

As a strong supporter of educational opportunities for all children, I believe the mission and vision of this school addresses a need put forth by the community and enhances school options for families in Woodhaven, Queens and throughout Community School District 27.

In my conversations with lead applicant Michelle Pascucci, I am confident that the school will be a benefit to the children and youth of our community. The school's model is one that has proven to be successful in promoting academic achievement for a diverse set of students, including special education students and English language learners. Moreover, as a community school, Circle Academy will also serve the families and residents of Woodhaven.

The Circle Academy's academic is modeled after research and best practices in education. I believe that the school's core principles, strong management plan and commitment to providing instruction tailored to the needs of each student will make it successful.

I look forward to supporting Circle Academy, and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Kindest Regards,

Evon Reyes
CEO - Fearless Fighting Females

David Frank
Executive Director
The State Education Department
Charter School Office Room 5N Mezzanine EB
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

I am pleased to provide this letter of support for Circle Academy Charter School (Circle Academy).as President of the Greater Woodhaven Development Corporation.

As a strong supporter of educational opportunities for all children, I believe the mission and vision of this school addresses a need put forth by the community and enhances school options for families in Woodhaven, Queens and throughout Community School District 27.

In my conversations with lead applicant Michelle Pascucci, I am confident that the school will be a benefit to children and youth of the community. The school's model is one that has proven successful in promoting academic achievement for a diverse set of students, including special education students and English language learners. Moreover, as a community school, Circle Academy will also serve the families and residents of Woodhaven.

The Circle Academy's academic model is reflective of research and best practices. I believe that the school's core principles, strong management plan and commitment to providing instruction tailored to the needs of each student will make it successful.

I look forward to supporting Circle Academy, and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,



Stephen R Esposito



WOODHAVEN SOCCER CLUB

United We Play, United We Win

Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
Albany, NY 12234

Dear Mr. Frank:

I am pleased to provide this letter of support for Circle Academy Charter School. As a strong supporter of educational opportunities for all children, I believe the mission and vision of this school addresses a need put forth by the community and enhances school options for families in Woodhaven, Queens and throughout Community School District 27.

In my conversations with lead applicant Michelle Pascucci, I am confident that the school will be a benefit to children and the youth in the community. The school's model is one that has proven successful in promoting academic achievement for a diverse set of students, including special education students and English language learners. Moreover, as a community school, Circle Academy will serve the families and residents of Woodhaven, District b27.

I look forward to supporting Circle Academy, and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,

Anthony DiCocco

Sporting Director

www.fcwoodhaven.com



Equestrian Order of the Holy Sepulchre of Jerusalem

Eastern Lieutenancy of the United States

SIR SCOTT E. JORDAN, K.H.S.

Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
Albany, New York 12234

Dear Mr. Frank:

I am pleased to provide this letter of support for Circle Academy Charter School (Circle Academy). As a strong supporter of educational opportunities for all children, I believe the mission and vision of this school addresses a need put forth by the community and enhances school options for families in Woodhaven, Queens and throughout Community School District 27.

In my conversations with lead applicant Michelle Pascucci, I am confident that the school will benefit to children and youth of the community. The school's model is one that has proven successful in promoting academic achievement for a diverse set of students, including special education students and English language learners. Moreover, as a community school, Circle Academy will also serve the families and residents of Woodhaven.

The Circle Academy's academic model is reflective of research and best practices. I believe that the school's core principles, strong management plan and commitment to providing instruction tailored to the needs of each student will make it successful.

I look forward to supporting Circle Academy, and I hope that you will join me in this support. Please let me know if I can be of further assistance.

Sincerely,

Scott E. Jordan



Rev. Dr. Calvin Rice, B.S. M.Div., D.D.
Senior Pastor

New Jerusalem Baptist Church
122-05 Smith Street, (Corner of Baisley Blvd.)
Jamaica, New York 11434
Tel: (718) 978-5777
Fax: (718) 978-3693
www.newjerusalemfaith.org

June 16, 2016

David M. Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

As Pastor of the New Jerusalem Baptist Church, I am writing to express my support for Circle Academy Charter School. I believe that the proposed charter school will provide an important and exciting academic alternative for at-risk elementary and middle school students in Woodhaven. By providing rigorous, Common Core standards-based educational programs that emphasize personalized learning, project-based instruction, family engagement and school-wide collaboration, Circle Academy Charter School will have an enormous positive impact on the lives of its students, families and the entire community.

I truly believe that every child deserves the very best in educational opportunity. Circle Academy will provide such an opportunity for CSD 27 and in particular the Woodhaven community.

I believe that Circle Academy Charter School will be an exceptional school and will dramatically improve educational and developmental outcomes for young people in Woodhaven. I support the school without reservation.

Thank you for your consideration. If you have any questions, please call me to contact me.

Sincerely,

Dr. Calvin Rice
Senior Pastor



Community Church of the Nazarene

July 17, 2016

Mr. David Frank
Executive Director
NYSED Charter School Office
Albany, New York

Dear Mr. Frank:

I am writing to you in support of the new proposed charter school in CSD 27 in the Woodhaven community - Circle Academy Charter School.

I have watched with interest as they have worked for the last few years to bring their team and application together.

I know members of the Founding Group. They are dedicated to making a difference in the lives of the children in this district and in particular Woodhaven and surrounding areas.

Their team has shared with our congregation about what their plans are and they have kept our people who live in that area informed of their plans.

I support what they are attempting to do and believe they will create a strong vibrant charter school!

Sincerely,

Rev. Dr. Les Mullings
Senior Pastor

Rev. Dr. Les Mullings

Senior Pastor
1414 Central Avenue
Far Rockaway, New York 11691

T 718-327-5242

C 646-789-1303

W FarRockawayCommunityChurch.org

E lsimullings@farrockawaycommunitychurch.org



Dr. Vincent Evangelista, DPM
PODIATRIC MEDICINE AND SURGERY

Diplomate, American Board Podiatric Surgery
Fellow, American College of Foot & Ankle Surgeons
Diplomate, American Board Podiatric Orthopedics and Primary Podiatric Medicine
Fellow, American College of Foot and Ankle Orthopedics & Medicine

97 – 15 101 Ave.
Ozone Park, NY 11416

(718) 848 - 5700
(718) 323 – 0449 FAX

To Whom It May Concern:

I am writing to offer my support to developing a NYC charter school at The Circle School located in Woodhaven Queens. I have researched the successes that a charter school education provides children who attend such a program and believe this would be beneficial to the community in which I live and work.

Sincerely,

Vincent Evangelista

Vincent Evangelista, DPM



Greater Woodhaven Development Corporation

84-01 Jamaica Ave., Woodhaven, N.Y. 11421 • 718-805-0202

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Reference Subject: Personal Letter of Support

Dear Mr. Frank:

My name is Maria A. Thomson and I am writing this letter because I support and believe in the Circle Academy Charter School. This proposed Charter School will be an asset to our Woodhaven youngsters. It will also fill our need to provide an important exciting academic alternative for at-risk elementary and middle school students. It will also provide a much needed set of standards-based educational programs that emphasize personalized learning, project-based instruction, encourage family engagement and participation via the computer one-to-one to address individual subjects and school-wide partnership. The Circle Academy Charter School will have an enormous positive impact on the lives of its students, families and the entire community. We are excited to be associated with the school and its uplifting effect especially with the parents involvement.

My support for the Circle Academy and the exemplary educational leadership team that is developing and implementing its academic programs is absolute. I will work with the educational leadership team to cooperate and support them in any of their educational pursuits and assist them in developing and implementing the activities of the Circle Academy's professional faculty and administrative staff.

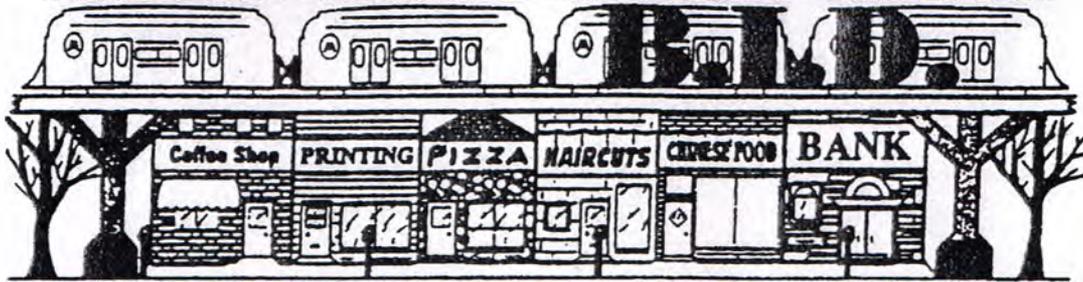
I am a firm believer that Circle Academy Charter School is profound and I know it will be an exceptional school and will dramatically improve and elevate the educational and developmental outcomes for our young people in Woodhaven. I support the school totally without hesitation or reservation.

I would appreciate your consideration of this fine educational institution and entreat you to endorse and support this school, for our Woodhaven. Thank you for your consideration. If you have any questions, please call me at 718 805-3545.

Sincerely,

Maria A. Thomson

WOODHAVEN



TAKING CARE OF "BIDNESS"

84-01 JAMAICA AVENUE WOODHAVEN • NY 11421

(718) 805-0760 • Fax: (718) 805-2929

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Reference Subject: Personal Letter of Support

Dear Mr. Frank:

I am writing to express my personal support for Circle Academy Charter School. I believe that the proposed charter school will provide an important and exciting academic alternative for at-risk elementary and middle school students in Woodhaven. By providing rigorous, Common Core standards-based educational programs that emphasize personalized learning, project-based instruction, family engagement and school-wide collaboration, Circle Academy Charter School will have an enormous positive impact on the lives of its students, families and the entire community. We are excited to be associated with the school.

Our intention is to support Circle Academy and the educational leadership team that is developing and implementing its academic programs. We will cooperate with the educational leadership team to support them in any way they need to implement professional development activities for Circle Academy's faculty and administrative staff.

I believe that Circle Academy Charter School will be an exceptional school and will dramatically improve educational and developmental outcomes for young people in Woodhaven. I support the school without reservation.

Thank you for your consideration. If you have any questions, please call me at 718-476-7200.

Sincerely,


Mathew Xenakis



Greater Woodhaven Development Corporation

84-01 Jamaica Ave., Woodhaven, N.Y. 11421 • 718-805-0202

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

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I am writing to express my personal support for Circle Academy Charter School. I believe that the proposed charter school will provide an important and exciting academic alternative for at-risk elementary and middle school students in Woodhaven. By providing rigorous, Common Core standards-based educational programs that emphasize personalized learning, project-based instruction, family engagement and school-wide collaboration, Circle Academy Charter School will have an enormous positive impact on the lives of its students, families and the entire community. We are excited to be associated with the school.

Our intention is to support Circle Academy and the educational leadership team that is developing and implementing its academic programs. We will collaborate with the educational leadership team to cooperate and support them in any of their educational pursuits and help development and implement professional development activities for Circle Academy's faculty and administrative staff.

I believe that Circle Academy Charter School will be an exceptional school and will dramatically improve educational and developmental outcomes for young people in Woodhaven. I support the school without reservation.

Thank you for your consideration. If you have any questions, please call me at 646-256-4098.

Sincerely,

Stephen Esposito

Circle Academy Charter School

85-27 91th Street

Woodhaven NY 11421

To whom it may concern:

I would like to commend those who are so concerns with the education of our youth and are willing to invest in our community at its time of need. We all know that our regular public schools are so very over crowned and our children suffer because of it.

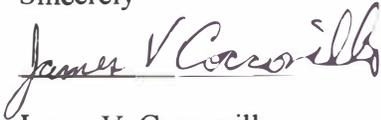
I am very happy to know that an independent charter school is being erected and will be occupied by students for a greater opportunity in an educational experience.

Your school is of even more importance to the community as it will not be taken space away from already existing public school space and programs.

I would like to thank you for this and wish you all the success in providing our community with the most advanced education opportunity for our children.

Looking to the future through education.

Sincerely

A handwritten signature in cursive script that reads "James V. Coccovillo". The signature is written in dark ink and is positioned above the printed name.

James V. Coccovillo

Woodhaven Resident



Planting Seeds for the Future

Community Outreach Evidence

Elected Officials

Information Letter with SED LOI



Planting Seeds for the Future

August 8, 2016

Melinda Katz
Borough President
Queens Borough Hall
120-55 Queens Blvd
Kew Gardens, NY 11424

Dear President Katz:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

Our attached Letter of Intent was approved by the New York State Education Department in mid-July. We will submit our full application on Tuesday, August 16.

While we realize that your duties do not directly involve the development of new schools, in particular new charter schools, our team wanted you and your team to be aware of our plans and efforts to establish a strong school in Woodhaven as an additional option for the residents of Woodhaven and CSD 27. We are very open to your input and suggestions!

Thank you for your leadership of the Queens Borough!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent

I. Applicant Group Information:

- a. **Applicant Group names, contact information and employment**—See attached Table 1.
- b. **Each member’s role, experience, skills and qualifications**—See attached Table 1.
- c. **Public contact:** Michelle Pascucci; (718) 322-2558; mpascucci@circleacademy.org
- d. **Application History:** An application was submitted to the NYS Education Department (SED) during the initial 2014 application cycle and was withdrawn to respond to concerns raised during its capacity interview—e.g. to better describe the use of blended learning, provide more supportive research, outline a board succession plan and discuss further CACS’ Principal selection process. The group submitted a Letter of Intent (LOI) to SED in July 2014 and was not asked to submit an application because additional evidence of community outreach was needed. Our extensive community outreach is described in this LOI and in Table 2. Proposed Board member Pauline Frank helped found the Staten Island Community Charter School, which was approved by the NYC Department of Education (DOE) in 2009. Proposed Board member Cliff Schneider, Esq. is a Founding Trustee of La Cima Charter School, which received a full renewal in May 2016.

II. Proposed Charter School Information

- a. **Proposed school name:** Circle Academy Charter School (CACS)
- b. **Proposed school location:** Woodhaven, Queens (CSD 27). CACS is requesting co-location in a NYC Department of Education (DOE) facility. If no suitable DOE space is available, CACS will locate in a private facility. To this end, it has identified an appropriate private facility in Woodhaven.
- c. **Planned grades and enrollment in each of the years of the proposed charter term:**
During the initial charter term, CACS will enroll students in grades K-5.

Grades	2017-18	2018-19	2019-20	2020-21	2021-22
K	88	88	88	88	88
1	72	88	88	88	88
2		72	88	88	88
3			72	88	88
4				72	88
5					72
Total	160	248	336	424	512

- d. **Proposed management and/or partner organization(s):** NA
- e. **Proposed school mission:** *CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.*
- f. **School overview:** CACS will provide a challenging NYS CCLS-aligned academic program that prepares students for success in high school, college and life. CACS will be a K-5 school in its initial charter term and will expand to K-8 in its second charter term. The CACS Applicant Group believes that the most important factors in fostering student academic growth are: a) high-quality instruction; b) effective planning and collaboration among educators; c) personalization of instruction based on ongoing identification of student needs; and d) a commitment to effective data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment and

induction initiatives, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study. Among the key design elements of CACS are:

- ***A student centered approach*** that incorporates blended learning and personalizes instruction for each student. Instruction will be tailored to address students’ academic strengths and areas of challenge, as well as their interests, learning styles and aspirations. This commitment to personalization will enable the school to identify student needs quickly and accurately and to respond with appropriate strategies and interventions.
 - ***An emphasis on literacy and writing across all content areas.*** Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline.¹ CACS students will develop the foundational literacy skills necessary to access learning in all disciplines. Also, to prepare students for success in 21st Century careers, CACS will focus on building students’ digital literacy skills at all grade levels.
 - ***A robust school-wide data culture.*** CACS’ educators will analyze and use data to personalize instruction and help students make progress towards meeting academic objectives. CACS’ comprehensive assessment program will provide teachers with a rich array of student data. Teachers will work individually and in professional learning communities (PLCs) to analyze data and to create, deliver, reflect on and improve lessons and learning experiences that address individual student needs.
 - ***A culture of professional collaboration and growth*** sustained by extensive professional development and use of PLCs and a school schedule for teachers that includes daily 90 minute periods for collaborative planning and professional development. Professional growth will also be supported by a teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher’s professional practice and by professional development aligned to each teacher’s professional growth objectives.
 - ***A student population that reflects the diversity of the community.*** CACS has established a 25% recruitment target for students with disabilities (SWDs), which will exceed CSD 27’s average SWD percentage. CACS will target its outreach efforts to “feeder” pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Applicant Group members who have worked extensively with CSD 27 pre-schools. CACS will also enroll English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its outreach initiatives to ensure that ELL students are recruited to enroll in the school.
 - ***A commitment to helping students develop effective thinking, learning and study skills through the integration of “Habits of Mind (HOM).”*** With online training delivered by HOM co-creator Dr. Bena Kalick and direct support from other experts, CACS will use HOM to help students develop social-emotional resiliency and other critical “life skills.”
 - ***A cooperative, safe, healthy, equitable and supportive school culture*** in which all adults in the school model the behavior and attitudes expected of students, and in which all students, teachers and administrators contribute to maintaining a positive school climate.
- g. **Target population/community:** While CACS will be located in the Woodhaven section of

¹ *Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards.* Alliance for Excellent Education. Washington D.C. 2011

CSD 27, it expects to serve a student population that is reflective of the entire district. More than 75% of students in CSD 27 are “economically disadvantaged” according to the NYS report card. CSD 27’s children have struggled academically, as well. In 2015, only 30% of students were proficient on the NYS ELA assessment and only 34% were proficient in math. In addition, the district has troubling performance gaps among key demographic subgroups. For instance, the percentages of SWDs proficient on the 2015 ELA exam was only 7%—i.e. 29 points lower than General Education Students—and the gap in math was 28 points. The percentages of CSD 27’s LEP students proficient on the 2015 ELA exam was only 3%—i.e. 29 points lower than English Proficient students—and the gap in math was 26 points.

CACS expects to enroll a student population that is at least equal to CSD 27 regarding percentages of ELLs and that exceeds the district regarding SWDs. Families in CSD 27 have demonstrated a strong desire for more charter school seats, as evidenced in part by the more than 1,000 families that applied this year to Challenge Preparatory Charter School,² one of only two currently-operating charter schools in CSD 27. CACS will provide CSD 27 families with a high-quality alternative to the district’s underperforming public schools.

h. **Replication of high quality school models:** NA

III. Enrollment and retention of SWDs, ELLs, and students who are eligible for FRL

CACS will work aggressively to attract, recruit and retain *all* students, and particularly ELLs, SWDs and those eligible for FRL. Outreach to families of prospective students will emphasize the personalized attention and instruction their students will receive at CACS and the extensive supports and interventions the school will use to ensure that no child “falls through the cracks.”

Recruitment of Targeted Population: CACS intends to enroll students from Woodhaven and throughout CSD 27. CACS’ recruitment plan will be an extension of its current community outreach efforts, which include presentations at community meetings, visits and outreach to potential “feeder” preschools, advertisements and other media, brochures and fliers, coordination with community-based organizations (CBOs), open house events and “word of mouth.” CACS will host family information sessions throughout Woodhaven, including sessions conducted in collaboration with houses of worship, CBOs and/or early childhood centers to ensure broad and diverse participation. Recruitment materials and presentations will emphasize how the school’s academic model will help students grow academically and build foundations for future success.

Recruitment of ELLs, FRL students and SWDs:

To ensure that CACS enrolls significant numbers of ELLs and FRL students, its outreach and recruitment plan will target those Woodhaven and CSD 27 neighborhoods where a predominance of low-income/poverty-level families and non-English speaking families reside. CACS will focus its outreach on economically disadvantaged sections of Woodhaven. CACS will also target its recruitment to include neighborhoods in which large numbers of families speaking languages other than English reside. In the last 20 years, Woodhaven has transformed from a largely Italian and Irish neighborhood into one in which 41% of residents are Latino, 22% are Pacific Islander immigrants (Indian and Pakistani) and 19% are Asian. CACS will work closely with community leaders, clergy, community-based organizations and businesses serving immigrants and language minority residents, as well as with CSD 27 preschools that enroll large numbers of ELLs, to recruit ELL students. CACS will also utilize Spanish language and other targeted media and will make its recruitment and application materials available in Spanish and other languages.

CACS will have a lottery preference for SWDs. CACS will also recruit SWDs through

² <http://www.challengeprepcharter.org.schools.bz/News>

outreach and collaboration with CSD 27 preschools and Head Start programs with significant SWD enrollment and with clergy, elected officials, nonprofit administrators, government agencies and others who serve SWDs and their families. CACS will leverage the experience and contacts of the CACS' Trustees and Applicant Group, several of whom have worked extensively with pre-schools and special education programs in and near CSD 27. Presentations will be held at CSD 27 preschools for families of children with disabilities to build awareness about the school and to showcase how the school's personalized learning approach, inclusive school culture and extensive intervention services will address the needs of their children.

Retention of Targeted Population: CACS will retain students by fostering student success and maintaining high levels of parent satisfaction. CACS' instructional program, supported by a strong Response to Intervention (RtI) process that identifies struggling students through data and classroom observations and establishes appropriate interventions, will ensure that the academic needs of each child are addressed. CACS' collaborative school culture and integration of HOM will promote student development of skills, habits and dispositions that support their growth and success. CACS will communicate frequently with parents about the progress of their children and will solicit their input, feedback and voluntary participation regarding school matters.

Retention of SWDs, ELLs and FRL students: CACS' personalized school model will support academic success for and retention of SWDs, ELLs and FRL students. Research tells us that personalized and blended learning practices have been effective in helping SWDs, ELLs and disadvantaged students succeed in school.³ CACS will support FRL students with Title I-supported specialists who will provide push-in and pull-out support in reading. ELL Specialists will provide classroom teachers with strategies to support instruction to ELLs, including sheltered instruction and providing direct push-in and pull-out support. In addition, CACS' RtI will identify specific ELL student needs and provide targeted interventions to address them.

For SWDs, up to two classrooms in each grade will be ICT classrooms. CACS will have a Special Education (SPED) Coordinator and, in addition to the SPED teachers who teach in ICT classrooms, two SPED teachers (1 in each grade span K-2 and 3-5) to provide SPED Support Services (SETSS) in a push-in or pull-out setting to SWDs mandated to receive SETSS who may not be assigned to ICT classrooms. CACS will also contract with outside providers for related services not provided by the school's staff.

IV. Public Outreach and Community Support:

A. Public Outreach: CACS has engaged in extensive outreach, as detailed in Table 2. CACS' outreach initiatives began more than two years ago and have included public presentations, advertisements and other media, meetings with parents and community leaders, distribution of flyers, a school website, social media and targeted outreach to parents and community residents at potential "feeder preschools." Among CACS' outreach efforts were:

- **Presentations at Public Meetings**—CACS representatives made presentations at CSD 27's Community Education Council (CEC), Community Board 9, the Woodhaven Residents' Block Association and other public meetings. Most of these presentations included opportunities for audience members to ask questions and provide feedback.

³ See Bateman, Ashley et al, *Supporting Special-Needs Students with Personalized Blended Learning* - <http://lexingtoninstitute.org/supporting-special-needs-students-with-personalized-blended-learning/#sthash.iOzpAtLC.dpuf>; See also Kelso, K. (2010). *Educational technologies for English language learners: English as a second language*; Center for Digital Education Strategy Paper; Retrieved from www.centerdigitaled.com

- Advertisements and Media—CACS ran advertisements in several community newspapers including the Queens Chronicle and the Queens Tribune. CACS representatives also appeared on the Project Woodhaven radio program and gave media interviews.
 - Meetings with Parents/Community Leaders—CACS representatives met with parents at faith-based and not-for-profit organizations in CSD 27. They also met with community leaders including NYS Senator Joseph Addabbo, the CEO of New York Families for Autistic Children and the President of the Woodhaven Residents’ Block Association. Also, CACS intends to conduct a series of parent focus groups in July and August 2016.
 - Distribution of Flyers—More than 15,000 flyers and information packets have been distributed since 2013 at churches, public meetings, pre-schools and elsewhere.
 - Website and Social Media—CACS’ website (<http://circleacademycharter.org/>) is designed to provide information and news about the school and to enable visitors to leave comments and feedback. Information about CACS’ developments, along with surveys, have been accessible online via the website and CACS’ Facebook page.
 - Meetings at Pre-schools—CACS representatives informed parents and educators at CSD 27 pre-schools including Parson’s Preschool which enrolls 240 students, all of whom are SWDs.
- B. Family/Community Support:** There is substantial evidence of family and community support, including survey data, social media, response to public events and community leaders’ support.
- Survey Responses—More than 500 people responded to CACS surveys--nearly 80% were CSD 27 residents (with an additional 6% saying they didn’t know) and nearly 75% were parents of school-age children. More than 85% of respondents were interested in enrolling their children in CACS and disappointed in their community’s schools.
 - Social Media—CACS’ Facebook page has attracted 65,748 people (unique users) and 235,836 total impressions since it was created in 2013. During June 2016 alone, 10,781 persons were reached, with 207 persons posting comments or “liking” posts. Visits and “likes” have typically increased following presentations, media appearances and news articles, thus indicating that when people first heard about CACS they went to Facebook to learn more. Also notable is that the Facebook posts that reached the greatest number of people tended to be posts that described key elements of the school design such as HOM and the school’s student-centered approach. This indicates that visitors to CACS’ Facebook page have been actively interested in learning about the school’s philosophy and programs.
 - Response to Public Events—Applicant Group members have enjoyed positive receptions by participants in meetings, town halls and other events where they have presented. CACS has also generated substantial interest in dozens of events focused solely on the school, such as church-sponsored and pre-school-sponsored events for parents. As shown in Table 2, parent meetings at several houses of worship averaged between 40 and 75 families or more. School. Survey responses at each event evidenced interest in and support of CACS.
 - Feedback from Community Leaders—Letters of support from community leaders and “influencers”, including pastors and faith-based leaders, elected officials and educators, will be included in the CACS application.

V. Proposed Board Chair Signature and Date


 Richard Bernstein, Proposed President of the Board

6/28/2016
 Date



Planting Seeds for the Future

August 8, 2016

Elizabeth Crowley
District 30 (D)
64-77 Dry Harbor Road
Middle Village, NY 11378

Dear Councilwoman Crowley:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

Our attached Letter of Intent was approved by the New York State Education Department in mid-July. We will submit our full application on Tuesday, August 16.

While we realize that your duties do not directly involve the development of new schools, in particular new charter schools, our team wanted you and your team to be aware of our plans and efforts to establish a strong school in Woodhaven as an additional option for the residents of Woodhaven and CSD 27. We are very open to your input and suggestions!

Thank you for your leadership as city Councilwoman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Eric Ulrich
District 32 (R)
93-06 101 Avenue
Ozone Park, NY 11416

Dear Councilman Ulrich:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as city Councilman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Grace Meng
District 6 (D)
118-35 Queens Blvd. Suite 1610
Forest Hills, NY 11375

Dear Congresswoman Meng:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as US Congresswoman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Gregory W. Meeks
District 5 (D)
153-01 Jamaica Ave., 2nd Floor
Jamaica, NY 11432

Dear Congressman Meeks:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as US Congressman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Joseph P. Addabbo, Jr.
District 15 (D)
159-53 102 Street
Howard Beach, NY 11414

Dear Senator Addabbo:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as Senator!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Karen Koslowitz
District 29 (D)
118-35 Queens Blvd, 17th Fl
Forest Hills, NY 11375

Dear Councilwoman Koslowitz:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as city Councilwoman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Michael Miller
District 38 (D)
83-91 Woodhaven Blvd.
Woodhaven, NY 11421

Dear Assemblyman Miller:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as Assemblyman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Michele R. Titus
District 31 (D)
131-17 Rockaway Blvd.
South Ozone Park, NY 11420

Dear Assemblywoman Titus:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

Our attached Letter of Intent was approved by the New York State Education Department in mid-July. We will submit our full application on Tuesday, August 16.

While we realize that your duties do not directly involve the development of new schools, in particular new charter schools, our team wanted you and your team to be aware of our plans and efforts to establish a strong school in Woodhaven as an additional option for the residents of Woodhaven and CSD 27. We are very open to your input and suggestions!

Thank you for your leadership as Assemblywoman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Phillip Goldfeder
District 23 (D)
108-14 Crossbay Blvd.
Ozone Park, NY 11416

Dear Assemblyman Goldfeder:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

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Thank you for your leadership as Assemblyman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Vivian E. Cook
District 32 (D)
141-15 Rockaway Blvd.
South Ozone Park, NY 11420

Dear Assemblywoman Cook:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as Assemblywoman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



Planting Seeds for the Future

August 8, 2016

Ruben Wills
District 28 (D)
95-26 Sutphin Blvd.
Jamaica, NY 11435

Dear Councilman Wills:

I am delighted to share with you about Circle Academy Charter School [Proposed] The School will be located in Woodhaven, NY with a planned opening in August 2017, pending approval.

CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.

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Thank you for your leadership as city Councilman!

Sincerely,

Richard Bernstein
Founding Group Chair

Attachment: June 28 Letter of Intent



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VOL. XXXIX NO. 25

THURSDAY, JUNE 23, 2016

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FINALLY!

104th Street work
to start soon

PAGE 6

SOUND OFF

Cop says new law
won't stop patrols

PAGE 4



TEA TIME

Noguchi features a modern
take on Japanese tradition

SEE **qboro**, PAGE 33



FOUR YEARS AND COUNTING...

Block still waiting for its speed hump

PAGE 6

PHOTO BY ANTHONY O'REILLY

Cars speeding up 98th Street in Woodhaven are not an uncommon sight. That's why Community Board 9 voted to place a speed hump there ... four years ago. The Department of Transportation told the Queens Chronicle it's in the process of looking for a location for it.

Circle Academy Charter School [Proposed]



Circle Academy will open in August 2017 (pending approval) with students in Grades K-1, ultimately serving students in K-8 in CSD 27.

The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.



Planting Seeds for the Future

CircleAcademyCharter.org

PROPOSED LOCATION: CSD 27 - Woodhaven
Mailing Address: 85-27 91ST STREET, WOODHAVEN, NY 11421
800-698-4821 INFO@CIRCLEACADEMYCHARTER.ORG



Queens **Tribune**

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COVERAGE PAGES 14 & 15; EDITORIAL ON PAGE 6

Circle Academy Charter School

[Proposed]



Circle Academy will open in August 2017 (pending approval) with students in Grades K-1, ultimately serving students in K-8 in CSD 27.

The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.



Planting Seeds for the Future

PROPOSED LOCATION: CSD 27 - Woodhaven
Mailing Address: 85-27 91ST STREET, WOODHAVEN, NY 11421
800-698-4821 INFO@CIRCLEACADEMYCHARTER.ORG

CircleAcademyCharter.org



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Community Outreach Evidence

News Articles

Circle Academy looks to open its doors soon

■ Woodhaven charter seeking location



Posted: Thursday, June 16, 2016 10:30 am

by Anthony O'Reilly, Associate Editor |

While school is about to be out for summer, charter leaders are looking forward to hearing the opening bell in Woodhaven in the near future.

Michael Estep, director of outreach for Circle Academy Charter School, told Community Board 9 Tuesday the school will send a letter of intent to the SUNY Charter Institute at the end of the month and look to open in August 2017.

“We’re moving forward,” Estep said.

The charter school would give preferential admission to students living in School District 27 — which covers all of South Jamaica, Richmond Hill, Ozone Park, Woodhaven, Howard Beach, South Ozone Park, Broad Channel and Rockaway.

In its opening year, it would have kindergarten and first-grade students and add an additional year every 365 days until it becomes a full K to 8 institution, should its charter be renewed at that point.

Circle Academy has been planning its Woodhaven location since 2014.

Originally, it proposed opening at the North Side School at 85-27 91 St. for its first few years and move to a Jamaica Avenue spot as it added more students.

However, it will now have to find a new place to call home.

“That school is packed,” Estep said of the North Side School, which already houses two charters.

“We will be seeking another location in the community,” he added.

According to an information packet handed out to CB 9 members, Circle Academy would emphasize “literacy and writing across all content areas.”

It would also have “an extended school year,” though the months of operation are not specified.

The extended school year would be complemented by “summer reading assignments and online learning resources” to avoid summer learning loss, a phenomenon in which students lose information learned during the school year if they are not academically engaged while on vacation.

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Woodhaven Charter School Delayed Again

on: March 02, 2016 In: This Week, This Week Forest Hills, This Week South Queens

BY JON CRONIN

Staff Writer

After a recent meeting with the SUNY Charter Institute, the Circle Academy Charter School, which aimed to open at 85-27 91st St. in Woodhaven in September 2015, has been delayed again until August 2018.

"We've been working towards establishing a charter school in Woodhaven for two or three years now," said Michael Estep, the director of outreach for the charter school.

In their inaugural year, the school plans on having a Kindergarten and 1st Grade and then adding one grade for each additional year it is open at the 91st Street location. Once it is big enough, the school will move to 75-14 Jamaica Ave., also in Woodhaven, which the school projects to be three to four years after it initially opens. Estep said they have a tentative agreement with the developer who owns that location.

They will lease at both locations. The landlord at 91st Street, which was once a church, is letting the school use offices there right now for free. Estep said they were advised to apply for a co-location of the charter school with a local public school. Once it is denied, as 95 percent are, the school will sue the city for subsidies that will pay for the lease. He acknowledges that suing the city is an odd part of the process, but insists that it is part of the process that the state legislature put in place.

He said initially the school tried to get its charter through the State Department of Education, but their application was denied. Estep added that the state DOE asked them to make some adjustments to their budget and to add more technology personnel to their proposal that would aid in the school's philosophy of a blended educational program.

After their meeting with the state DOE, the school decided to seek a charter through the SUNY Charter Institute, who, Estep said, provides more aid while seeking approval.

He said after a recent meeting with them, they recommended the school turn in their application in June of 2016 for an August 2018 opening. They advised the addition of members to the board of trustees that are more financially orientated because when the school gets to their fifth year it could be a \$15 to \$20 million operation. Estep said they currently have two people on the board, David Esfhani, a real estate developer, and Ed Ilyadzhyanov.

Estep said the school was congratulated for a strong academic program, but was encouraged to redesign its proposal for a stronger business plan beyond just a starting budget. The long term business plan was an adjustment the SUNY Charter Institute added to their program in January.

Reach Reporter Jon Cronin at (718) 357-7400 x125, jcronin@queenstribune.com or @JonathanSCronin



Charter School Could Be Coming To Woodhaven

on: March 20, 2014 In: This Week Forest Hills, This Week South Queens

BY LUIS GRONDA

Staff Writer

A proposed charter school in Woodhaven has some residents concerned about how it could affect their neighborhood.

Circle Academy Charter School is hoping to open a charter school at 85-27 91st St. in Woodhaven, the site of a church that was abandoned two years ago. The school would lease out the building for the 2015-16 school year before moving to its permanent location at 75-14 Jamaica Ave., also in Woodhaven.



A charter school has been proposed to open at a currently abandoned church in Woodhaven.

Photo by Luis Gronda

According to an informational handout given by CACS, the school will have students from grades K to five. The kids will be enrolled in phases year by year. During its first year, it will host a kindergarten class of 88 students and a first grade class of 66 students.

Each year that follows, they will integrate a new grade into the school. The school is slated to open in August 2015, according to the handout.

The topic of the school brought a heated debate and discussion when mentioned at last week's Woodhaven Residents' Block Association meeting.

Many residents raised questions and concerns about the school, but CACS was not present at the meeting to discuss their plans. WRBA's president, Martin Colberg, said the group was scheduled to appear at the meeting, but were forced to cancel at the last minute.

"We have two good public schools here, P5 60 and P5 97. We don't need a charter school," said Vincent Amabile Jr., a Woodhaven resident. "It's going to waste a lot of money. Why don't you take the money and invest it in P5 60 and P5 97?"

Other residents were concerned about what kind of children will be accepted into the school, wondering if they would prioritize kids from the local area, and if there is a traffic plan for the area.

Michael Estep, a spokesman for CACS, said the school would only be at the 91st Street location for one year. They leased to open the school for one year before moving into the Jamaica Avenue location for the 2016-2017 school year. A pre-k/kindergarten daycare program will occupy that space when they leave, according to Estep. The program's opening was delayed for one year, he said.

"When we heard it was available, we began negotiating to lease the building," Estep said.

Regarding the students that would go to the proposed charter school, he said it is decided by public lottery that is drawn by non-school personnel.

The school is not set in stone, according to Estep. They are required to send in their full application to the State Dept. of Education by March 28. After that, they will interview CACS about their proposal and hold a public town hall in the neighborhood before approving or denying their application.

Estep said they will continue dialogue with the community and plan on attending WRBA's meeting next month.

"Just because we apply on the 28th, doesn't mean we'll stop our public meetings," he said.

Reach Luis Gronda at (718) 357-7400, Ext. 127, lgronda@queenstribune.com, or [@luisgronda](https://www.instagram.com/luisgronda).



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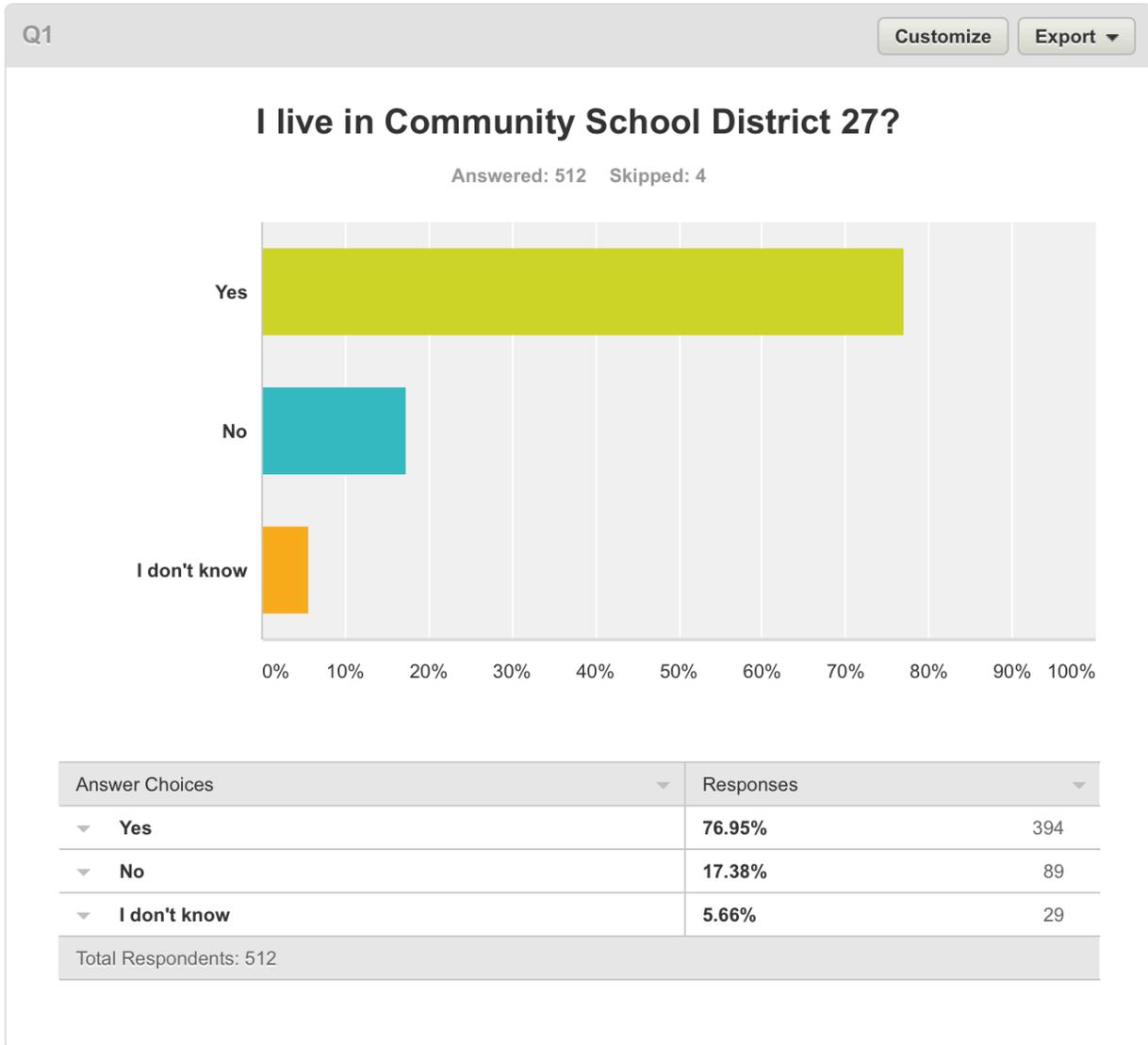
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Survey #1

3/13/2014 – 08/12/16

RESPONSE SUMMARY		SURVEY ALERTS: <u>OFF</u>	
516 Total Responses		OPEN Overall Survey Status	
Collectors			
 Web Link	Responses: 24	Since 3/13/2014	CLOSED
 New Facebook Post	Responses: 198	Since 3/13/2014	OPEN
 New Website Survey	Responses: 70	Since 3/13/2014	OPEN
 New Link	Responses: 224	Since 3/26/2014	OPEN

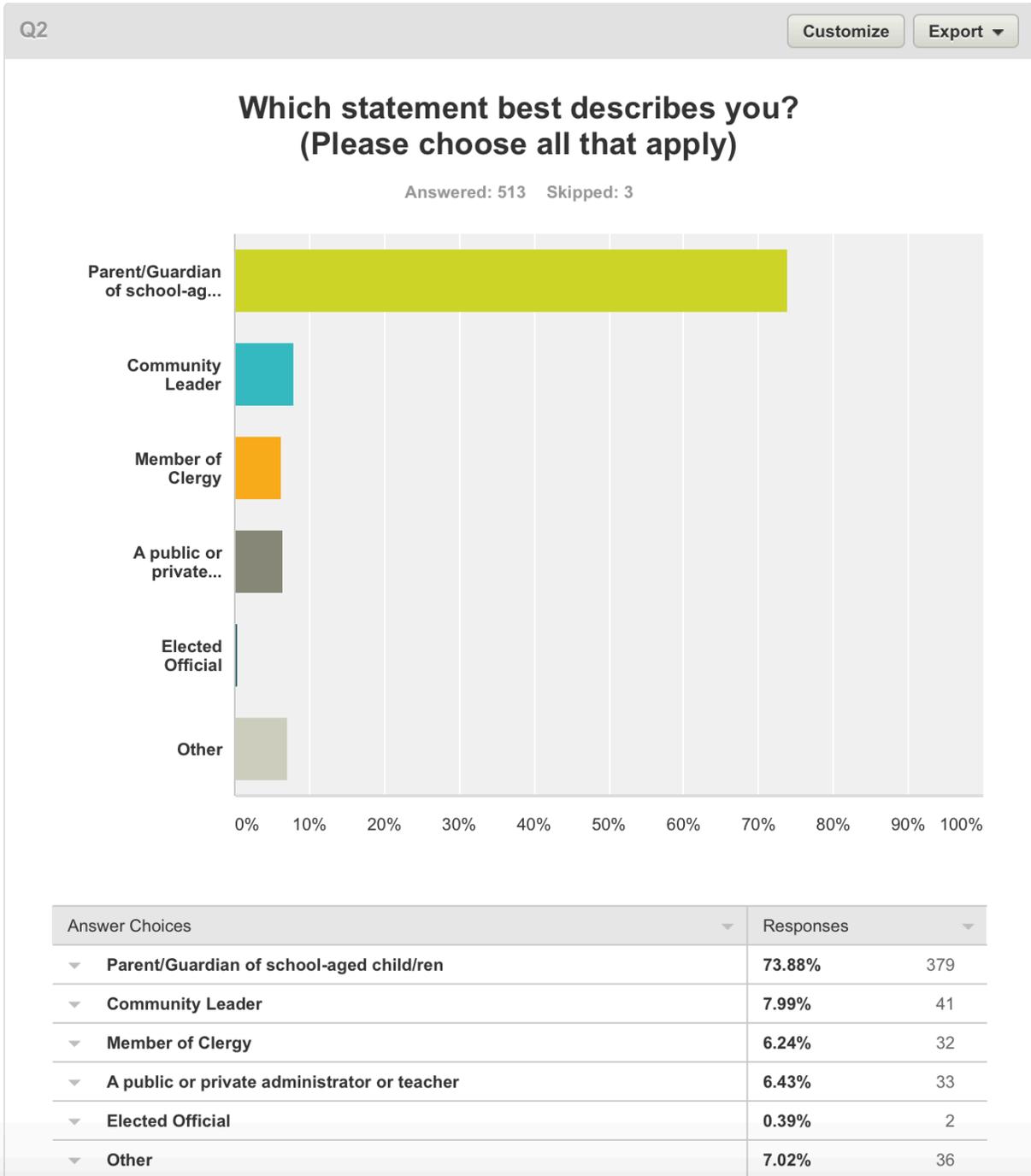
Circle Academy Charter School
Survey #1

3/13/2014 – 06/25/16

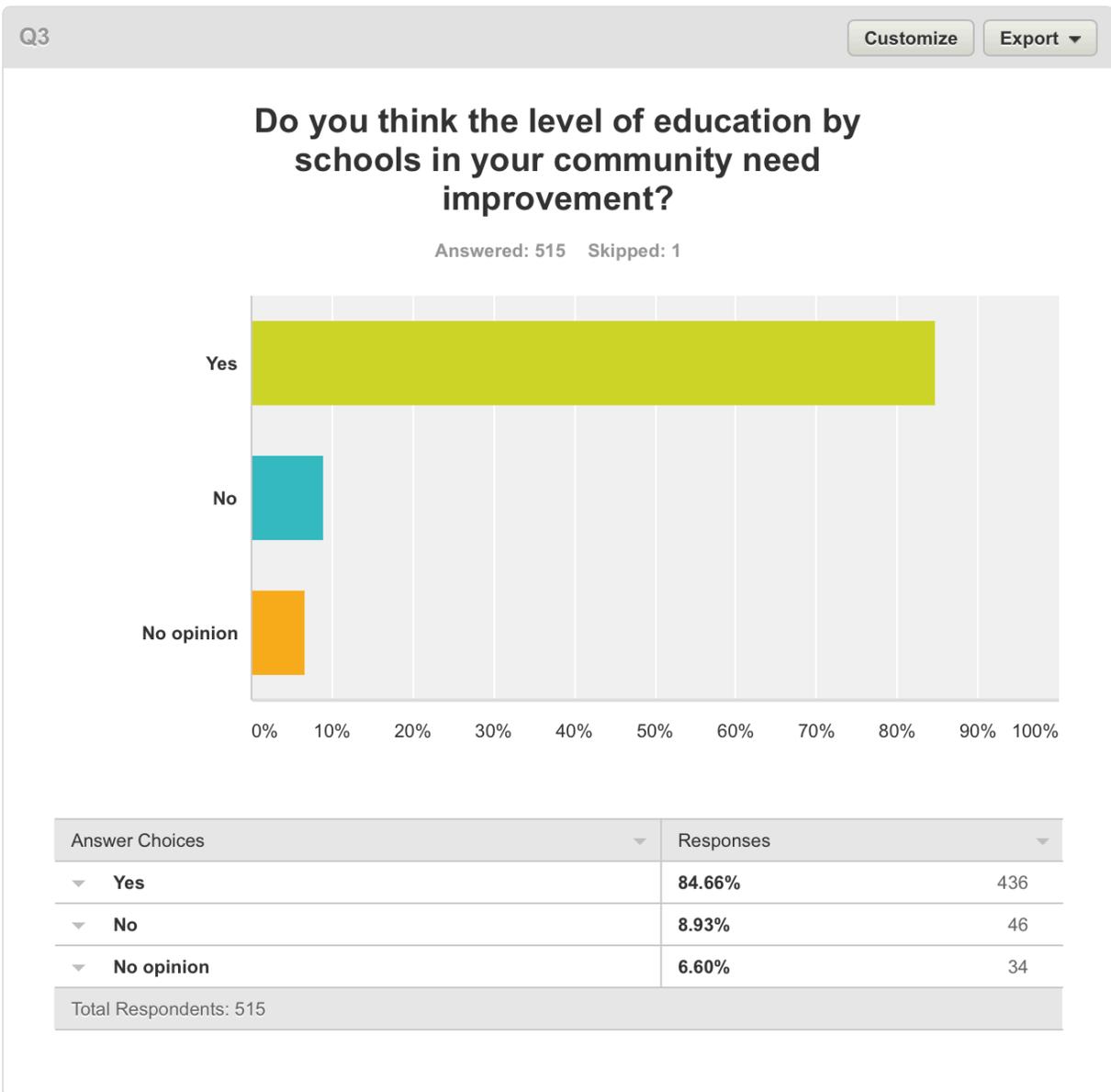


Circle Academy Charter School
Survey #1

3/13/2014 – 06/25/16

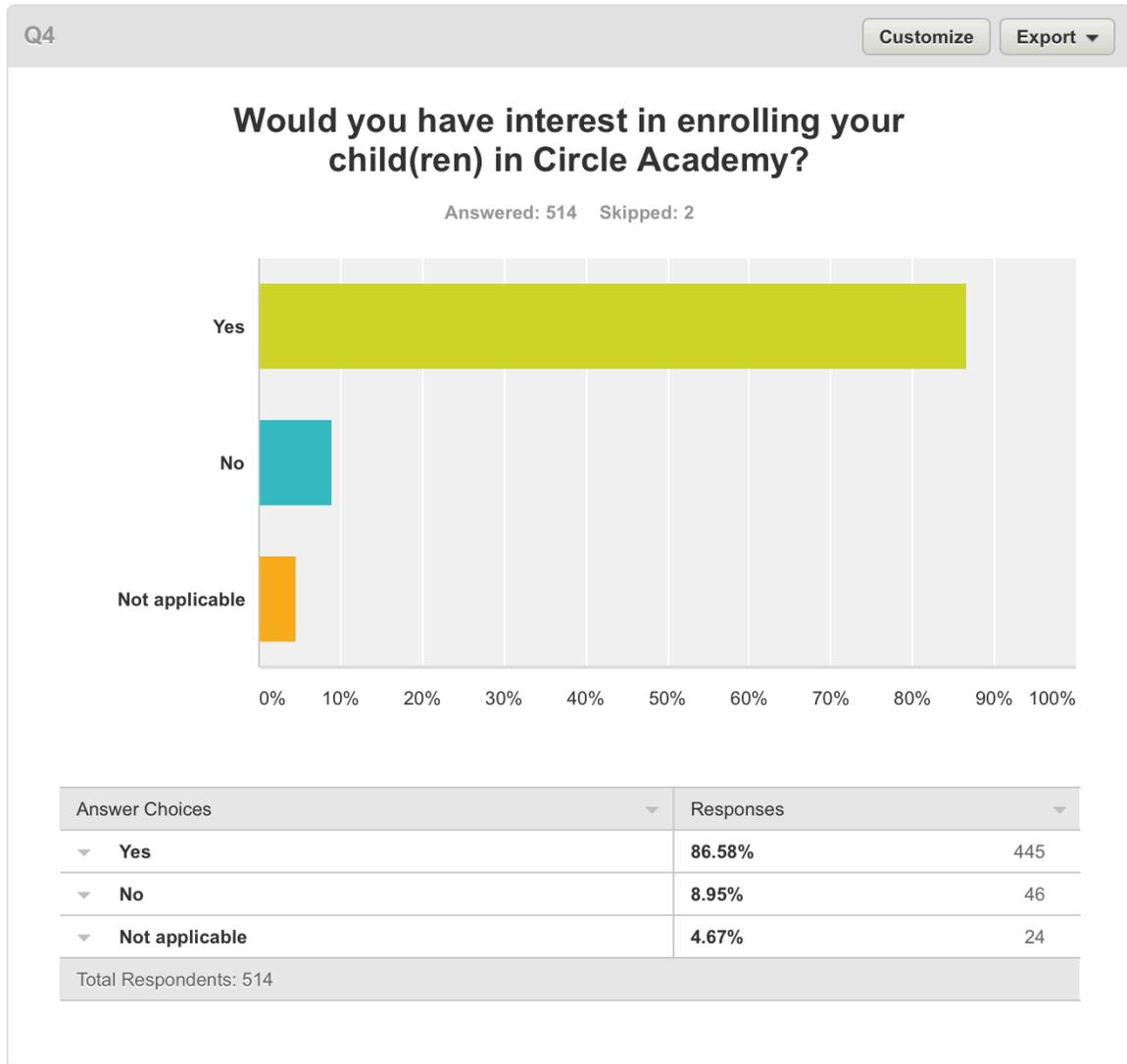


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NYSED has accepted our Letter of Intent. Read our application update in Circle News below!

Circle News



Meet Bonnie Fire: Board of Trustees

Posted on 09 Aug 2016

Bonnie Fire has been practicing law for over a decade with experience in New York and New Jersey. She has worked both for partner firms and her own firm and currently serves as General Counsel for Kingsport Heights, LLC. Her expertise in real estate development, acquisitions, and tax

Community Outreach



CACS at Queens Community Meeting

Posted on 15 Jun 2016

Circle Academy Charter School had the privilege of sharing in the "Public Forum" section of the Queens Community Board 9 meeting on June 14th about our upcoming plan to file our Letter of Intent later this month on June 28th with NYSED. We thank the community for continued interest and support.



Applicant Group Meeting

Posted on 01 Aug 2016

Our Applicant Group will be meeting this week on Wednesday, August 3, 2016 at 6:30 PM at the Parsons Preschool in Jamaica, NY. Committee Group members have been continuing their work since our last full board meeting in areas such as Academics and Finances. Circle Academy will submit



Circle Academy Key Design Element #6

Posted on 27 May 2016

We are shaping Circle Academy around Key Design Elements. Our sixth design element is a commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average

[Applicant Group Meeting](#)

[CACS @ Queens Community Board 9 – February 9, 2016](#)



Posted on 20 Jul 2016

Our Applicant Group Meets tonight at 6:30PM to continue work on Circle Academy's full application due on August 16, 2016. With the recent acceptance of the Letter of Intent by NYSED, the board is eager to meet and further progress on our school.



Posted on 27 Jan 2016

The Queens Community Board 9 February Regular Monthly Board Meeting is scheduled for Tuesday, February 9, 2016 at 7:45 PM. The location for the meeting is TBD. CACS will be present to distribute the latest information on the development of the school and will also sign up to share information about CACS during



Circle Academy Update: Letter of Intent Accepted

Posted on 15 Jul 2016

We are excited to share that the Board of Regents has accepted our Letter of Intent for round 2 of the charter school application review cycle. We will submit our final application according to deadline on or before August 16, 2016. Following this deadline and review, schools with ful



CACS @ WRBA Town Hall – February 20, 2016

Posted on 27 Jan 2016

WRBA Town Hall – The next Woodhaven Town Hall will be held Saturday, February 20th 2016 @ 12:00pm at American Legion Post 118 – 89-02 91st Street – (91st St and 89th Ave). CACS will be present to distribute the latest information about the development of the school. The agenda for the Town Hall in



CACS @ Queens Community Board 9 – March 8, 2016

Posted on 26 Jan 2016

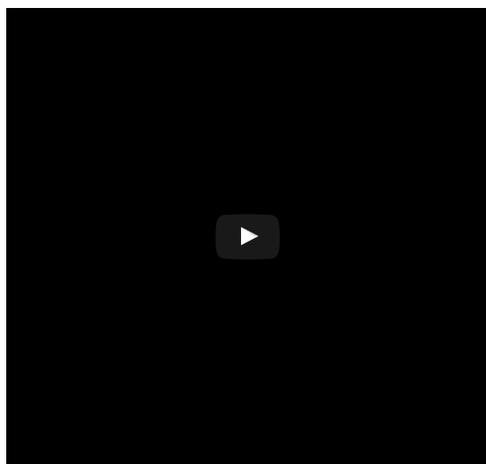
The Queens Community Board 9 March Regular Monthly Board Meeting is scheduled for Tuesday, March 8, 2016 at 7:45 PM. The location for the meeting is the Majestic Marquise, 88-03 101 Ave., Ozone Park, NY 11416. CACS will be present to distribute the latest information on the development of the school and will

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Circle Academy



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Aug 09, 2016

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Meeting

Aug 01, 2016



Board of Trustees

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Applicant Group Meeting

Jul 20, 2016



CACS @ Queens Community Board 9 - March 8, 2016

No Responses.

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Mission

The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.

School Description

CACS will provide a challenging New York State Common Core Learning Standards (CCLS)-aligned academic program that prepares its students for success in high school, college and life. CACS will educate students in grades K-5 in its initial charter term—and intends to expand to grades K-8 in its second charter term. While CACS will be located in the Woodhaven neighborhood of CSD 27, it expects to serve a population of students that is reflective of the entire district, which includes the southeastern Queens neighborhoods of Ozone Park, Lindenwood, Baisley Park, Richmond Hill, Howard Beach, and the Rockaway peninsula. There is a strong need for additional educational options for children and families in CSD 27. The percentage of CSD 27 students who were proficient in ELA on the 2014 and 2015 NYS assessments was only 28% and 30% respectively. In math, the percentage of CSD 27 students who were proficient in 2014 and 2015 was only 33% and 34% respectively. Also, the district has substantial performance gaps among demographic subgroups. In 2015, the percentage of Black/African American and Hispanic/Latino students who were proficient on the state ELA was lower by 29 percentage points and 22 percentage points, respectively, than that of White students. In math, the performance gap was 33 percentage points and 23 percentage points, respectively. The percentages of CSD 27's LEP students who were proficient on the ELA exam was only 3%—i.e. a full 29 percentage points lower than English Proficient students—and the percentage of Students with Disabilities (SWDs) proficient in ELA was only 7%—i.e. 29 percentage points lower than General Education Students. In math, the percentage of proficient LEP students was only 10%—i.e. 26 points lower than English Proficient students—and the percentage of proficient SWDs was only 12%—i.e. a full 28 percentage points lower than General Education

students. CACS will offer families in CSD 27 a high-quality educational alternative to the district's underperforming public schools.

We Value Your Input!

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- March 8, 2016
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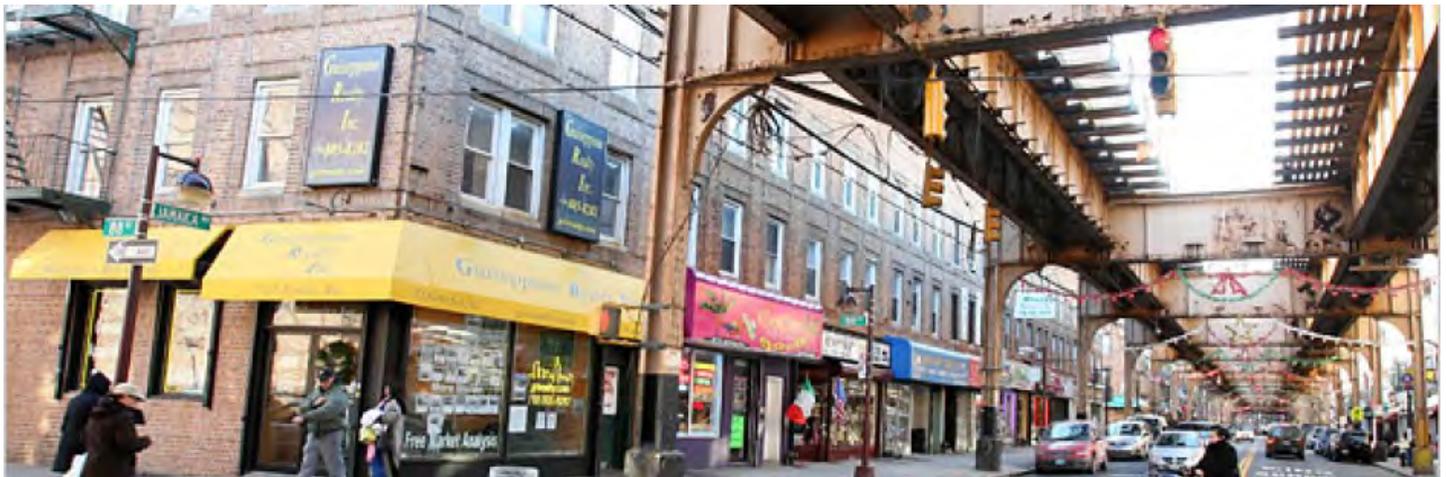
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The Need

While CACS will be located in the Woodhaven neighborhood of CSD 27, it expects to serve a population of students that is reflective of the entire district, which includes the southeastern Queens neighborhoods of Ozone Park, Lindenwood, Baisley Park, Richmond Hill, Howard Beach, and the Rockaway peninsula. Academically, children have struggled in CSD 27. The percentage of CSD 27 students who were proficient in ELA on the 2014 and 2015 NYS assessments was only 28% and 30% respectively. In math, the percentage of CSD 27 students who were proficient in 2014 and 2015 was only 33% and 34% respectively.

Also, the district has substantial performance gaps among demographic subgroups. In 2015, the percentage of Black/African American and Hispanic/Latino students who were proficient on the state ELA was lower by 29 percentage points and 22 percentage points, respectively, than that of White students. In math, the performance gap was 33 percentage points and 23 percentage points, respectively.

The percentages of CSD 27's LEP students who were proficient on the ELA exam was only 3%—i.e. a full 29 percentage points lower than English Proficient students—and the percentage of Students with Disabilities (SWDs) proficient in ELA was only 7%—i.e. 29 percentage points lower than General Education Students. In math, the percentage of proficient LEP students was only 10%—i.e. 26 points lower than English Proficient students—and the percentage of proficient SWDs was only 12%—i.e. a full 28 percentage points lower than General Education students. CACS will offer families in CSD 27 a high-quality educational alternative to the district's underperforming public schools.

CACS expects that most of its students will be Woodhaven residents. Woodhaven is an economically-challenged community, and CACS' founders believe that expanding educational opportunities is the key to improving economic outcomes for Woodhaven families. In 2013, 25% of Woodhaven/Ozone Park/Howard Beach residents had annual incomes under \$25,000. Approximately 21.8% of female-headed households in Woodhaven/Ozone Park/Howard Beach also reported living below the poverty level. The link between economic disadvantage and lack of educational achievement is striking. Roughly 15% of residents have had "no high school" education and another roughly 15% reported having only "some high school" education. By providing a new and high-quality educational option for children in Woodhaven and its surrounding communities, CACS will help to reverse this cycle of educational and economic failure.

There are few strong educational alternatives to traditional public schools in CSD 27. While there are currently two charter schools in CSD 27 (with another scheduled to open in 2015), neither is located near Woodhaven. CACS will provide a much needed public charter school option for families in CSD 27, and the only charter school option for families in or near Woodhaven.

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Design

CACS' belief is that the most important factors in improving student achievement and growth are: a) quality of instruction; b) effectiveness of planning and collaboration among educators throughout the school; c) personalization of instruction based on ongoing identification of individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment initiatives, formal and comprehensive induction for new teachers, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study.

Among the key design elements of CACS are:

- *A student centered approach to teaching and learning* that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.
- *An academic program that emphasizes literacy and writing across all content areas.* Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.
- *An extended school year,* which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students—and especially by at-risk, impoverished and minority students.
- *A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction.* With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

- *A school-wide culture of professional collaboration and growth* supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.
- *A commitment to serving a student population that is demographically representative of the community.* CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively with pre-schools enrolling large percentages of SWDs. In addition, CACS is committed to enrolling English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its community and family outreach initiatives to ensure that ELL families are recruited to enroll in the school. The founders of CACS understand that personalized and blended learning environments have been effective in helping SWDs, ELLs and other special populations succeed in school, and they will emphasize this in its outreach and recruitment efforts for all students, including SWDs and ELLs.
- *A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum.* With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.
- *A school culture and climate that is cooperative, safe, healthy, equitable and supportive,* in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to building and maintaining a positive school climate. CACS will maintain a culture in which students work collaboratively with teachers and peers and are thoroughly supported by the school's teachers and administrators.

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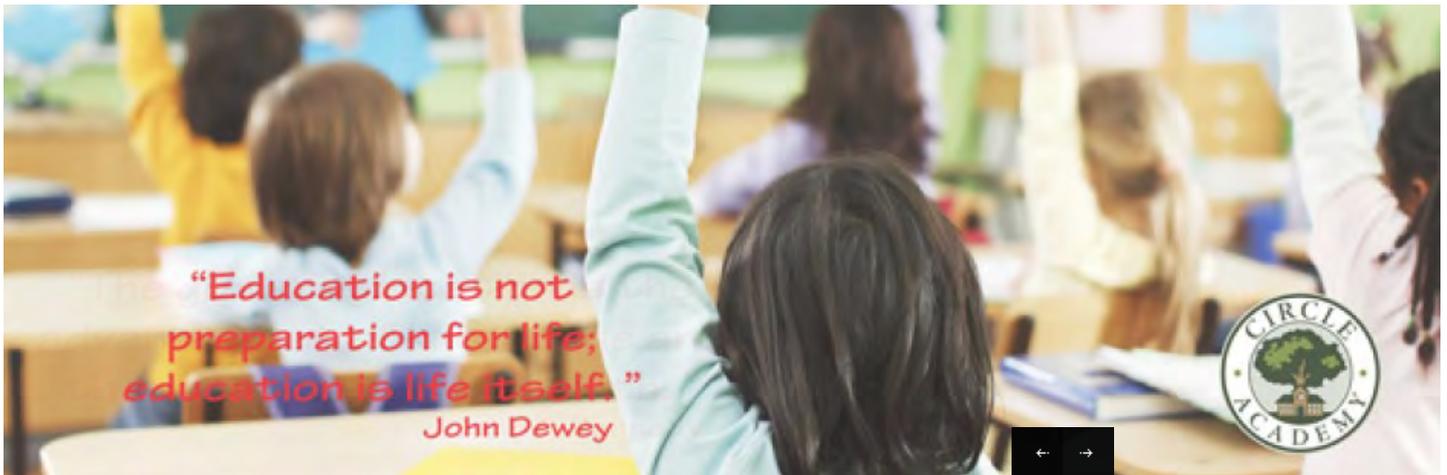
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Our Community

Woodhaven is a middle-class neighborhood located in the New York City borough of Queens. Woodhaven is bordered on the north by a public park, Forest Park, and Park Lane South. Woodhaven also borders Richmond Hill to the east, and Ozone Park to the south at Atlantic Avenue.[1] Its western border is the borough of Brooklyn.

Woodhaven, once known as Woodville, has one of the greatest tree populations in the borough, and thus it has retained its suburban look. Schools, transportation, and park recreation are convenient.

The ethnically diverse neighborhood [2] is part of Queens Community Board 9.[3] Woodhaven's Zip Code is 11421. Commerce is centered on Jamaica Avenue which effectively bisects Woodhaven. On this avenue, are a large number of stores, most being small and locally owned. One of the oldest and best known was Lewis of Woodhaven, which had two locations and closed its doors in 2004.[4]

GEOLOGY

The Wisconsin Glacier retreated from Long Island some 20,000 years ago, leaving behind the hills to the north of Woodhaven that now are part of Forest Park,[5] the third largest park in Queens.[6] Southern Woodhaven is mostly flat (the lowest elevation is just under 30 feet (9.1 m)), while northern Woodhaven gradually rises to about 105 feet (32 m) as it approaches Forest Park.

HISTORY

European settlement in Woodhaven began in the mid-18th century as a small town that revolved around farming, with the Ditmar, Lott, Wyckoff, Suydam and Snediker families. British troops successfully flanked General George Washington's Continental Army by a silent night-march from Gravesend, Brooklyn through the lightly defended

“Jamaica Pass” actually located in Brooklyn, to win the Battle of Long Island, Queens — the largest battle of the American Revolutionary War, and the first battle after the Declaration of Independence.

Later, Woodhaven became the site of two racetracks: the Union Course^[7] (1821) and the Centerville (1825). Union Course was a nationally famous racetrack situated in the area now bounded by 78th Street, 82nd Street, Jamaica Avenue and Atlantic Avenue. The Union Course was the site of the first skinned — or dirt — racing surface, a curious novelty at the time. These courses were originally without grandstands. The custom of conducting a single, four-mile (6 km) race consisting of as many heats as were necessary to determine a winner, gave way to programs consisting of several races. Match races^[8] between horses from the South against those from the North drew crowds as high as 70,000. Several hotels (including the Snedeker Hotel^[9] and the Forschback Inn) were built in the area to accommodate the racing crowds.

A Connecticut Yankee, John R. Pitkin, developed the eastern area as a workers’ village and named it Woodville (1835). In 1853, he launched a newspaper. That same year, the residents petitioned for a local post office. To avoid confusion with a Woodville located upstate, the residents agreed to change the name to Woodhaven. The original boundaries extended as far south as Liberty Avenue.

In 1836, Long Island Rail Road (LIRR) cars were pulled by horses along Atlantic Avenue. The cars traveled with other traffic at street level and stopped at all major intersections — much as a bus does — except that people would often hop on and hop off while the car was moving. The 1848 LIRR schedule shows an intersection called Union Course (serving that racetrack) and another called Woodville (farther east). With electrification, the LIRR constructed permanent tracks. The Union Course station was opened April 28, 1905. In 1911, the platform was widened to four tracks, and Atlantic Avenue was mostly closed to other traffic. The four tracks split the community and become the border between Woodhaven and Ozone Park. Service on Atlantic Avenue’s surface tracks and seven stations between Jamaica and Brooklyn ended on November 1, 1939 and was subsequently replaced in 1942 by underground tracks and a single underground station between Jamaica and Brooklyn. With the removal of surface rail tracks, Atlantic Avenue was again a continuous roadway. The single station in this long tunnel was the Woodhaven station (at 100th Street) on the LIRR’s Atlantic Avenue Branch, providing rail service to Jamaica station and Brooklyn (Atlantic Terminal) until it too was closed in 1977. The Woodhaven station was also a popular stop for beachgoers and commuters who would transfer to the above ground LIRR Woodhaven Junction station for trains to Rockaway Beach and Far Rockaway. The Woodhaven Junction station was taken out of service when this section of the Rockaway Beach Branch was abandoned in 1962.^{[10][11][12]}

Elevated transit service to Williamsburg and Lower Manhattan began in 1917 with the operation of the BMT Jamaica Line above Jamaica Avenue.

Two Frenchmen named Charles Lalance and Florian Grosjean launched the village as a manufacturing community in 1863, by opening a tin factory and improving the process of tin stamping. As late as 1900, the surrounding area, however, was still primarily farmland, and from Atlantic Avenue one could see as far south as Jamaica Bay, site of present-day John F. Kennedy International Airport. Since 1894, Woodhaven’s local newspaper has been the Leader-Observer.

The distinctive St. Anthony’s Mansion (which later became St. Anthony’s Hospital) stood on a seven acre tract of land on Woodhaven Boulevard between 89th and 91st Avenues. The hospital significantly helped the scientific community in the creation of breakthroughs in Pulmonary and Heart treatments. The hospital was demolished in the late 1990s. A historical marker has been placed on the site, which is now a residential area known as Woodhaven Park Estates. Dexter Park^[13] baseball field, which once occupied 10 acres (40,000 m²) in Woodhaven just east of Franklin K. Lane High School is where baseball history was made in 1930 with the installation of the first engineered lighting system for night games.^[14]

NOTABLE RESIDENTS

Notable current and former residents of Woodhaven include:

- Adrien Brody (born 1973), Oscar winning actor, grew up in Woodhaven.^[18]
- William F. Brunner (1887–1965), United States Representative from New York.^[19]
- Jason Cipolla Former basketball player for the Syracuse University
- George Gershwin (1898–1937), composer of many famous show-tunes, was born at 242 Snedeker Avenue (now 78th Street).^[20]
- Brian Hyland (born 1943), famous for his recording of the song Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini.^[20]
- Danny Kaye (1913–1987), actor, singer and comedian who grew up on Bradford Street.^[20]
- Lynn Pressman Raymond (c. 1912–2009), toy and game innovator who was president of the Pressman Toy Corporation^[21]
- Betty Smith (1896–1972), author. A historical marker is outside the house on Forest Parkway (across the street

from the Woodhaven Library) in which she wrote A Tree Grows in Brooklyn in 1943.[14] In this best-selling novel, the widow Nolan marries a policeman with a civil service job and moves to Cypress Hills where it is quiet and there are trees.

- Barry Sullivan (1912–1994), film and TV star.[20]
- Fred Trump (1905–1999), real estate developer.[22]
- Mae West (1893–1980), lived in Woodhaven, and made her debut performance there.[23] A historical marker is outside the venue.

FOOTNOTES

1. "Map of Queens neighborhoods". Archived from the original on 2008-07-31. Unknown parameter `|oldurl=` ignored (help), "NYC Community Boards" (pdf).
2. "Extended Information on Forest Park".
3. Queens Community Boards, New York City. Accessed September 3, 2007.
4. "Jamaica Ave. farewell Lewis store owners say wrenching goodbye". Daily News (New York). January 4, 2004.
5. "NYC Park information on Forest Park".
6. "NYC Parks FAQ".
7. "Union Course Racetrack". Currier & Ives lithographs – bottom detail shows early Union Course railroad station. Factory is Union Chemical Color Works.
8. "Great race between Peytona & Fashion, for \$20,000!!!!". On the New York Union Course, May 13, 1845. Lithograph by J. Baillie, 1845
9. "Snedeker Hotel".
10. Long Island Rail Road: Alphabetical Station Listing, accessed March 8, 2007
11. Abandoned Stations: Woodhaven, accessed September 4, 2008
12. Forgotten NY Subways and Trains: Rockaway Branch, accessed September 4, 2008
13. Jacobs, Douglas (2000-01-01). "Dexter Park". The Baseball Research Journal.
14. a b Shaman, Diana (1998-09-20). "If You're Thinking of Living In /Woodhaven, Queens; Diversity in a Cohesive Community". NY Times.
15. "Census Bureau 2000 Data".^ Woodhaven Real Estate & Homes for Sale, accessed March 22, 2009.
16. "NYC school district map".
17. "Brody's friend's parents proud", CNN.com, March 25, 2003. Accessed May 17, 2007. "Brody, who grew up in Woodhaven, and Zarobinski, a native of Rego Park, attended the Fiorello H. LaGuardia High School for Performing Arts together, where Brody studied acting and Zarobinski studied drawing.
18. William F. Brunner, Biographical Directory of the United States Congress. Accessed December 10, 2007
19. a b c d Staff. Woodhaven: Community and Library History, Queens Library. Accessed August 2, 2009.
20. Grimes, William. "Lynn Pressman Raymond, Toy Executive, Dies at 97", The New York Times, August 1, 2009. Accessed August 2, 2009.
21. http://www.wargs.com/other/trump.html
22. "1855: Union Course Tavern, Oldest Bar in Queens, Opens", Newsday. Accessed May 17, 2007. "There is a painting of Mae West, who lived in Woodhaven and performed at the tavern, on the door."

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Meet Bonnie Fire: Board of Trustees

by Kimberly Messer 0 Comment

Bonnie Fire has been practicing law for over a decade with experience in New York and New Jersey. She has worked both for partner firms and her own firm and currently serves as General Counsel for Kingsport Heights, LLC. Her expertise in real estate development, acquisitions, and tax law have been instrumental in compliance for Section 8 and Low Income Housing Tax Credit Programs. We are pleased t

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Applicant Group Meeting

by Kimberly Messer 0 Comment

Our Applicant Group will be meeting this week on Wednesday, August 3, 2016 at 6:30 PM at the Parsons Preschool in Jamaica, NY. Committee Group members have been continuing their work since our last full

board meeting in areas such as Academics and Finances. Circle Academy will submit a full application to NYSED on or before August 16th.

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Applicant Group Meeting

by Kimberly Messer Board, founding group, meeting 0 Comment

Our Applicant Group Meets tonight at 6:30PM to continue work on Circle Academy's full application due on August 16, 2016. With the recent acceptance of the Letter of Intent by NYSED, the board is eager to meet and further progress on our school.

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Board President: Richard Bernstein

by Kimberly Messer Board, board of trustees, education, president 0 Comment

Richard Bernstein is President and Owner of E-Rate Consulting, LLC. He is also the Former Principal of a private K-12 school in Queens, NY. He has expertise in project-based learning; grant development and educational technology. Bernstein has been fighting for quality schools for more than a decade with over 30 years of education administration experience. He has secured millions of dollars in fu

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Meet Joseph Tulloch: Board of Trustees

by Kimberly Messer Board Member, board of trustees, finance, Leadership
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Joseph Tulloch has spent more than five years in finance and analysis in the areas of global banking, business operations and markets management. He currently serves as Business Associate in Investment Banking for Bank of America/Merrill Lynch. In 2010 he received the NAACP Outstanding Community Service Award. He is a member of the New York Urban League for Young Professionals among several leader

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Meet Dean Tischfield: Board of Trustees

by Kimberly Messer Board, Board Member, education, social services, trustee
0 Comment

We are pleased to have Dean S. Tischfeld as part of our CACS Board of Trustees. Dean Tischfield has been working in the human and social services industries for over 20 years. He began his career designing financial strategies to protect individuals with disabilities and their families and presenting seminars to various not-for-profit agencies within New York State on those strategies. Since joi

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Meet Cliff Schneider: Board of Trustees

by Kimberly Messer Board, Board Member, charter school, news 0 Comment

CACS is happy to have Cliff S. Schneider on our Board! Mr. Schneider is partner and lead transactional attorney at the law firm of Cohen, Schneider and O'Neil. Mr. Schneider focuses his practice on the representation of individuals and businesses in business transactions and providing counsel to clients in their acquisition, disposition, leasing and financing of commercial and residential property

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CACS Board Meeting Tonight

by Kimberly Messer Board Meeting, charter school 0 Comment

The monthly meeting of the CACS Board will take place Wednesday, June 8th at Parsons Preschool at 6:30 PM. The meeting is open to the public and will be held at 8460 Parsons Blvd., Jamaica, NY.

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New Board of Trustees Members

by Kimberly Messer application, Board Member, board of trustees, charter school 0 Comment

Circle Academy Charter School [Proposed] is pleased to announce three new Board of Trustees Members. We welcome Bonnie Fire, Dean Tischfield, and Joseph Tulloch to our team. These three members bring a wealth of knowledge with them representing financial and law expertise. Progress continues on the application process for CACS. The Letter of Intent will be submitted to NYSED on or before June 28,

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Meet Michelle Pascucci: Board of Trustees

 by admin  0 Comment

Michelle Pascucci is Fiscal Manager at Psychotherapeutic Evaluational Programs, Inc. She is a parent and resident of CSD 27, and she has more than 20 years of experience in financial management and administration. Ms. Pascucci is the Lead Applicant/Community liaison for CACS. We are pleased to have her as part of the CACS team.

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Meet Nicole Morris: Board of Trustees

 by admin  0 Comment

Nicole Morris is a Speech-language Pathologist, New York City Department of Education. Her expertise is in Special education (especially in the area of speech and language services). We are glad to have Ms. Morris as part of the CACS team.

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Meet Pauline Frank: Board of Trustees

 by admin  0 Comment

Pauline Frank is a Site-based Specialist for the Partnership for Innovation in Compensation for Charter Schools, a federal Teacher Incentive Fund project at the Center for Educational Innovation (CEI). In this capacity, Ms. Frank delivers professional development for charter school teachers and principals and advises charter schools regarding school improvement planning, teacher and principal eval

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by Kimberly Messer 0 Comment

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Applicant Group Meeting

by Kimberly Messer [Board, founding group, meeting](#) 0 Comment

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Circle Academy Update: Letter of Intent Accepted

by Kimberly Messer [application, charter school, news, opening, update](#) 0 Comment

We are excited to share that the Board of Regents has accepted our Letter of Intent for round 2 of the charter school application review cycle. We will submit our final application according to deadline on or before August 16, 2016. Following this deadline and review, schools with ful

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Circle Academy Update: LOI in to NYSED

by Kimberly Messer application, charter school, update 0 Comment

We are happy to announce that our submission of the Letter of Intent has been received by the Charter Office in the NYSED. We will hear back from the state in the next 7-10 days to know whether our LOI has been accepted and if we will have an opportunity to file a full application and

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Board President: Richard Bernstein

by Kimberly Messer Board, board of trustees, education, president 0 Comment

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CACS at Queens Community Meeting

by Kimberly Messer charter school, community, Queens, Woodhaven 0 Comment

Circle Academy Charter School had the privilege of sharing in the “Public Forum” section of the Queens Community Board 9 meeting on June 14th about our upcoming plan to file our Letter of Intent later this month on June 28th with NYSED. We thank the community for continued

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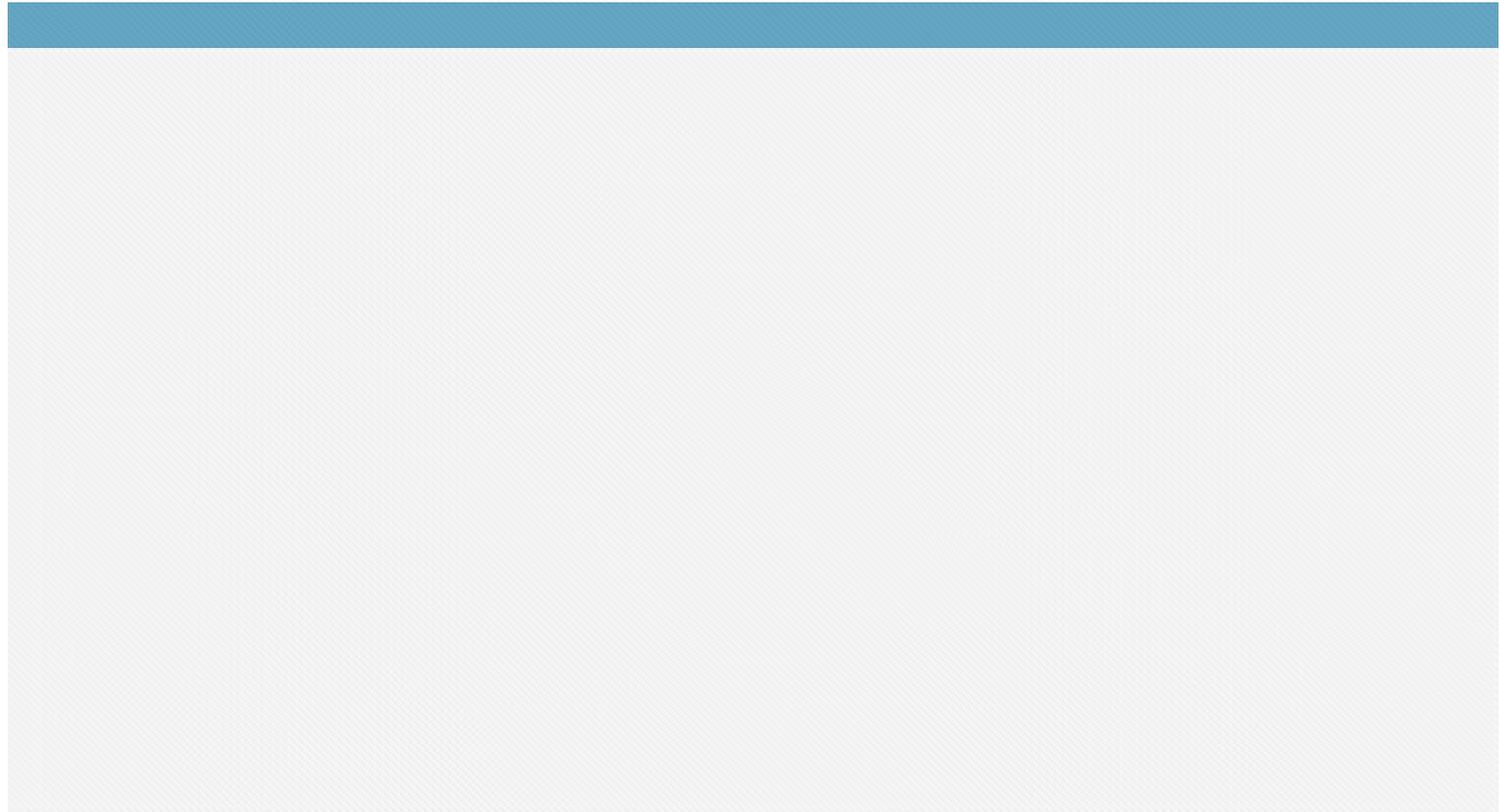
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Interest Survey for Circle Academy Charter School [Proposed]

The **Circle Academy Charter School** [Proposed] Founding Group will submit to the SED its Letter of Intent on June 28, 2016. Circle Academy will be located in Woodhaven, Queens and will have an enrollment preference for residents of CSD 27. If approved, Circle Academy will open in August 2017 with students in Grades K and 1st, ultimately growing to serve students in K-8.

Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

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Enrollment

Circle Academy's Enrollment is by a Lottery System

Facts about the charter school lottery process:

Fact 1 : Eligibility

Any child eligible for admission to a district public school is eligible for admission to a public charter school.

Fact 2 : Non-discriminatory

Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability.

Fact 3 : Lottery Required

A publicly held random lottery is held annually to fill the available seats for a charter school.

Fact 4 : Siblings and CSD 27

Charter schools give preference to siblings of students already enrolled in the charter school and students living in the charter school's community school district [CSD 27].

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EMPLOYMENT

If you are interested in helping to shape a growing, innovative school, Circle Academy Charter School may be the perfect fit for you. Our staff is challenged daily to meet high standards of performance, seek meaningful results from their work and constantly seek improvement in the services we provide.

At Circle Academy, we offer:

- High-quality professional development and support
- Collaborative, co-teaching environment with caring, dedicated and driven colleagues
- Systems, practices and beliefs that ensure student achievement
- Strong, accessible leadership team
- Performance-based compensation
- Competitive benefits

Circle Academy is building a talented team of teachers to join the Circle. Please send a resume and cover letter to jobs@circleacademycharterschool.org with "Join the Circle Teacher" in the subject line if you are interested in a classroom teaching position. Please also see our current vacancies below for the 2014-15 school year:

Kindergarten Teachers

First Grade Teachers

Administration Assistant

Recent Posts



Meet Bonnie Fire:
Board of Trustees

Aug 09, 2016



Applicant Group
Meeting

Aug 01, 2016



Applicant Group
Meeting

Jul 20, 2016

Popular Posts



Circle Academy
Update

1 Comment



Meet Bonnie Fire:
Board of Trustees

No Responses.



CACS @ Queens
Community Board 9
- March 8, 2016

No Responses.

Categories

- Board
- Charter School Information
- Charter Schools
- Community Outreach
- Founding Group
- News
- Woodhaven

Contact Widget

Name

Email

Message

Submit

2013-16 © Circle Academy Charter School [Proposed]



Type your keywords...

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Planting Seeds for the Future

Home

Mission

The Need

Design

Our Community

Leadership

News

Contact Us

Survey



VOLUNTEER

Circle Academy needs volunteers. We value those that join the Circle as volunteers. From the beginning we have factored volunteers as a core part of our team. We know that volunteers will help us to build the kind of school that the community will view with pride.

Already, prospective parents, community leaders are joining the Circle in the planning and development stage of the schools development.

We need volunteers to assist with surveys, community outreach and special events. If you would like to join the Circle of volunteers who want to impact the lives of CSD 27/Woodhaven youth, please contact us at volunteer@circleacademycharterschool.org for opportunities within the Circle.

Recent Posts



Meet Bonnie Fire:
Board of Trustees
Aug 09, 2016

Applicant Group
Meeting

Popular Posts



Circle Academy
Update
1 Comment

Meet Bonnie Fire:
Board of Trustees

Categories

- Board
- Charter School Information
- Charter Schools
- Community Outreach

Contact Widget

Name

Email



Aug 01, 2016



No Responses.

→ Founding Group

→ News

→ Woodhaven

Message

Submit



Applicant Group Meeting

Jul 20, 2016



CACS @ Queens Community Board 9 - March 8, 2016

No Responses.

2013-16 © Circle Academy Charter School [Proposed]



Planting Seeds for the Future

Type your keywords...

Search

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- Mission
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- Contact Us
- Survey
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DONATE NOW

You can make a difference in the lives of the youth of the CSD 27/Woodhaven. By contributing to Circle Academy Charter School [Proposed], you will help develop a dynamic new school that will provide an environment where all students can recognize their potential and realize their hope and dreams.

Circle Academy Charter School is a nonprofit charitable organization and your donation is 100% tax deductible. Help us brighten the future for Woodhaven's children today. Thank you.

Make your checks payable to: **Circle Academy Charter School**

Mail to:

Circle Academy Charter School [Proposed]
P.O. Box 231227
Great Neck, NY 11023

Circle Academy

August 2016

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

« Jul

Recent Posts



Meet Bonnie Fire:
Board of Trustees

Popular Posts



Circle Academy
Update

Categories

- Board
- Charter School Information

Contact Widget

Name

Aug 09, 2016

1 Comment

→ Charter Schools

Email



Applicant Group Meeting

Aug 01, 2016



Meet Bonnie Fire: Board of Trustees

No Responses.

→ Community Outreach

→ Founding Group

→ News

Message



Applicant Group Meeting

Jul 20, 2016



CACS @ Queens Community Board 9 - March 8, 2016

No Responses.

→ Woodhaven

Message input area

Submit

2013-16 © Circle Academy Charter School [Proposed]



Planting Seeds for the Future

Community Outreach Evidence

Facebook



Planting Seeds for the Future

Facebook

This week:



Over life of page:

CACS launched its website in January 2013 and has used it to publicize the school, to provide information about the school's program and founders and to solicit and review community feedback. CACS has also engaged in a social media outreach campaign using Facebook and Twitter. The school's Facebook page has attacked 65,747 people (unique users) and 286,932 total impressions content of the page.



Planting Seeds for the Future

Community Outreach Evidence

Facebook

Date Information June 28-July28, 2016

Date	Lifetime Total Likes	28 Days Total Impressions any content assoc. w Page	28 Days Reach of page posts 28 Days: The number of people	Weekly Total Impressions Weekly: The number of impressions	28 Days Total Impressions 28 Days: The number of impressions	28 Days Paid impressions 28 Days: The number of impressions	28 Days Negative feedback 28 Days: The number of people	Daily count of fans online Daily: The number of people
6/28/16	945	28581	18892	24468	27516	23798	3	786
6/29/16	946	34782	22642	30751	33691	30085	3	774
6/30/16	948	41244	26401	37357	40137	36517	3	783
7/1/16	953	47262	30283	43303	46027	42444	3	779
7/2/16	954	48959	31558	40462	47639	43942	3	780
7/3/16	954	48941	31558	32652	47612	43946	3	773
7/4/16	954	48890	31558	26281	47564	43946	3	782
7/5/16	955	48828	31558	20832	47501	43946	3	791
7/6/16	955	48667	31486	14576	47345	43946	3	784
7/7/16	955	48515	31486	7915	47195	43946	3	790
7/8/16	955	48291	31476	1879	46971	43946	3	780
7/9/16	955	48227	31476	180	46906	43946	3	779
7/10/16	955	48179	31476	154	46858	43946	3	785
7/11/16	955	48165	31476	85	46844	43946	3	784
7/12/16	955	48044	31495	60	46727	43946	3	795
7/13/16	955	47952	31495	38	46688	43946	3	790
7/14/16	955	47811	31628	207	46626	43946	3	773
7/15/16	955	47935	31664	684	46804	43946	2	782
7/16/16	955	48022	31850	1107	46992	43946	2	783
7/17/16	955	48111	31882	1428	47209	43946	2	778
7/18/16	955	48190	31892	1761	47375	43946	2	789
7/19/16	955	48037	31898	1927	47287	43946	2	790
7/20/16	955	48303	31908	2185	47550	43946	2	790
7/21/16	955	48507	31908	2307	47786	43946	2	795
7/22/16	954	48526	31908	1945	47811	43946	2	786
7/23/16	954	43910	29381	1522	43271	39627	2	797
7/24/16	953	35973	23596	1201	35435	31917	2	786
7/25/16	953	29380	19414	868	28995	25594	1	786
7/26/16	953	23835	16410	714	23533	20148	0	783
7/27/16	953	17557	12461	484	17283	13861	0	775
7/28/16	953	10870	7526	189	10618	7429	0	792



Planting Seeds for the Future

Community Outreach Evidence

Facebook

Sample Postings

f
Circle Academy Charter School
Michael Home
1
1
1

Page
Messages
Notifications 3
Insights
Publishing Tools
Settings
Help ▾

Circle Academy Charter School

@CircleAcademyCharterSchoo

Call Now ▾
Liked ▾
Message ▾
⋮

Home
About
Photos
Events
More ▾

School · Woodhaven, New York

4.6 ★★★★★

Search for posts on this Page

941 likes +1 this week
Kimberly Messer and 38 other friends

1 was here 0 this week

See Pages Feed
Posts from Pages you've liked as your Page

Invite friends to like this Page

10,338 post reach this week

Want More Phone Calls?
Get people near Circle Academy Charter School to call (800) 698-4821 today.
Promote Local Business

ABOUT

85-27 91st St
Woodhaven, NY

(800) 698-4821

<http://circleacademychart...> View Promotion

PAGE TIPS

Status
Photo / Video
Offer, Event +

Write something...

2 Scheduled Posts

Next post scheduled for tomorrow at 9:26am. [See posts.](#)

Circle Academy Charter School added 3 new photos.

Published by Michael Estep · Yesterday at 10:07am ·

Queens Chronicle this week...June 23, 2016 Edition...

Planting Seeds for the Future

21 people reached
Boost Post

Promote ▾

THIS WEEK

10,097

Post Reach

126

Post Engagement

2

Call Now

1

Website Click

0

Check-ins

Verify Circle Academy Charter School ✕
No visitors to Circle Academy Charter School this week. Verify your Page for free to attract more visitors.

How to Create Effective Posts ✕
Short, visual posts created for the right audience are more successful.

See All Page Tips

PHOTOS >

Planting Seeds for the Future

VIDEOS >

2

UPCOMING EVENTS >

Create events for your Page.

[Create Event](#)

VISITOR POSTS >

Like Comment Share

Michelle Pascucci and Martin Colberg

Write a comment...

Circle Academy Charter School ✓
Published by Michael Estep [?] · Yesterday at 7:54am · 🌐

We value your input! Take our short survey!
<https://www.surveymonkey.com/r/57V8BMN>

73 people reached [Boost Post](#)

Like Comment Share

Michelle Pascucci

Write a comment...

Circle Academy Charter School ✓
Published by Kimberly Messer [?] · June 24 at 2:12pm · 🌐

At Circle Academy [Proposed] there will be a school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Circle Academy Charter School
[Proposed]

Circle Academy will open in August 2017 (pending approval) with students in Grades K-1, initially serving students in R-8 in CSJ 27.

The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through fifth grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.

PROPOSED LOCATION: CSJ 27 - Westwood
Mailing Address: 88-27 WEST STREET WOODHURST, NY 11424
WWW.CIRCLEACADEMYCHARTERSCHOOL.ORG

Planting Seeds for the Future
Circle Academy Charter School



Victoria Hamilton

January 28 at 8:54am

Is there any update on when the school will be open for woodhaven

1 Comment

Like · Comment · Message



Challenge Charter Middle School

January 9 at 8:38am

See photo

2 Likes

Like · Comment · Message



Challenge Charter Middle School

January 9 at 8:37am

See photo

Like · Comment · Message

REVIEWS

4.6 ★

4.6 of 5 stars
7 reviews



Jetaun Cheri Staggers

3★

March 28, 2014

Like · Comment



David Esfhani

5★

March 17, 2014

Like · Comment



Tell people what you think



PEOPLE ALSO LIKE



VETS DRIVE Yellow NYC
Community



The Forum Newsgroup
News/Media Website



The Summer Spot Day Camp
Camp

Schools in Woodhaven, New York

35 people reached

Boost Post

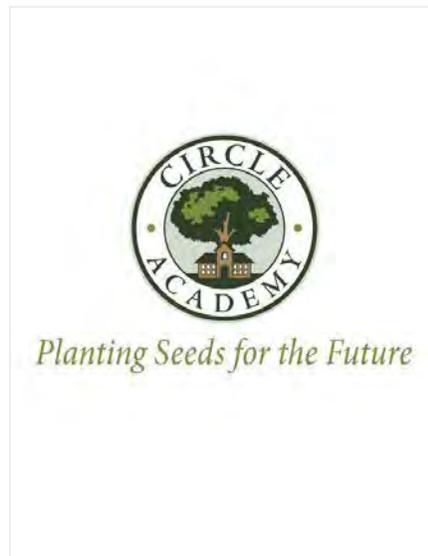
Like · Comment · Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 23 at 9:56am

One of the Key Design elements of Circle Academy [Proposed]: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the “summer learning loss” often experienced by students—and especially by at-risk, impoverished and minority students.



36 people reached

Boost Post

Like · Comment · Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 22 at 2:54pm

DID YOU KNOW? Our proposed Circle Academy is based around Key Design elements such as:
An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.

LIKED BY THIS PAGE



Adrien Brody



QPTV I Queens Public Television

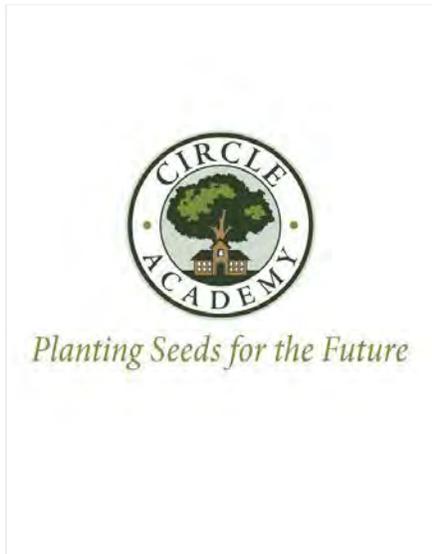


Ozone Park

English (US) · Español · Português (Brasil) · Français (France) · Deutsch



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Facebook © 2016



31 people reached

Boost Post

Like Comment Share

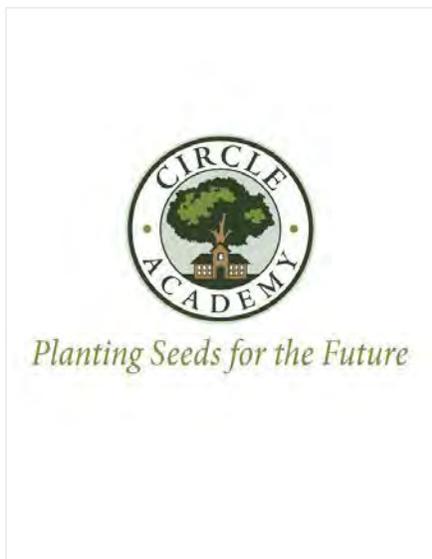


Circle Academy Charter School

Published by Kimberly Messer [?] · June 21 at 9:53am

CACS [Proposed] is designed around several Key Design elements such as:

A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.



55 people reached

Boost Post

Like Comment Share

Michelle Pascucci

Write a comment...

Circle Academy Charter School added 4 new photos. Published by Michael Estep · June 21 at 7:59am

Circle Academy enjoyed the opportunity to update NYC DOE CSD 17 Community Education Council and the audience in attendance Monday night, June 20, 2016 at PS/MS 146Q in Howard Beach. Our thanks to CSD 27 Community Superintendent Mary Barton, CEC 27 President Joshua Hirschman, CSD 27 CEC rep. Hazel Wellington and the members of the CEC for giving us time during the program honoring NYS Assemblyman Phillip Goldfeder and MS 53 Principal Shawn Rux. CACS Applicant Group members Michelle Pascucci and David Esfhani was present and enjoyed interacting with those in attendance! A special thanks to NYS Senator Joseph Addabbo for the opportunity to meet with him following the event.



105 people reached

Boost Post

Like Comment Share

Toniann Zito, Kathy Givens and 2 others

Write a comment...

Circle Academy Charter School Published by Michael Estep · June 20 at 2:50pm

Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night July 1 at 10:00 PM - feel free to call in with your questions or comments at 646-378-1612...here is a link to the show...

http://www.projectwoodhaven.com/p.../radio-free-woodhaven.html

Radio Free Woodhaven - LIVE Friday Nights at 10 PM

Note: Click on the link above around 10 PM EST to listen LIVE. Or, come back later and click on these links to listen to it.

PROJECTWOODHAVEN.COM



5 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 20 at 9:28am ·

Circle Academy Charter School [Proposed] (CACS) is pleased to have Nathaniel M. Fields as President of our Board of Trustees.

Nathaniel Fields brings extensive leadership experience and a successful track record of organizational management, strategic planning and nonprofit governance. With more than 25 years of experience in human services organizations, Mr. Fields currently serves as President of the Urban Resource Institute specializing in educational programs for victims of domestic violence, persons with disabilities and persons afflicted with addiction or alcoholism.



126 people reached

Boost Post

Like Comment Share

Julie Barnhart-Cable, Charter School Jobs and 2 others



Write a comment...

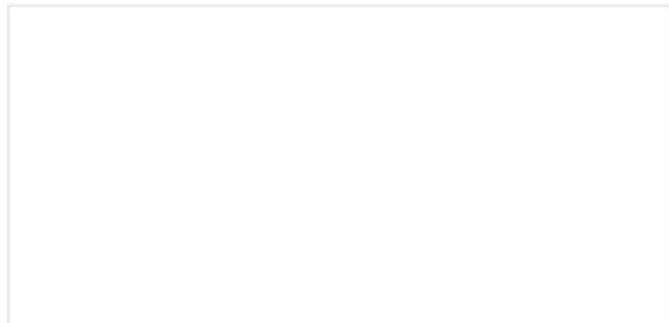


Circle Academy Charter School

Published by Michael Estep [?] · June 18 at 10:01am ·

Circle in the news this week...June 16, 2016 edition of the Queens Chronicle...[note CACS is applying via NYSED]...

http://www.qchron.com/.../article_dcbf4e46-d8e3-5353-8fd6-63f...





Circle Academy looks to open its doors soon

While school is about to be out for summer, charter leaders are looking forward to hearing the opening bell in Woodhaven in the near future. Michael Estep, director of outreach for Circle Academy Charter School, told Community Board 9 Tuesday...

QCHRON.COM

2 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 17 at 8:37am ·

Meet Joseph Tulloch: Board of Trustees

Joseph Tulloch has spent more than five years in finance and analysis in the areas of global banking, business operations and markets management. He currently serves as Business Associate in Investment Banking for Bank of America/Merrill Lynch. In 2010 he received the NAACP Outstanding Community Service Award. He is a member of the New York Urban League for Young Professionals among several leadership organizations.

We are proud to have Mr. Tulloch as a part of our CACS Board of Trustees.



110 people reached

Boost Post

Like Comment Share

 Martin Colberg and Michelle Pascucci

 Write a comment...  

 **Circle Academy Charter School** added 3 new photos. Published by Michael Estep [?] · June 16 at 7:42pm · 

Circle Academy is pleased to be back with the Woodhaven Residents' Block Association to express appreciation for their openness to hear about Circle plans for the proposed charter school.



133 people reached

Boost Post

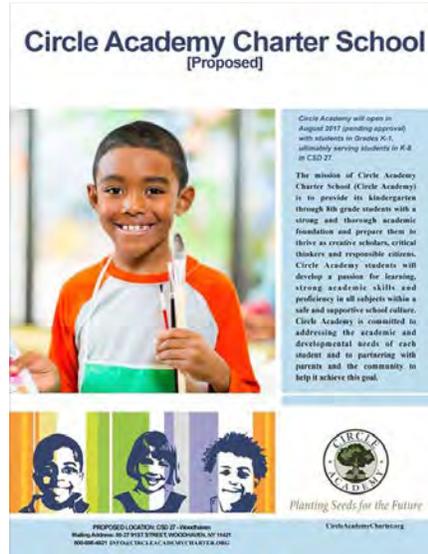
 Like  Comment  Share 

 Julie Barnhart-Cable, Martin Colberg and 3 others

 Write a comment...  

 **Circle Academy Charter School** Published by Kimberly Messer [?] · June 16 at 1:49pm · 

We are planting seeds for the future!



73 people reached

Boost Post

Like Comment Share

 **Circle Academy Charter School** added 2 new photos from June 16.
Published by Michael Estep [?] · June 16 · 🌐

Queens Chronicle this week...



20 people reached

Boost Post

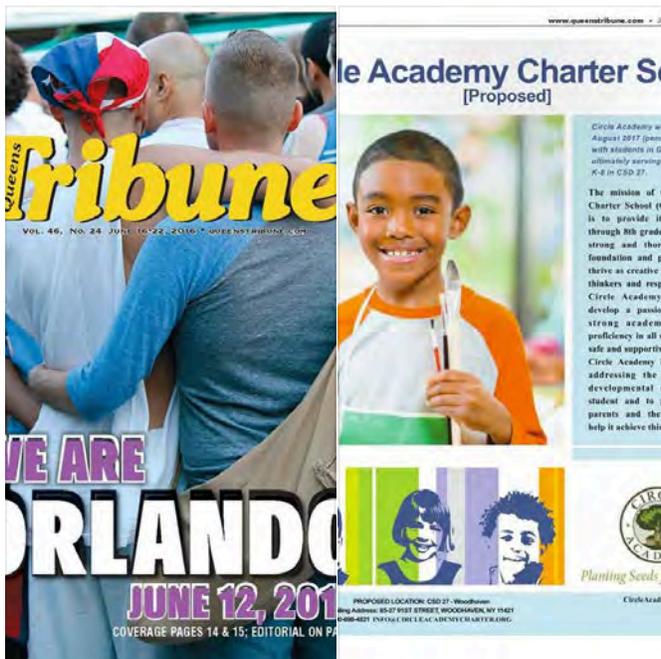
Like Comment Share

Michelle Pascucci and Martin Colberg

 Write a comment...  

 **Circle Academy Charter School** added 2 new photos from June 16.
Published by Michael Estep [?] · June 16 · 🌐

Queens Tribune this week...



9 people reached

Boost Post

👍 Like 💬 Comment ➦ Share

👍 Michelle Pascucci

 Write a comment...  

 **Circle Academy Charter School**
Published by Kimberly Messer [?] · June 16 at 9:39am · 🌐

Northeast Charter Schools Network helps fight for #charterschools. This podcast gives a behind the scenes overview of the fight vs. demand for better education in NY and other states.
http://www.extracreditblog.org/the_grade_episode_4



The Grade - Episode 4 - Kyle Reflects

On the latest episode of The Grade, former NECSN CEO Kyle Rosenkrans reflects on his time with us and talks the state of education reform in New York and Connecticut.

EXTRACREDITBLOG.ORG

3 people reached

Boost Post

Like Comment Share

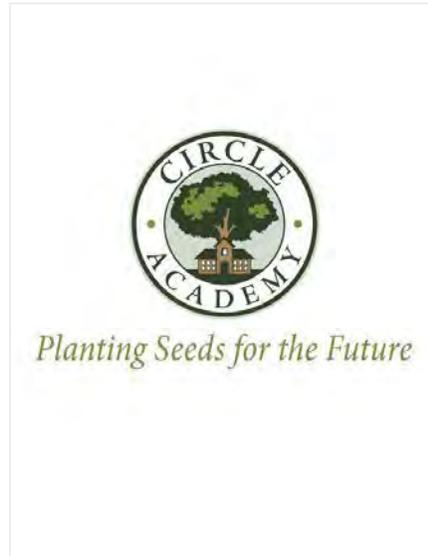


Circle Academy Charter School

Published by Kimberly Messer [?] · June 15 at 11:54am ·

Meet Dean Tischfield: Board of Trustees

Dean Tischfield has been working in the human and social services industries for over 20 years. He began his career designing financial strategies to protect individuals with disabilities and their families and presenting seminars to various not-for-profit agencies within New York State on those strategies. Since joining TAG in 1996, he has focused on fiscal, accounting and management issues relevant to not-for-profit agencies includi... [See More](#)



62 people reached

Boost Post

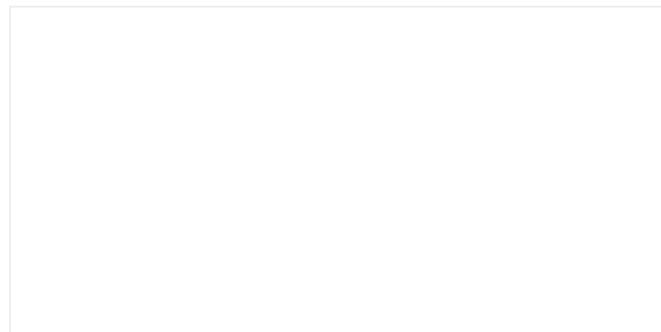
Like Comment Share



Circle Academy Charter School added 3 new photos.

Published by Michael Estep [?] · June 14 at 8:40pm ·

Circle Academy Charter School had the privilege of sharing in the "Public Forum" section of the Queens Community Board 9 meeting tonight about our upcoming plan to file our Letter of Intent later this month with NYSED.





48 people reached

Boost Post

Like Comment Share

Telia Genty, Martin Colberg and Michelle Pascucci

Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 14 at 8:27am ·

We like what we read! #charterschools #schoolchoice <http://nypost.com/.../the-facts-are-in-nycs-charter-schools-.../>



The facts are in: NYC's charter schools are a smashing success

How many independent studies will it take before we can all agree? Charter schools in this city are a tremendous success. Recently, a New York City Independent...

NYPOST.COM

52 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 10 at 9:25am ·

It's almost the weekend! Grab your family and visit Forest Park. Enjoy some fun in the sun.



64 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 9 at 8:43am ·

Did you know? CACS Board of Trustees member Cliff Schneider is a founding member of La Cima Charter School. We love the expertise represented on our board.



70 people reached

Boost Post

Like Comment Share

Michelle Pascucci



Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 8 at 10:34am ·

Applicant Group Member: Richard Bernstein

We love the experience represented on our team. Mr. Bernstein served as a Principal of a private K-12 school in Queens, NY. He has expertise in project-based learning; grant development and educational technology.



93 people reached

Boost Post

Like Comment Share

Michelle Pascucci



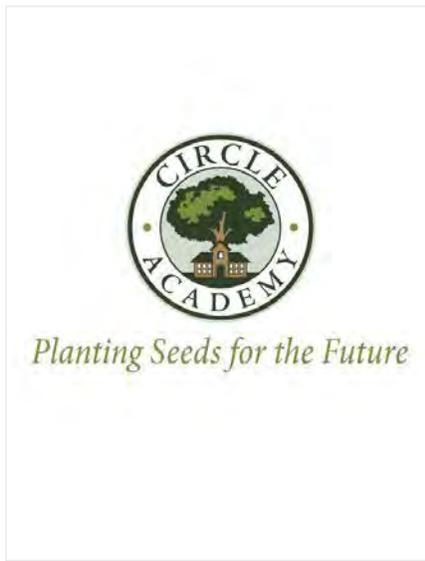
Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 8 at 7:55am ·

Circle Academy Charter School [Proposed] Board Meeting today at Parsons Preschool, 8460 Parsons Blvd, Jamaica, NY at 6:30 PM. We are excited about the continued work on this academy tonight!



80 people reached

Boost Post

Like Comment Share

Alexa Marie



Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 7 at 7:50am ·

Charters are 25 years old! #happyanniversary <https://www.the74million.org/.../as-charter-schools-turn-25-f...>



As Charter Schools Turn 25, Five Ways to Share Their Success With Traditional Schools

The74Million is an education focused website
THE74MILLION.ORG

2 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 6 at 11:07am ·

Local fun every weekend! #forestpark



86 people reached

Boost Post

Like Comment Share

Martin Colberg, Kimberly Messer, Writer and Michelle Pascucci



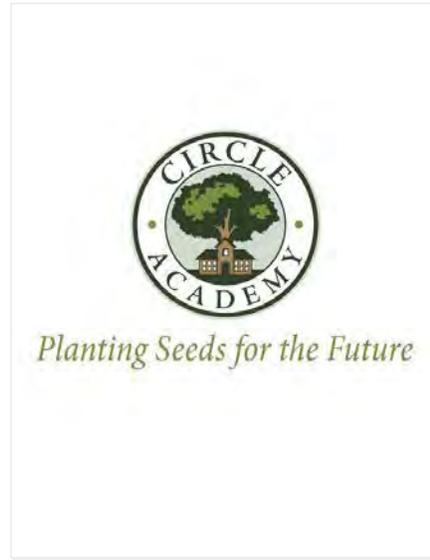
Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 4 at 2:30pm ·

DID YOU KNOW? Though #charterschools only account for about 7 percent of public schools in the United States, they make up one-third of the top 100 schools (as cited in U.S. News and Washington Post). #getthefacts #schoolchoice



83 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · June 3 at 10:25am ·

In case you missed it: recent news on how #charterschools stack up. <http://www.usnews.com/.../charter-schools-boost-the-education...>



Charter Schools Stack Up Well

Charters succeed because they prepare students for life, not just for college.

USNEWS.COM

67 people reached

Boost Post

Like Comment Share

Natasha Geula Ganjian



Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · June 2 at 2:10pm ·

#CharterSchools need great teachers and staff. Check out this weekend's job fair! <http://www.prnewswire.com/.../charter-school-jobs-fair-nyc---...>



Charter School Jobs™ Fair NYC
Saturday, June 4, 2016

Charter School Jobs™ Fair NYC - Saturday, June 4, 2016

NEW YORK, June 2, 2016 /PRNewswire/ -- On Saturday, June 4, 2016, 56 public charter schools located in the New York...

PRNEWswire.COM | BY CHARTER SCHOOL JOBS, INC.

99 people reached

Boost Post

Like Comment Share



Circle Academy Charter School
Published by Kimberly Messer [?] · June 1 at 5:28pm ·

Tend to tweet more than post on Facebook? Follow us on Twitter!
<https://twitter.com/CircleAcademy>



Circle Academy (@CircleAcademy) | Twitter

The latest Tweets from Circle Academy (@CircleAcademy). Circle Academy Charter School [Proposed] (CACS) is being developed to serve the...

TWITTER.COM

4 people reached

Boost Post

Like Comment Share



Circle Academy Charter School
Published by Kimberly Messer [?] · June 1 at 8:19am ·

Ready to dance to help development in Woodhaven? Grab a partner and go.



81 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · May 30 at 9:28am ·

Happy Memorial Day! We thank those who gave all for our country.



64 people reached

Boost Post

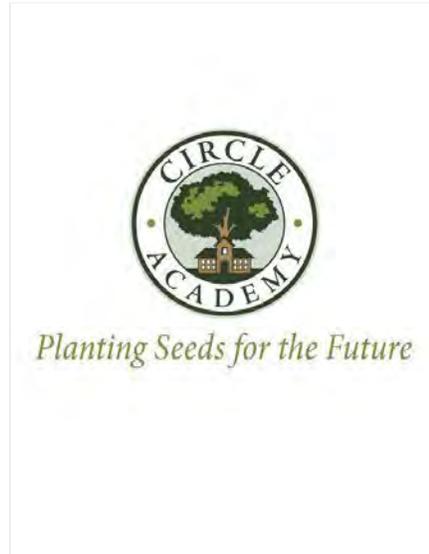
Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · May 27 at 8:29pm ·

A great resource for nationwide information on #charterschools.
<http://www.publiccharters.org>



40 people reached

Boost Post

Like Comment Share



Circle Academy Charter School

Published by Kimberly Messer [?] · May 27 at 8:24am ·

Get the facts on [#charterschools](#). "78 percent of parents support a charter school opening in their neighborhood..." from National Alliance for Public Charter Schools. <http://www.publiccharters.org/.../demanding-chance-parents-d.../>



Demanding a Chance: Parents' Demand for Charter Schools Continues to Grow

Demanding a Chance: Parents' Demand for Charter Schools Continues to Grow, a report on new...

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 26 ·

Put on your dancing shoes! Dinner and dance coming up on June 10th. [#local](#) [#community](#)



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Published by Kimberly Messer [?] · May 26 ·

We love Woodhaven! Look at what is coming up:
 Memorial Day Service at Forest Parkway – TODAY 5/26
 Memorial Day Service at the American Legion – Monday 5/30
 Grocery Auction – Friday 6/3
 Multi-Vendor Garage Sale/Flea Market – Sunday 6/5



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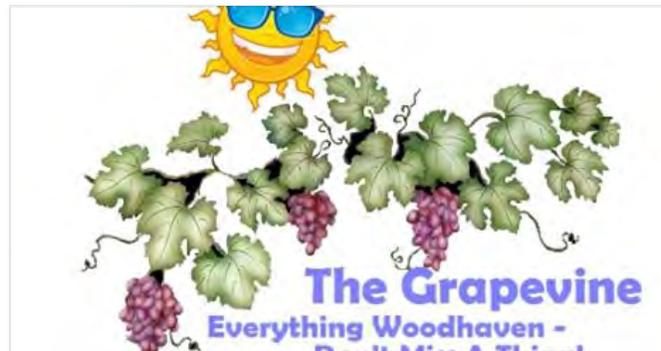
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 25 ·

Stay informed by reading about Woodhaven events and meetings through The Grapevine. <https://wrba.wordpress.com/.../woodhavens-grapevine-volume-1.../>



Woodhaven's Grapevine – Volume # 156

**** Our Top Stories: **** Select Bus Service Town Hall Meeting TOMORROW ** Mary Whalen Playground Reopening – Friday 6/3 ** Rockaway Beach LIRR Reactivation Discussed at Woodhaven Town Hall **...

WRBA.WORDPRESS.COM

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 25 ·

We invite you to visit! Check out our website for updates and information. <http://www.circleacademycharterschool.org>



Circle Academy Charter School

CIRCLEACADEMYCHARTERSCHOOL.ORG

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 24 ·

Do you believe in #charterschools and #schoolchoice? Become an advocate! <http://info.publiccharters.org/be-a-charter-school-advocate>

Be a Charter School Advocate

Charter schools are raising the bar of what's possible in public education. Become an advocate for high-quality charter schools today!

INFO.PUBLICCHARTERS.ORG | BY NATIONAL ALLIANCE FOR PUBLIC CHARTER S...

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Demanding a Chance: Parents' Demand for Charter Schools Continues to Grow

Demanding a Chance: Parents' Demand for Charter Schools Continues to Grow, a report on new findings from a survey commissioned by the National Alliance for...

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 23 ·

What's happening? Time to make some Memorial Day plans!
<http://www.nymetroparents.com/.../memorial-day-events-in-new-...>



Memorial Day Parades, Ceremonies, and Fireworks in NYC

Remember those who served in the armed forces this year at one of these Memorial Day events in Manhattan, including Memorial Day parades, Memorial...

NYMETROPARENTS.COM

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 23 ·

Circle Academy Charter School [Proposed] is pleased to announce three new Board of Trustees Members. We welcome Bonnie Fire, Dean Tischfield, and Joseph Tulloch to our team. These three members bring a wealth of knowledge with them representing financial and law expertise.

Progress continues on the application process for CACS. The Letter of Intent will be submitted to SED on or before June 28, 2016.



93 people reached

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Michelle Pascucci



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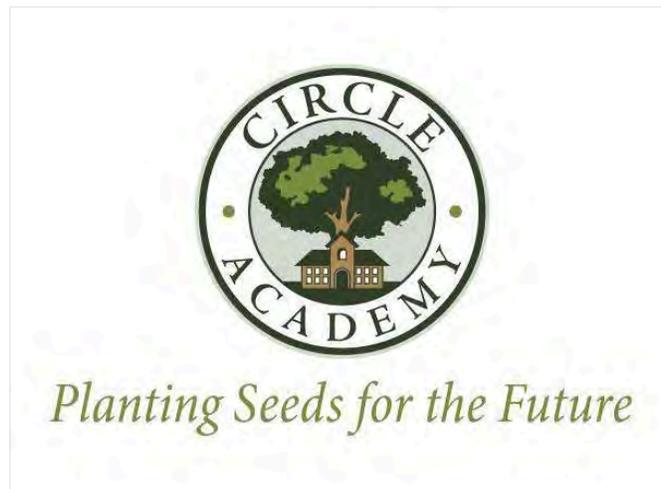


Circle Academy Charter School

Published by Kimberly Messer [?] · May 20 ·

Meet Development Team Member: David Esfani

<http://www.circleacademycharterschool.org/.../david-esfani-f.../>



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Circle Academy Charter School shared a page.
Published by Kimberly Messer [?] · May 20 ·

When is the last time you had something sweet? #local
<https://www.facebook.com/EddiesSweetShop/>



Eddie's Sweet Shop
Ice Cream Parlor

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Circle Academy Charter School shared a page.
Published by Kimberly Messer [?] · May 19 ·

Be involved! The next WRBA Town Hall is today at 7 pm at Emanuel United Church of Christ (93-12 91st Avenue - corner of 91st Avenue and Woodhaven Boulevard). Assemblyman Philip Goldfeder is scheduled to attend and discuss the MTA's feasibility study on the LIRR's Rockaway Beach Rail Line. <https://www.facebook.com/Woodhaven11421/>



woodhaven-nyc.org

Woodhaven Residents' Block Association
Next Woodhaven Town Hall - on Thursday, June 16th at American Legion Hall Post 118 - 89-02 91st Street (near PS 60)
Community Organization · 1,099 Likes

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 19 ·

We want to hear your voice! Fill out our survey today.
<http://www.circleacademycharterschool.org/survey/>



Circle Academy Charter School » Survey

The Circle Academy Charter School [Proposed] Founding Group will submit to the SED its Letter of Intent on June 28, 2016. Circle Academy will be located in Woodhaven, Queens and will have an enrollment preference for residents of CSD...

CIRCLEACADEMYCHARTERSCHOOL.ORG

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 18 ·

Mark your calendar for food and fun! Grocery Auction is back! Emanuel United Church of Christ (corner of 91st Avenue and Woodhaven Boulevard) will be hosting their annual Grocery Auction on Friday, June 3 at 7:30 p.m. A \$10 ticket gives you 50 chances to win groceries, door prizes and also includes cake and coffee. A great value and a fun time!



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Circle Academy Charter School

Published by Kimberly Messer [?] · May 18 ·

We are excited that plans continue to progress toward the opening of Circle Academy. Our Board of Trustees and Development Team are working diligently to bring the school to Woodhaven by the 2017-18 academic year. Following application deadlines, the SED due date for the Letter of Intent is June 28, 2016 and should they accept the letter, the full application would be due on August 16, 2016.



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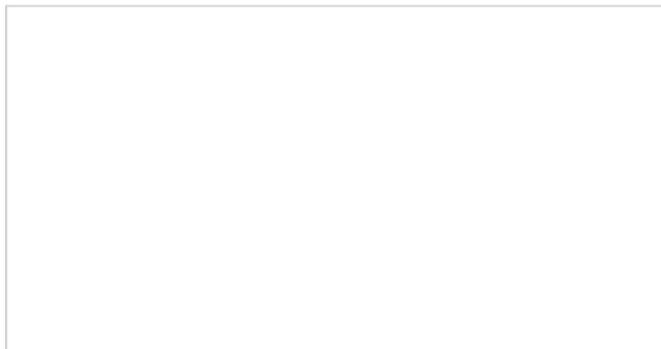
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 17 ·

In the news: "Hamilton" is not just a musical, it's a relevant history lesson too. <http://www.pbs.org/.../why-thousands-of-students-are-seeing-.../>



Why thousands of students are seeing Broadway smash 'Hamilton'

This spring, 20,000 public high school students from low-income neighborhoods in New York City will get the opportunity to see "Hamilton," the Broadway smash hit...

PBS.ORG

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Rhona Schneiderman



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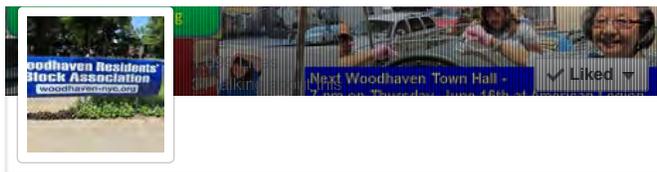


Circle Academy Charter School shared a page.

Published by Kimberly Messer [?] · May 16 ·

Give a Like to your community and stay up on the latest in Woodhaven! <https://www.facebook.com/Woodhaven11421/>





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Circle Academy Charter School

Published by Kimberly Messer [?] · May 14 ·

KEY DESIGN ELEMENT #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to building and maintaining a positive school climate. CACS will maintain a culture in which students work collaboratively with teachers and peers and are thoroughly supported by the school's teachers and administrators.



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Circle Academy Charter School

Published by Kimberly Messer [?] · May 14 ·

DID YOU KNOW? #charterschools <http://nypost.com/.../charter-schools-have-increased-benefit.../>



Charter schools have increased benefits for special-ed

students: study

New York's City's special-education students are more likely to be proficient in math and English if they attend a charter school, according to new data. For Grades 3...

[NYPOST.COM](#)

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Natasha Geula Ganjian

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 13 ·

FYI: A national overview of #charterschools. http://www.publiccharters.org/.../20.../02/open_closed_FINAL.pdf

www.publiccharters.org

[PUBLICCHARTERS.ORG](http://www.publiccharters.org)

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 13 ·

KEY DESIGN ELEMENT #7: A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum. With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.



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Published by Kimberly Messer [?] · May 13 ·

Ready to volunteer? The ongoing restoration of the historic Wyckoff-Snedicker cemetery continues on Saturday, May 14th, from 9 a.m. to noon.

Come out and work with your friends and neighbors, get some fresh air and exercise, in the oldest, most historic spot in Woodhaven. Behind All Saint's Church, at 96th Street and 86th Avenue.

<https://www.facebook.com/ProjWoodhaven/?fref=ts>

Project Woodhaven
Regional Website · 3,570 Likes

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 12 ·

KEY DESIGN ELEMENT #6: A commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively ...
[See More](#)



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Get involved in your community. The next WRBA Town Hall will be 7 pm on Thursday, May 19th at Emanuel United Church of Christ (93-12 91st Avenue - corner of 91st Avenue and Woodhaven Boulevard). Assemblyman Philip Goldfeder is scheduled to attend and discuss the MTA's feasibility study on the LIRR's Rockaway Beach Rail Line.
<https://www.facebook.com/Woodhaven11421/>

Woodhaven Residents' Block Association
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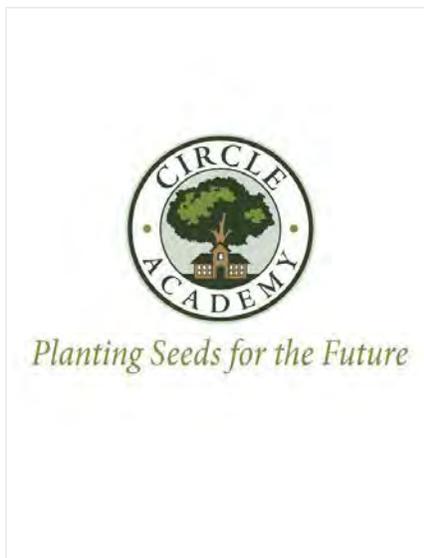
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 11 ·

Key Design Element #5: A school-wide culture of professional collaboration and growth supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.



69 people reached

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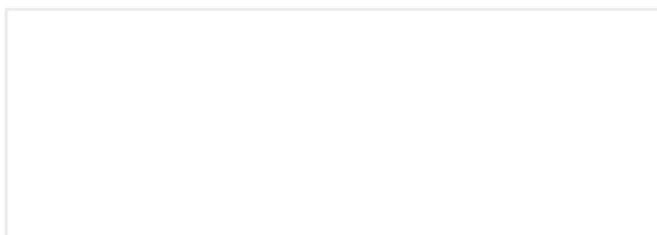
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 11 ·

In case you missed it...budget implications for #charterschools discussed on this podcast of The Grade. #extracredit
http://www.extracreditblog.org/the_grade_episode_1





The Grade - Episode 1 - The New York Budget

News and Views of the Northeast Charter School Network

EXTRACREDITBLOG.ORG

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Nancy Lynn Castro

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 10 ·

Volunteer! Clean up Forest Park this weekend, May 14th.
<http://www.nycgovparks.org/.../events/2016/05/14/forest-park>



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Michelle Pascucci and David Esfhani

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Circle Academy Charter School

Published by Kimberly Messer [?] · May 10 ·

Application Update: The SED due date for the Letter of Intent is June 28, 2016 and upon acceptance our full application would be due on August 16, 2016. Our opening date pending approval is Fall 2017.



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David Esfhani, Michelle Pascucci and Victoria Hamilton

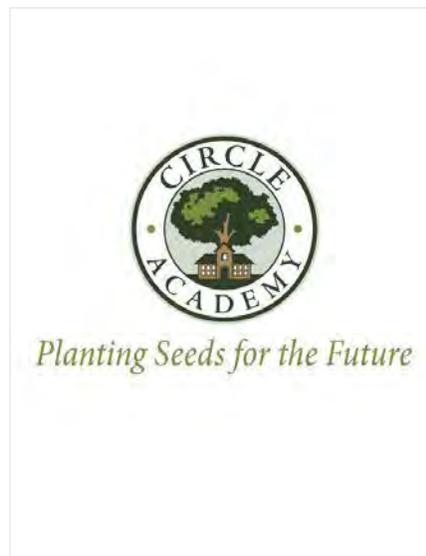
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 9 ·

Key Design Element #4: A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.



97 people reached

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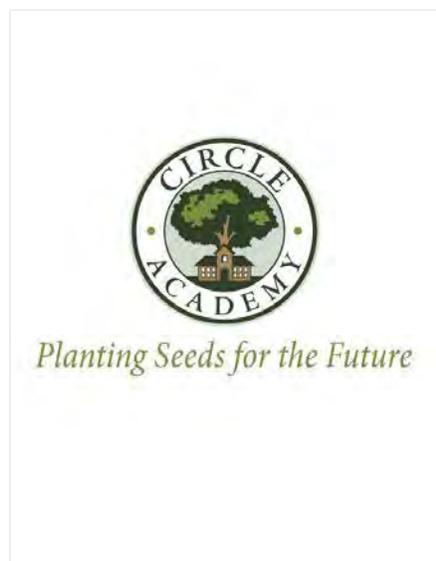
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David Esfhani

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Circle Academy Charter School
Published by Kimberly Messer [?] · May 6 ·

Key Design Element #3: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the “summer learning loss” often experienced by students—and especially by at-risk, impoverished and minority students.



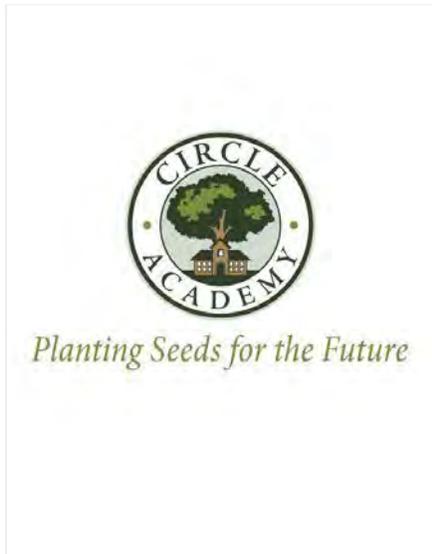
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Circle Academy Charter School
Published by Kimberly Messer [?] · May 4 ·

Key Design Element #2: An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students’ digital literacy skills at all grade levels.



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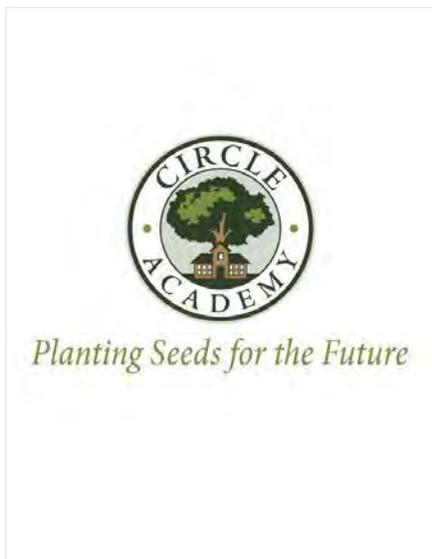
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Circle Academy Charter School

Published by Kimberly Messer [?] · May 2 ·

Key Design Element #1: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.



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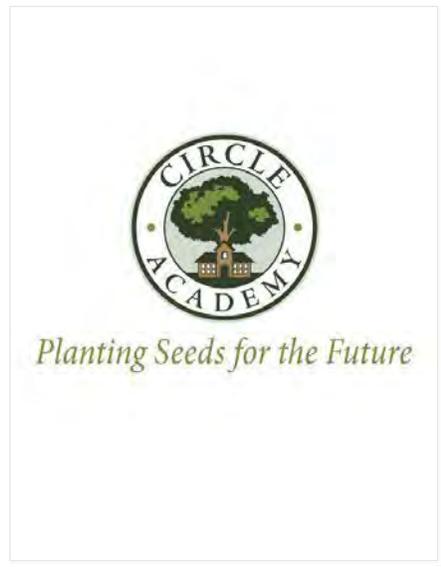
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Alexa Marie and Michelle Pascucci

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Circle Academy Charter School
Published by Kimberly Messer [?] · April 25 ·

OUR MISSION: The mission of Circle Academy Charter School [Proposed] (CACS) is to offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended school day and year and research-based instructional strategies, CACS will support students in building the skills, knowledge and dispositions necessary for success in school and in life. CACS students will develop a passion for learning and will achieve proficiency in all subjects within a school culture that emphasizes accountability, continuous improvement and collaboration.



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Michelle Pascucci

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Circle Academy Charter School
Published by Kimberly Messer [?] · April 22 ·

Happy Passover to those celebrating this sacred holiday.



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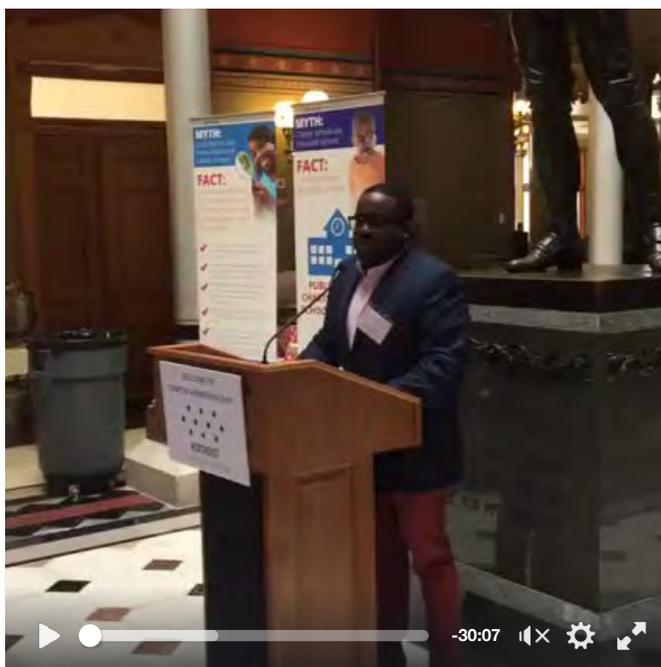
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Circle Academy Charter School shared Northeast Charter Schools Network's live video.

Published by Kimberly Messer [?] · April 21 ·

#CharterSchool Awareness Day!



107 Views

Northeast Charter Schools Network was live.

April 21 ·

Charter school awareness day at the Capitol in Hartford!

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Circle Academy Charter School

Published by Kimberly Messer [?] · April 15 ·

Application Update: The SED due date for the Letter of Intent is June 28, 2016 and upon acceptance our full application would be due on August 16, 2016. Our opening date pending approval is Fall 2017.



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Circle Academy Charter School

Published by Kimberly Messer [?] · April 14 ·

There are some great #charterschool advocates out there! Are you one of them? <http://www.extracreditblog.org/ny20...>



The New York Twenty: Real Charter Champions

The New York Twenty: Real Charter Champions profiles the everyday people who are champions to their children: parents and grandparents who make the critical choice to send their kids to charter schools.

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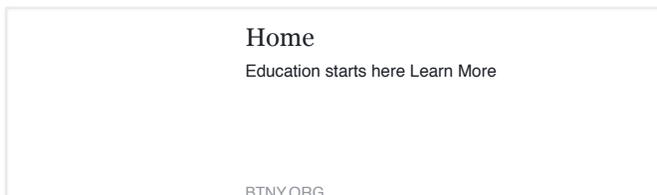
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Circle Academy Charter School

Published by Kimberly Messer [?] · April 12 ·

An organization dedicated to more college graduates in NYC! <http://www.btny.org>



BTNY.ORG



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Circle Academy Charter School

Published by Kimberly Messer [?] · April 8 ·

Have you visited us lately? Bookmark our site!

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Circle Academy Charter School

Published by Kimberly Messer [?] · April 4 ·

The latest fan of the #charterschool movement: Sean 'Diddy' Combs.

<http://www.rollingstone.com/.../sean-diddy-combs-launches-har...>



Sean 'Diddy' Combs Launches Harlem Charter School

Rapper and mogul's latest venture has been in works for five years

ROLLINGSTONE.COM

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Michelle Pascucci and North Sideschool

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Circle Academy Charter School
Published by Kimberly Messer [?] · April 1 ·

Governor Cuomo shows his support for #charterschools. A press release from Northeast Charter Schools Network.
http://www.necharters.org/charter_association_thanks_state_...



NORTHEAST
CHARTER SCHOOLS NETWORK

Charter Association Thanks State Lawmakers for Seeing Through the Noise of Charter Haters

NECSN's mission is to support and expand New York's and Connecticut's quality public charter school movement.
NECHARTERS.ORG

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 29 ·

Recent Education News. [http://ny.chalkbeat.org/.../36-principals-join-public-push-.../...](http://ny.chalkbeat.org/.../36-principals-join-public-push-.../)



36 principals join public push for funds, saying gaps hurt special ed, English learners

Principals told Chalkbeat that they would use the funds to solve a tough problems: Not having...

NY.CHALKBEAT.ORG

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 28 ·

Forest Park Carousel is now open! Make plans to visit this week!

<http://www.forestparkcarousel.com>



Forest Park Carousel

Home Nestled within the 544 acres of Forest Park is the Crown Jewel of Queens: The Forest Park Carousel. Carved in 1903 by Daniel Carl Muller, it is a rare work of art and has been an anchor of the park since 1973. This beautiful piece of history was

FORESTPARKCAROUSEL.COM

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Published by Kimberly Messer [?] · March 27 ·



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Published by Kimberly Messer [?] · March 24 ·

Check out this FB resource for families interested in education!

[https://www.facebook.com/FamiliesForExcellentSchools/...](https://www.facebook.com/FamiliesForExcellentSchools/)



Families for Excellent Schools

Non-Profit Organization

17,418 Likes
331 talking about this

Liked

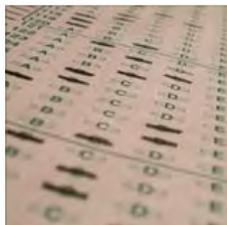
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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · March 23 · 🌐

In the news: Chancellor Speaks about State Tests. <http://ny.chalkbeat.org/.../rosa-new-head-of-new-york-educa.../...>



Rosa, new head of New York education policy: As a parent, 'I would opt out'

Newly elected Regents Chancellor Betty Rosa's statements underscore the striking nature of...

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👍 Nancy Lynn Castro



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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · March 21 · 🌐

Take a trip! The South Street Seaport Museum recently reopened. <https://southstreetseaportmuseum.org>



South Street Seaport Museum



South Street Seaport Museum

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👍 Martin Colberg



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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · March 21 · 🌐

Are #nyc #charterschools growing in numbers? <http://www.nyccharterschools.org/.../alive-and-growing-smartly>

Alive and Growing Smartly | New York City Charter

School Center

Publication Date: Monday, March 14, 2016 By Michael Pih Each morning, my inbox contains a digest of all the latest in education news here in the city, which gives me some sense of what the day has in store. It was with some shock, then, that I recently read an opinion piece in which the author clai...

NYCCHARTERSCHOOLS.ORG

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Circle Academy Charter School

Published by Kimberly Messer [?] · March 17 ·

Join the conversation! Attend the next Woodhaven Town Hall tomorrow, Saturday March 19 at the American Legion Hall 89-02 91st St behind PS 60.



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Martin Colberg



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Circle Academy Charter School

Published by Kimberly Messer [?] · March 17 ·

Recent news: honoring Woodhaven women. <http://leaderobserver.com/.../article-Honoring-two-outstandin...>



Honoring two outstanding Woodhaven women - In a ceremony last week commemorating...



Honoring two outstanding W - In a ceremony last week co

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 16 · 🌐

DID YOU KNOW? <http://nypost.com/.../the-facts-are-in-nycs-charter-schools-.../>



The facts are in: NYC's charter schools are a smashing success

How many independent studies will it take before we can all agree? Charter schools in this city are a tremendous success. Recently, a New York City Independent...

NYPOST.COM

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👍 Audrey Gaillard and Claudia A Pastrana

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 15 · 🌐

A new blog on #charterschools for parents, teachers and community. Check it out. <http://www.extracreditblog.org/...>

www.extracreditblog.org

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 11 · 🌐

Did you miss the interview update on Circle Academy on Radio Free Woodhaven? Michael Estep gives listeners the latest on the school. <http://www.blogtalkradio.com/.../2.../02/27/radio-free-woodhaven>





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Circle Academy Charter School
Published by Kimberly Messer [?] · March 10 ·

Keep up with [Circle Academy Charter School's](http://www.circleacademycharterschool.org) progress on our site!
<http://www.circleacademycharterschool.org>

Two side-by-side photographs of children. The left photo shows a young boy in an orange and grey shirt smiling. The right photo shows a child in an orange shirt holding a blue ball. Both photos are watermarked with "Circle Academy Charter School".

10 people reached

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Circle Academy Charter School
Published by Kimberly Messer [?] · March 9 ·

How blocking [#charterschools](#) is not helping our city's education system.
<http://nypost.com/.../stop-blocking-opportunity-for-poor-min.../>

A large, empty white rectangular box, likely a placeholder for an image or video.



Stop blocking opportunity for poor minority kids

New York City's bad public schools are growing worse — and the proof comes from the exam to win entry into the top high schools. This year, just 3.6 percent of black students scored high enough to ...

NYPOST.COM

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North Sideschool, Nancy Lynn Castro and 2 others



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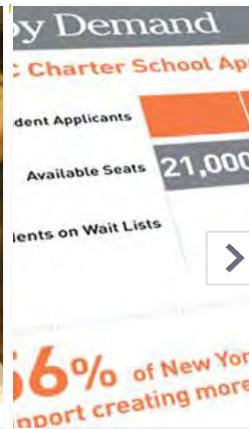


Circle Academy Charter School

Published by Kimberly Messer [?] · March 8 ·

Need to know more about #charterschools?

<http://www.nyccharterschools.org/about>



New York City Charter School Center

New York City Charter Schoo

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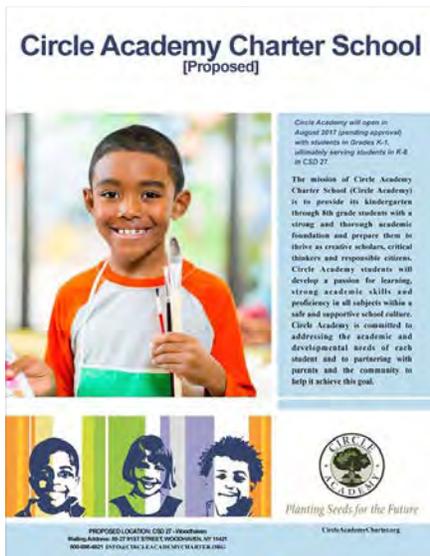
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Circle Academy Charter School

Published by Kimberly Messer [?] · March 7 ·



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Circle Academy Charter School

Published by Kimberly Messer [?] · March 3 ·

Time for a Thaw! The latest on #charterschool funding.
<http://www.usnews.com/.../new-york-needs-to-thaw-the-funding-...>



Fix the Funding Freeze

New York state must end the funding freeze for charters schools to allow equal distribution of resources.

USNEWS.COM

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Circle Academy Charter School shared Families for Excellent Schools's photo.

Published by Kimberly Messer [?] · March 2 ·

We couldn't agree more!



Families for Excellent Schools

February 28 · 🌐

Share if you believe every child deserves a great school! #LoveMyCharter

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Circle Academy Charter School

Published by Michael Estep [?] · March 2 · 🌐

Circle Academy updated featured in the Queens Tribune...with an update article on our plans to fill with SUNY Charter Institute for a August 2018 opening.

<http://queenstribune.com/woodhaven-charter-school-delayed-.../>



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Top Comments ▾



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Circle Academy Charter School Thanks to the [Queens Tribune](#) for this article! In addition to Mr. Esthani and Mr. Ilyadzhonov, we are also pleased to have Board Members Michelle Pascucci, Nicole Morris, Pauline Frank, Jonathan Diamond, Cliff Schneider, Marlene Beeston, Richard Bernstein and Irene Kouba.

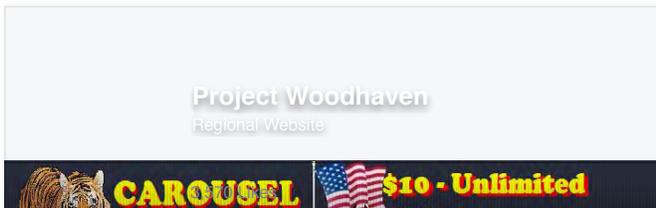
Like · Reply · Commented on by Kimberly Messer [?] · March 10 at 9:13am · Edited



Circle Academy Charter School shared a page.

Published by Kimberly Messer [?] · February 29 · 🌐

Get involved with our community! Give a LIKE to Project Woodhaven.
<https://www.facebook.com/ProjWoodhaven/>





7 people reached

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Circle Academy Charter School shared Project Woodhaven's post.

Published by Michael Estep [?] · February 26 ·

<https://www.facebook.com/ProjWoodhaven/posts/10153939543438351?ref=fb&pnref=story>



Project Woodhaven

February 26 · New York, NY ·

We're LIVE at 10 PM - talking about the latest news in Woodhaven. We'll be talking to Michael Estep from the Circle Academy Charter School in Woodhaven; we'll b...

See More

Radio Free Woodhaven

Radio Free Woodhaven
BLOGTALKRADIO.COM

11 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 25 ·

Believe in #schoolchoice? Share our page and spread the word about our Proposed school! <https://www.facebook.com/CircleAcademyCharterSchool/>

Circle Academy Charter School
School · 941 Likes

Flourishing Seeds for the Future

Like

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Circle Academy Charter School
Published by Kimberly Messer [?] · February 25 ·

DID YOU KNOW? The city's charter schools came up at the top of the charts — 18.8 points better than the rest of the state in English and 30.1 points higher in math. - From an article in the NY POST



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North Sideschool, Natasha Geula Ganjian and 3 others

Write a comment...

Circle Academy Charter School shared a page.
Published by Kimberly Messer [?] · February 24 ·

We have a great community! Get the latest from Woodhaven Cultural and Historical Society. <https://www.facebook.com/WoodhavenHistory/?ref=ts>



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Circle Academy Charter School
Published by Kimberly Messer [?] · February 23 ·

Prefer tweets to status updates? Follow us on Twitter!
<https://twitter.com/CircleAcademy>





(@CircleAcademy). Circle Academy Charter School [Proposed] (CACS) is being developed to serve the...

TWITTER.COM

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 23 ·

Support the continued growth of Charter Schools through this #openthedoors program. Get involved! <http://www.publiccharters.org>

Home

We are working to grow the number of high-quality charter schools available to all families, especially those who do not have access to high-quality public schools.

PUBLICCHARTERS.ORG

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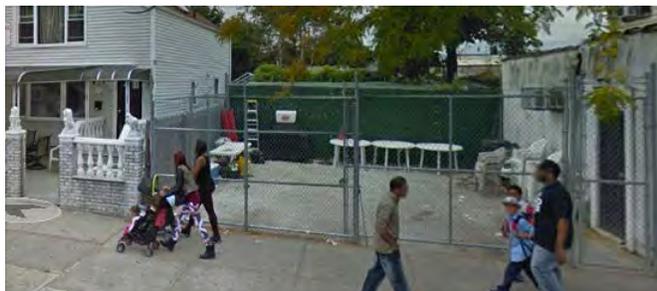
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Circle Academy Charter School

Published by George Baldwin [?] · February 22 ·

We thank Omar Day Care in Brooklyn for their support of Circle Academy Charter School in helping us get the word out to interested parents regarding more school choices.



65 people reached

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Circle Academy Charter School

Published by George Baldwin [?] · February 22 ·

Circle Academy thanks Childcare by Rebecca, Inc. of Glendale for sharing information with families about our proposed charter school.



62 people reached

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Circle Academy Charter School

Published by George Baldwin [?] · February 18 ·

We appreciate My First Steps Family Group Daycare for sharing the information and story of Circle Academy Charter School with the families of Glendale. Early education is an important key to success! It takes all of us to make this happen.



124 people reached

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Natasha Geula Ganjian and Michelle Pascucci



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Circle Academy Charter School

Published by George Baldwin [?] · February 17 ·

Thanks to Little Butterfly Daycare of Jamaica for sharing information about CACS with local families. <http://findaffordabledaycare.com/storeinfo.asp...>

Little Butterfly Daycare in Jamaica NY - Findaffordabledaycare .com

Little Butterfly Daycare, located at 12111 133rd Ave, Jamaica NY, 11420-3220, provides daycare services designed with your child's well-being and early childhood development in mind.

BY FINDAFFORDABLEDAYCARE.COM

12 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 16 ·

Just a few people away from 950 Likes! Thank you for the support and please share our page.

<https://www.facebook.com/CircleAcademyCharterSchool/>

Circle Academy Charter School
School · 941 Likes

▼ Liked ▼

10 people reached

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Circle Academy Charter School

Published by George Baldwin [?] · February 16 ·

We appreciate A to Z Learning Center in South Richmond Hill for helping spread the word about Circle Academy Charter School. We love our community partners. <http://atozcentertoo.com>

About

A To Z Ctr Too Inc 22024 Jamaica Ave Jamaica, NY 11428-2141 718-740-8400
personal services & care child care centers & services.

ATOZCENTERTO.COM | BY ADMINISTRATOR

13 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 16 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #8:

A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school model the behavior and attitudes expected of students.



68 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 15 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #7:

A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based “Habits of Mind” across the school curriculum. With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.



74 people reached

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Circle Academy Charter School

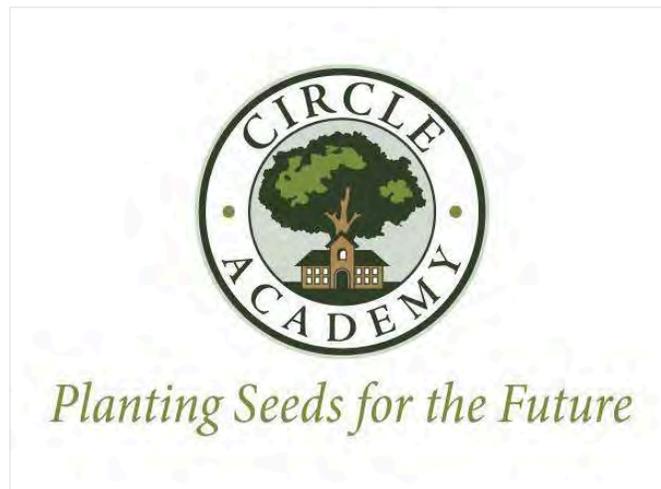
Published by Kimberly Messer [?] · February 13 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #6:

A commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed

the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively with pre-schools enrolling large percentages of SWDs.



61 people reached

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Circle Academy Charter School

Published by George Baldwin [?] · February 12 ·

Thank you to Karen's Day Care of Ozone Park for your support of CACS. We appreciate you! <http://www.karensdaycarellc.com/day-care-our-location>

Karen's Daycare Center – Child Care Provider in Bronx, New York – Our Location

Karen's Daycare Center is a Child Care Provider in Bronx, New York.

KARENSDAYCARELLC.COM

11 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 12 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #5:

A school-wide culture of professional collaboration and growth supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.



54 people reached

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Circle Academy Charter School

Published by George Baldwin [?] · February 11 ·

We are grateful to community partner, St. Teresa of Avilia Roman Catholic Church of South Ozone Park for support of Circle Academy.



44 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 11 ·

CACS Founding Group is meeting for review of the full application for submission to SUNY on March 29th. The meeting will be held on March 9th at 6:30 PM at Parsons Preschool, 84-60 Parsons Blvd. Jamaica, NY 11432.



49 people reached

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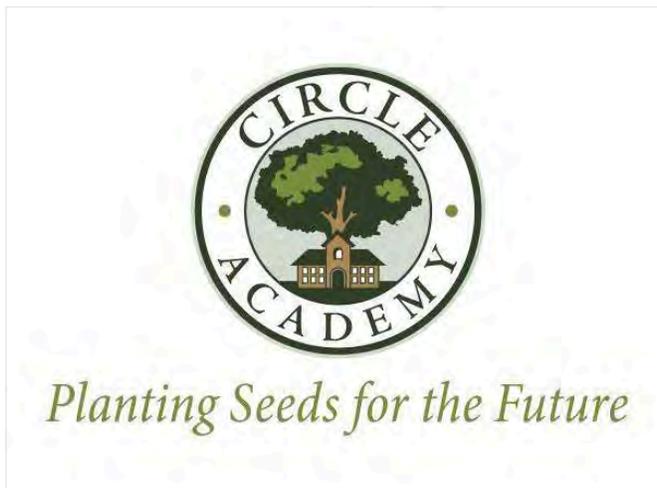


Circle Academy Charter School

Published by Kimberly Messer [?] · February 11 ·

CACS [Proposed] Key Design Element #4:

A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.



49 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 10 ·

CACS [Proposed] Key Design Element #3:

An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the “summer learning loss” often experienced by students—and especially by at-risk, impoverished and minority students.



58 people reached

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Circle Academy Charter School added 2 new photos. Published by George Baldwin [?] · February 10 ·

A Big THANK YOU to Waldvogel Gordon Church for their support of Circle Academy. We love all of our community partners.



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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · February 10 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #2:

An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.



82 people reached

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Michelle Pascucci

 Write a comment...

 **Circle Academy Charter School**
Published by George Baldwin [?] · February 9 ·

Our thanks to Queens Morning Star Foursquare Church in Woodhaven for spreading the word about CACS. We love our community partners.
<http://www.foursquare.org/churches/32768>

	<p>Queens Morning Star Foursquare Church The Foursquare Church</p> <p>The Foursquare Church is a family of more than 1,600 churches that exist to glorify God and advance His kingdom. Find a church near you as well as...</p> <p>FOURSQUARE.ORG</p>
--	--

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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · February 9 ·

Circle Academy Charter School [Proposed]

KEY DESIGN ELEMENT #1:

A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations.



53 people reached

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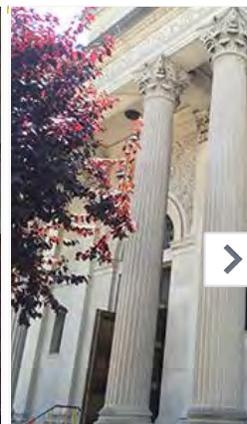
Circle Academy Charter School

Published by George Baldwin [?] · February 8 ·

We thank St. Martin of Tours RC Church in Brooklyn for helping us spread the word about CACS. Our community partners are unbeatable!
<http://stmartinoftours-brooklyn.org>



St. Martin of Tours – Our Lady of Lourdes Chapel | Bushwick, Brooklyn



St. Martin of Tours – Our Lad Chapel | Bushwick, Brooklyn

58 people reached

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Irene Kouba and Nancy Lynn Castro



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Circle Academy Charter School
Published by Kimberly Messer [?] · February 8 ·

DID YOU KNOW? CACS' belief is that the most important factors in improving student achievement and growth are: a) quality of instruction; b) effectiveness of planning and collaboration among educators throughout the school; c) personalization of instruction based on ongoing identification of individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment initiatives, formal and comprehensive induction for new teachers, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study.



Planting Seeds for the Future

212 people reached Boost Post

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Michelle Pascucci and Natasha Geula Ganjian

Write a comment...

Circle Academy Charter School shared a page.
Published by Kimberly Messer [?] · February 6 ·

Get involved in Woodhaven! Give a Like to the Woodhaven Cultural and Historical Society and stay in the know on regular community events.
<https://www.facebook.com/WoodhavenHistory/?ref=ts>



Woodhaven Cultural and Historical Society Community

685 Likes
148 talking about this Liked

7 people reached Boost Post

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Circle Academy Charter School
Published by George Baldwin [?] · February 5 ·

Thank you Trinity Lutheran of Flushing, NY for supporting CACS! We love our community partners.



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Circle Academy Charter School

Published by Kimberly Messer [?] · February 5 ·

Meet Applicant Group Member: Richard Bernstein

Richard Bernstein is President and Owner of E-Rate Consulting, LLC. He is also the Former Principal of a private K-12 school in Queens, NY. He has expertise in project-based learning; grant development and educational technology.



126 people reached

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Charter School Jobs, Michelle Pascucci and 3 others



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Circle Academy Charter School

Published by Kimberly Messer [?] · February 5 ·

Are you a parent or educator interested in #schoolchoice?
<http://www.edchoice.org/parents-and-educators/>



Parents and Educators - Friedman Foundation for Educational Choice

Parents and Educators - Friedman Foundation for Educational Choice

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 4 ·

Parents & guardians, want to learn more about what a Charter School is? <http://www.uncommonschools.org/faq-what-is-charter-school>



What is a Charter School? | Frequently Asked Questions (FAQs) About Charter Schools in New York,...

What is a charter school? A charter school is an independently run public school granted greater flexibility in its operations, in return for greater accountability for...

UNCOMMONSCHOOLS.ORG

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Irene Kouba and Michelle Pascucci



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Circle Academy Charter School

Published by George Baldwin [?] · February 4 ·

Our gratitude to Mount Olivet Gospel Church in Corona, NY for sharing the news of Circle Academy Charter School with their community. <http://www.mtolivetgospelchurch.org>

Mt Olivet Gospel Church - Home

Mt Olivet Gospel Church is a faith-based community in Corona that believes in strong communities where people help each other

MTOLIVETGOSPELCHURCH.ORG

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Circle Academy Charter School
Published by Kimberly Messer [?] · February 4 ·

Meet Founding Member: Irene Kouba

Irene Kouba is the Administrative Director of the NorthSide School, a pre-school in Queens, NY. She has been a parent representative and lifelong K-12 education activist. She has been President of the Parent Teacher Association at PS 209 and JHS 194, and she participated on the Chancellor's C-30 Committee. She is currently on the New York City Department of Education Director's Cohort Panel.

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Circle Academy Charter School
Published by Kimberly Messer [?] · February 3 ·

Sooooo... close! Helps us get to 1000 Likes!
<https://www.facebook.com/CircleAcademyCharterSchool/> #shareourpage



Circle Academy Charter School
School · 941 Likes



✓ Liked

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Circle Academy Charter School
Published by George Baldwin [?] · February 3 ·

We thank Revelation of Living Word in Woodhaven for sharing news about CACS! We love all of our community partners.



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I don't want this photo on Facebook



Circle Academy Charter School
Published by Kimberly Messer [?] · February 2 ·

Believe every student deserves a great school? Join us and become involved with organizations like Families for Excellent Schools. #SchoolChoice

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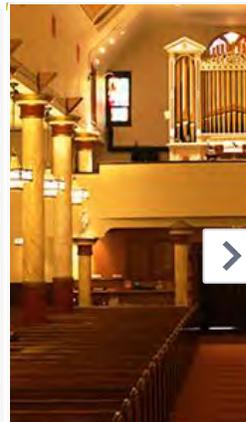


Circle Academy Charter School
Published by George Baldwin [?] · February 2 ·

We appreciate Holy Cross Roman Catholic Church of Maspeth, NY for sharing the news about CACS! <http://holycross-queens.org>



Holy Cross | Maspeth, Queens



Holy Cross | Maspeth, Queens

44 people reached

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Sassie Brady and Irene Kouba

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 2 ·

Plan now to visit local candy shop Schmidt's for all your Valentine's Day needs. <http://schmidtsandy.com>

	<h3>Contact Schmidt's Candy</h3> <p>SCHMIDTSCANDY.COM</p>
--	---

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Circle Academy Charter School

Published by Kimberly Messer [?] · February 1 ·

Thank you Trinity Lutheran of Flushing, NY for supporting CACS! We love our community partners.



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Raul Orbea

Write a comment...



Circle Academy Charter School

Published by Kimberly Messer [?] · January 29 ·

TOMORROW: There is a blood and bone marrow drive this Saturday, January 30, at Christ the King High School, 68-02 Metropolitan Avenue, from 9 a.m. to 3 p.m. This also marks the start of the Carly Rose Foundation. Visit this site to learn about how a Woodhaven native turned her daughter's illness into a massive positive. www.carlyrose.com

her live longer, healthier, and happier lives. Please give.

Saturday, Jan 30
9 AM – 3 PM

Christ the King High School
68-02 Metropolitan Ave
Middle Village, New York

CARLY ROSE BATTLED CANCER AND WON. TWICE.

With the help of her community and donors like you, she beat acute lymphoblastic leukemia twice and went on to graduate with Honors from Christ the King High School.

Join forces with The Carly Rose Foundation and support the community blood supply that helped keep Carly and others like her alive by donating blood. You can also help by signing up on the Bone Marrow Registry.

The Carly Rose Foundation

It's not too early to help. Please donate today. Contact us to learn how you can help improve the lives of sick kids and the families who support them!

CARLYROSE.ORG

18 people reached

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Circle Academy Charter School

Published by Michael Estep [?] · January 29 ·

http://mobile.nytimes.com/.../schmidts-candy-a-sweet-spot-in-...



Schmidt's Candy, a Sweet Spot in Queens

Schmidt's Candy in Woodhaven opened in 1925, and the founder's granddaughter is still hand-dipping chocolates and handing out lollipops.

MOBILE.NYTIMES.COM | BY JAIME JOYCE

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Circle Academy Charter School added a new photo.

Published by Michael Estep [?] · January 28 ·



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Circle Academy Charter School shared their post.

Published by Michael Estep [?] · January 28 ·



Circle Academy Charter School

Published by Michael Estep [?] · November 26, 2014 ·

Circle Academy Charter School [Proposed] is proud to a part of the Woodhaven Community!

<http://www.nytimes.com/2009/01/11/realestate/11livi.html>



Living In - Woodhaven, Queens - Diversity Under the El

- NYTimes.com

Underneath the J and Z rails, Jamaica Avenue in Woodhaven, Queens, is lined with delis, halal bodegas and Mexican bakeries.

NYTIMES.COM | BY GREGORY BEYER

119 people reached

Boost Post

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Raul Orbea, Kimberly Messer and 2 others

Write a comment...

Circle Academy Charter School

Published by Kimberly Messer [?] · January 28 ·

CACS Founding Group is meeting for the final review of the SUNY Letter of Intent submission. The meeting will be held on February 10th at 6:30 PM at Parsons Preschool, 84-60 Parsons Blvd. Jamaica, NY 11432.



71 people reached

Boost Post

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Ma Ga Fu

Write a comment...

Circle Academy Charter School

Published by Kimberly Messer [?] · January 27 ·

DID YOU KNOW? The mission of Circle Academy Charter School (CACS) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. CACS students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. CACS is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help achieve this goal.



7,120 people reached

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74

[Top Comments](#)

Write a comment...

 **Patricia Wallace** Scholars like my Grandsons along with their mom
[Unlike](#) · [Reply](#) · [Message](#) · [1](#) · February 3 at 2:55pm



Circle Academy Charter School

Published by Kimberly Messer [?] · January 27 · [🌐](#)

CACS Welcomes Cliff S. Schneider to our Board!

Mr. Schneider is partner and lead transactional attorney at the law firm of Cohen, Schneider and O'Neil. Mr. Schneider focuses his practice on the representation of individuals and businesses in business transactions and providing counsel to clients in their acquisition, disposition, leasing and financing of commercial and residential property. He has assisted clients in the formation of new business entities in industries includ... [See More](#)



113 people reached

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Kimberly Messer, Writer

Write a comment...

Circle Academy Charter School
Published by Kimberly Messer [?] · January 26 ·

CACS Founding Group Meeting tonight! 6:30 PM at Parsons Preschool. We are so excited to continue the plans for this great school!



76 people reached

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Circle Academy Charter School
Published by Kimberly Messer [?] · January 22 ·

The latest on funding for #CharterSchools. [http://ny.chalkbeat.org/.../charter-schools-look-to-end-sta.../...](http://ny.chalkbeat.org/.../charter-schools-look-to-end-sta.../)

Charter school advocates look to end funding freeze

While district school per-student funding has increased by \$2,113 since 2010 in New York City, charter schools have seen a [...]

NY.CHALKBEAT.ORG

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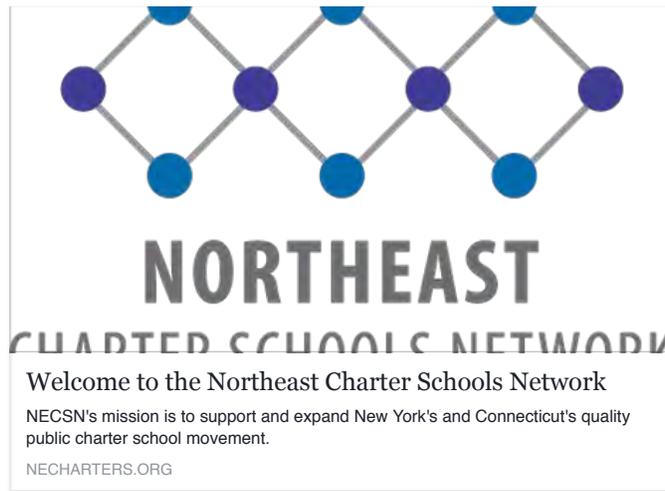
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Charter School Jobs and Carla Barnhart

Write a comment...

Circle Academy Charter School
Published by Kimberly Messer [?] · January 20 ·

Stay connected to our region's Charter School news!
<http://www.necharters.org/splash?splash=1>



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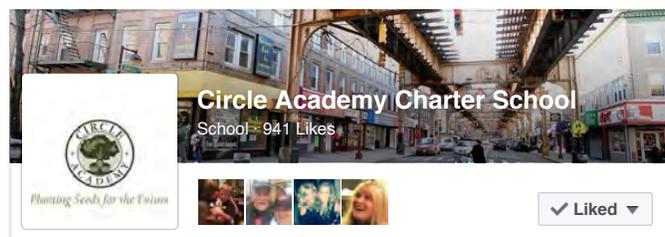
Like Comment Share

Charter School Jobs

Write a comment...

Circle Academy Charter School
Published by Kimberly Messer [?] · January 19 ·

Please share our page for a Like! Help us get to 1000.
<https://www.facebook.com/CircleAcademyCharterSchool/?ref=hl>



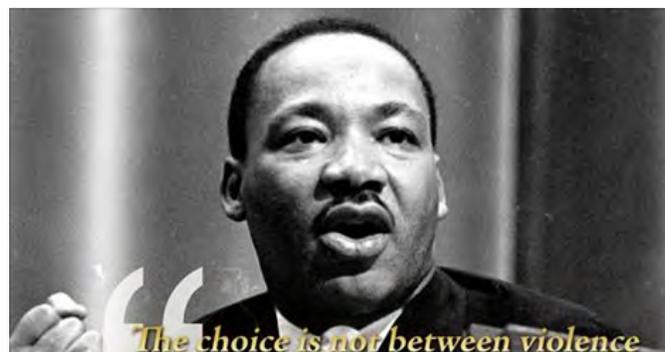
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Circle Academy Charter School
Published by Kimberly Messer [?] · January 18 ·

Celebrate Dr. King and his vision. <http://thekingcenter.org/donate-get-involved>



Donate Today and Get Involved | The Martin Luther King Jr. Center for Nonviolent Social Change

Share your dream now and visit the King Center Digital Archive to see more than 10,000 documents from Martin Luther King's personal collection and from the civil...

THEKINGCENTER.ORG

2 people reached

Boost Post

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Circle Academy Charter School

Published by Kimberly Messer [?] · January 11 ·

UPDATE! We will be submitting our Letter of Intent for Circle Academy [Proposed] to SUNY by February 29, 2016. Determination of whether a charter can proceed is typically granted within 10 days of that letter.



55 people reached

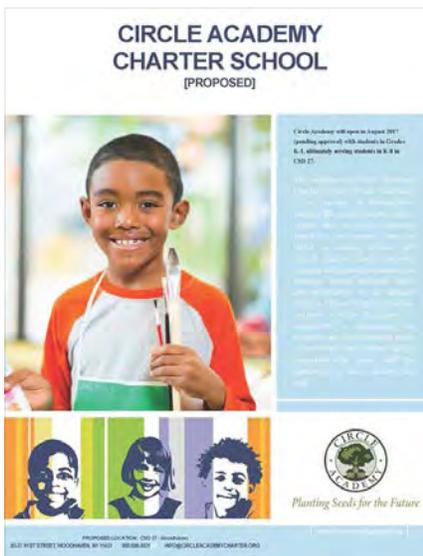
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Circle Academy Charter School added a new photo.

Published by Michael Estep [?] · January 9 ·



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Charter School Jobs and Nancy Lynn Castro

Write a comment...

Circle Academy Charter School Published by Kimberly Messer [?] · January 6 ·

In the news: Senators propose to make charter schools constitutional. http://www.wral.com/washington-senator-introduces-charte.../...



Washington senators introduce charter school proposal :: WRAL.com

The charter school system in Washington, struck down by a state Supreme Court ruling last September, has new hope in a bipartisan proposal introduced by...

WRAL.COM | BY WRAL

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Charter School Jobs

Write a comment...

Circle Academy Charter School Published by Kimberly Messer [?] · January 6 ·

We love Woodhaven! Help spread the word about Circle Academy [Proposed]. Every Like helps promote #schoolchoice for our families. https://www.facebook.com/CircleAcademyCharterSchool/?ref=hl

Circle Academy Charter School School · 941 Likes

22 people reached

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Circle Academy Charter School Published by Kimberly Messer [?] · January 5 ·

Charter schools turn 25 years old. An article and overview:
<http://educationpost.org/charter-schools-at-age-25-three-s.../>



Charter Schools at Age 25: Three Strengths and Three Weaknesses - Education Post

Charter schools turn 25 this year. Are they working the way people thought? That's hard to say because there have always been multiple competing theories

EDUCATIONPOST.ORG

57 people reached

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Circle Academy Charter School

Published by Michael Estep [?] · January 5 ·

We need your input...take our survey!

<https://www.surveymonkey.com/r/DBQZT73>

Circle Academy Charter School [Proposed] Survey

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

SURVEYMONKEY.COM

8 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · January 1 ·

Circle Academy wishes you and yours a very Happy New Year!



29 people reached

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Somattie Cyril



Write a comment...



Circle Academy Charter School
 Published by Kimberly Messer [?] · December 18, 2015 ·

Have any kids who love the "it" movie of this week?
<http://www.nymetroparents.com/.../fun-star-wars-activities-fo...>



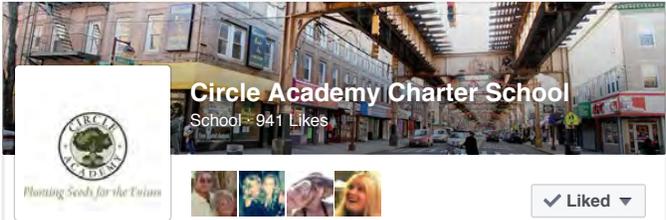
Check out these great ways to celebrate Star Wars in New York City. May the force be with you!
 Get your Star Wars on with these great activities for kids in New York.
 NYMETROPARENTS.COM

14 people reached Boost Post

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Circle Academy Charter School
 Published by Kimberly Messer [?] · December 15, 2015 ·

Share our page! We want to get to 1000 Likes.
<https://www.facebook.com/CircleAcademyCharterSchool/>



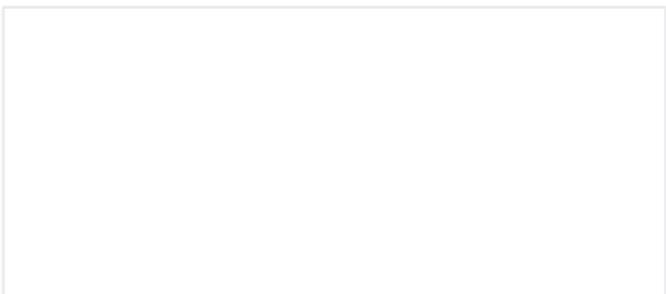
Circle Academy Charter School
 School · 941 Likes

4 people reached Boost Post

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Circle Academy Charter School
 Published by Kimberly Messer [?] · December 14, 2015 ·

Obama reforms education law. <http://www.nbcnews.com/.../obama-sign-education-law-rewrite-p...>





End of Common Core? Obama Signs Education Law Rewrite

President Barack Obama signed into law legislation that replaces the landmark...

NBCNEWS.COM | BY NBC NEWS

78 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · December 11, 2015 ·

We want to hear from you! Parents and guardians, tell us what you think about schools in Woodhaven. We are planting seeds for the future.

<http://www.circleacademycharterschool.org/contact-us/>



Circle Academy Charter School » Contact Us

CIRCLEACADEMYCHARTERSCHOOL.ORG

30 people reached

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Circle Academy Charter School shared a page.

Published by Kimberly Messer [?] · December 9, 2015 ·

Support great schools for the kids in your life? Get involved.

[https://www.facebook.com/FamiliesForExcellentSchools/...](https://www.facebook.com/FamiliesForExcellentSchools/)



Families for Excellent Schools

Non-Profit Organization

17,418 Likes
331 talking about this

Liked

17 people reached

Boost Post

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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · December 7, 2015 ·

DECEMBER 7
PEARL HARBOR REMEMBRANCE DAY
In honor of all our veterans, today we take time to remember the tragedy of Pearl Harbor.

24 people reached Boost Post

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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · December 3, 2015 ·

Check out NY Metro Parents for all the information on Holiday Happenings.
<http://www.nymetroparents.com/regionalindex.cfm?region=All>



NYMetroParents.com
Local activities, resources, and advice for families in New York City, Long Island, and the NYC suburbs, including Westchester County and Rockland County, NY, and Fairfield County, CT
NYMETROPARENTS.COM

7 people reached Boost Post

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 **Circle Academy Charter School**
Published by Kimberly Messer [?] · November 26, 2015 ·

Happy Thanksgiving from Circle Academy!



58 people reached

Boost Post

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5

Top Comments ▾



Write a comment...



Patricia Roberts Happy Thanksgiving to all

[Like](#) · [Reply](#) · [Message](#) · November 26, 2015 at 8:31pm

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Planting Seeds for the Future

Community Outreach Evidence

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Summary Postings

Timeline

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Recent

Sunday, August 14, 2016 at 12:14pm EDT

Teaching Tolerance: <http://www.tolerance.org/publication/american-muslims-united-states>

Friday, August 12, 2016 at 4:40pm EDT

Showing off beautiful Queens! Get out there and enjoy this weekend and maybe take a picture or two. <http://qns.com/story/2016/08/12/queens-based-instagrammer-teams-up-with-queens-lyceum-to-show-green-borough/>

Tuesday, August 9, 2016 at 1:01pm EDT

Meet Bonnie Fire: Board of Trustees Bonnie Fire has been practicing law for over a decade with experience in New York and New Jersey. She has worked both for partner firms and her own firm and currently serves as General Counsel for Kingsport Heights, LLC. Her expertise in real estate development, acquisitions, and tax law have been instrumental in compliance for Section 8 and Low Income Housing Tax Credit Programs. We are pleased to have Fire as part of our talented Board of Trustees.

Monday, August 8, 2016 at 3:03pm EDT

51% majority chose charter schools in a recent poll. <http://www.nydailynews.com/opinion/charter-schools-article-1.2740136?cid=bitly>

Wednesday, August 3, 2016 at 9:33am EDT

Our Applicant Group will be meeting today, August 3, 2016 at 6:30 PM at the Parsons Preschool in Jamaica, NY to continue our work on the full application due August 16th.

Tuesday, August 2, 2016 at 11:32am EDT

DID YOU KNOW? Important gains in charter schools in state testing: <http://nypost.com/2016/07/29/charter-school-kids-outpace-public-schoolers-on-state-tests/>

Monday, August 1, 2016 at 9:09am EDT

This week! Our Applicant Group will be meeting on Wednesday, August 3, 2016 at 6:30 PM at the Parsons Preschool in Jamaica, NY to continue our work on the full application due August 16th.

Wednesday, July 27, 2016 at 9:25am EDT

Want to help your kids with Social Studies this summer? It's the perfect time with all of the political focus. #government #summertimelearning <http://www.nyparenting.com/stories/2016/7/fp-dear-teacher-2016-07.html>

Tuesday, July 26, 2016 at 2:12pm EDT

The latest and greatest about Circle Academy. <http://www.circleacademycharterschool.org>

Thursday, July 21, 2016 at 12:27pm EDT

It's summer! Time to try one of these in nearby Forest Hills. <http://qns.com/story/2016/07/19/try-these-7-sweet-forest-hills-ice-cream-shops-to-help-you-cool-off/>

Wednesday, July 20, 2016 at 7:19am EDT

The #charterschool movement and #schoolchoice is all about getting students college ready and helping them take the next step. #bettermakerroom <https://bettermakerroom.org/our-story>

Tuesday, July 19, 2016 at 6:59pm EDT

Founding Group Meets tomorrow night at 6:30PM! Following Circle Academy's acceptance of its Letter of Intent by NYSED, plans continue for full application due on August 16, 2016.

Monday, July 18, 2016 at 3:28pm EDT

It's still true: families make a difference! You are a part of educational success for your children. <http://www.chalkbeat.org/posts/us/2016/07/13/50-years-ago-the-coleman-report-revealed-the-black-white-achievement-gap-in-america-heres-what-weve-learned-since/#.V40s7FdInox>

Friday, July 15, 2016 at 12:49pm EDT

Happy news! The Board of Regents has accepted our Letter of Intent for round 2 of the charter school application review cycle. We will submit our final application according to deadline on or before August 16, 2016.

Thursday, July 14, 2016 at 1:22pm EDT

News, history, board member profiles and more at our website. Check it out! <http://circleacademycharter.org>

Wednesday, July 13, 2016 at 10:19am EDT

Make plans now to attend! At 7 p.m. on Thursday, July 14, the Woodhaven Cultural & Historical Society will be giving a free slideshow on "The Story of Woodhaven" at historic Neir's Tavern (87-48 78th Street). There will be lots of old pictures of Woodhaven and you'll learn a lot about the community you live in. <https://www.facebook.com/ProjWoodhaven/>

Tuesday, July 12, 2016 at 1:04pm EDT

Charter Schools and building funds are in the news. http://www.nydailynews.com/opinion/nina-rees-urgent-investments-charter-school-facilities-article-1.2692894?utm_content=37044805&utm_medium=social&utm_source=twitter

Tuesday, July 12, 2016 at 1:09pm EDT

You have already LIKED us! Now SHARE us! <https://www.facebook.com/CircleAcademyCharter/>

Tuesday, July 5, 2016 at 9:31am EDT

Important news in Arts Education <https://www.nafme.org/senate-passes-every-child-achieves-act-with-music-and-arts-as-core-subjects-in-tact/>

Monday, July 4, 2016 at 9:29am EDT

Happy 4th of July!

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Friday, July 1, 2016 at 10:27am EDT

Tonight! Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night July 1 at 10:00 PM - feel free to call in with your questions or comments at 646-378-1612 <http://www.blogtalkradio.com/project-woodhaven>

Thursday, June 30, 2016 at 9:03am EDT

We are happy to announce that our submission of the Letter of Intent has been received by the Charter Office in the NYSED. We will hear back from the state in the next 7-10 days to know whether our LOI has been accepted and if we will have an opportunity to file a full application and start the process of truly creating Circle Academy's mission as well as to plan out the day-to-day operations of the school. We thank everyone who has helped with this process and given such great support thus far to our proposed school.

Monday, June 27, 2016 at 10:26am EDT

Set a reminder! Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night July 1 at 10:00 PM - feel free to call in with your questions or comments at 646-378-1612. <http://www.blogtalkradio.com/project-woodhaven>

Saturday, June 25, 2016 at 11:07am EDT

Circle Academy Charter School added 3 new photos.

Queens Chronicle this week...June 23, 2016 Edition...

Saturday, June 25, 2016 at 8:54am EDT

We value your input! Take our short survey! <https://www.surveymonkey.com/r/57V8BMN>

Friday, June 24, 2016 at 3:12pm EDT

At Circle Academy [Proposed] there will be a school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACSâ€™ teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Thursday, June 23, 2016 at 10:56am EDT

One of the Key Design elements of Circle Academy [Proposed]: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students and especially by at-risk, impoverished and minority students.

Wednesday, June 22, 2016 at 3:54pm EDT

DID YOU KNOW? Our proposed Circle Academy is based around Key Design elements such as: An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing studentsâ€™ digital literacy skills at all grade levels.

Tuesday, June 21, 2016 at 10:53am EDT

CACS [Proposed] is designed around several Key Design elements such as: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only studentsâ€™ academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.

Tuesday, June 21, 2016 at 8:59am EDT

Circle Academy Charter School added 4 new photos.

Circle Academy enjoyed the opportunity to update NYC DOE CSD 17 Community Education Council and the audience in

attendance Monday night, June 20, 2016 at PS/MS 146Q in Howard Beach. Our thanks to CSD 27 Community Superintendent Mary Barton, CEC 27 President Joshua Hirschman, CSD 27 CEC rep. Hazel Wellington and the members of the CEC for giving us time during the program honoring NYS Assemblyman Phillip Goldfeder and MS 53 Principal Shawn Rux. CACS Applicant Group members Michelle Pascucci and David Esfhani was present and enjoyed interacting with those in attendance! A special thanks to NYS Senator Joseph Addabbo for the opportunity to meet with him following the event.

Monday, June 20, 2016 at 3:50pm EDT

Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night July 1 at 10:00 PM - feel free to call in with your questions or comments at 646-378-1612...here is a link to the show... <http://www.projectwoodhaven.com/pwradio/radio-free-woodhaven.html>

Saturday, June 18, 2016 at 11:01am EDT

Circle in the news this week...June 16, 2016 edition of the Queens Chronicle...[note CACS is applying via NYSED]... http://www.qchron.com/editions/south/circle-academy-looks-to-open-its-doors-soon/article_dcbf4e46-d8e3-5353-8fd6-63f0f0732bae.html

Friday, June 17, 2016 at 9:37am EDT

Meet Joseph Tulloch: Board of Trustees Joseph Tulloch has spent more than five years in finance and analysis in the areas of global banking, business operations and markets management. He currently serves as Business Associate in Investment Banking for Bank of America/Merrill Lynch. In 2010 he received the NAACP Outstanding Community Service Award. He is a member of the New York Urban League for Young Professionals among several leadership organizations. We are proud to have Mr. Tulloch as a part of our CACS Board of Trustees.

Thursday, June 16, 2016 at 8:42pm EDT

Circle Academy Charter School added 3 new photos.

Circle Academy is pleased to be back with the Woodhaven Residents' Block Association to express appreciation for their openness to hear about Circle plans for the proposed charter school.

Thursday, June 16, 2016 at 2:49pm EDT

We are planting seeds for the future!

Saturday, June 18, 2016 at 11:03am EDT

Circle Academy Charter School added 2 new photos from June 16.

Queens Tribune this week...

Saturday, June 18, 2016 at 11:12am EDT

Circle Academy Charter School added 2 new photos from June 16.

Queens Chronicle this week...

Thursday, June 16, 2016 at 10:39am EDT

Northeast Charter Schools Network helps fight for #charterschools. This podcast gives a behind the scenes overview of the fight vs. demand for better education in NY and other states. http://www.extracreditblog.org/the_grade_episode_4

Wednesday, June 15, 2016 at 12:54pm EDT

Meet Dean Tischfield: Board of Trustees Dean Tischfield has been working in the human and social services industries for over 20 years. He began his career designing financial strategies to protect individuals with disabilities and their families and presenting seminars to various not-for-profit agencies within New York State on those strategies. Since joining TAG in 1996, he has focused on fiscal, accounting and management issues relevant to not-for-profit agencies including preparing Consolidated Fiscal Reports, providing rate management and obtaining grant funding. Mr. Tischfeld has an established, long-standing relationship with representatives of the New York State Program Services Reimbursement Rate Setting Unit and has been successful in obtaining numerous total cost screen waivers for agencies providing educational services in New York State. Mr. Tischfeld received a Master of Public Administration from the School of Public Affairs at Baruch College and a Bachelor of Business Administration from the University of Miami. We are pleased that Dean S. Tischfeld is part of our CACS Board of Trustees.

Tuesday, June 14, 2016 at 9:40pm EDT

Circle Academy Charter School added 3 new photos.

Circle Academy Charter School had the privilege of sharing in the "Public Forum" section of the Queens Community Board 9 meeting tonight about our upcoming plan to file our Letter of Intent later this month with NYSED.

Tuesday, June 14, 2016 at 9:27am EDT

We like what we read! #charterschools #schoolchoice <http://nypost.com/2016/03/11/the-facts-are-in-nycs-charter-schools-are-a-smashing-success/>

Friday, June 10, 2016 at 10:25am EDT

It's almost the weekend! Grab your family and visit Forest Park. Enjoy some fun in the sun.

Thursday, June 9, 2016 at 9:43am EDT

Did you know? CACS Board of Trustees member Cliff Schneider is a founding member of La Cima Charter School. We love the expertise represented on our board.

Wednesday, June 8, 2016 at 11:34am EDT

Board of Trustees: Richard Bernstein Richard Bernstein is President and Owner of E-Rate Consulting, LLC. He is also the Former Principal of a private K-12 school in Queens, NY. He has expertise in project-based learning; grant development and educational technology. Bernstein has been fighting for quality schools for more than a decade with over 30 years of education administration experience. He has secured millions of dollars in funding for new schools and has restored funding for existing schools through his vast knowledge of New York's educational system. We are proud to have Mr. Bernstein as our Board President.

Wednesday, June 8, 2016 at 8:55am EDT

Circle Academy Charter School [Proposed] Board Meeting today at Parsons Preschool, 8460 Parsons Blvd, Jamaica, NY at 6:30 PM. We are excited about the continued work on this academy tonight!

Tuesday, June 7, 2016 at 8:50am EDT

Charters are 25 years old! #happyanniversary <https://www.the74million.org/article/as-charter-schools-turn-25-five-ways-to-share-their-success-with-traditional-schools>

Monday, June 6, 2016 at 12:07pm EDT

Local fun every weekend! #forestpark

Saturday, June 4, 2016 at 3:30pm EDT

DID YOU KNOW? Though #charterschools only account for about 7 percent of public schools in the United States, they make up one-third of the top 100 schools (as cited in U.S. News and Washington Post). #getthefacts #schoolchoice

Friday, June 3, 2016 at 11:25am EDT

In case you missed it: recent news on how #charterschools stack up. <http://www.usnews.com/opinion/articles/2016-04-27/charter-schools-boost-the-education-odds-for-disadvantaged-students>

Thursday, June 2, 2016 at 3:10pm EDT

#CharterSchools need great teachers and staff. Check out this weekend's job fair! <http://www.prnewswire.com/news-releases/charter-school-jobs-fair-nyc---saturday-june-4-2016-300278537.html>

Wednesday, June 1, 2016 at 6:28pm EDT

Tend to tweet more than post on Facebook? Follow us on Twitter! <https://twitter.com/CircleAcademy>

Wednesday, June 1, 2016 at 9:19am EDT

Ready to dance to help development in Woodhaven? Grab a partner and go.

Monday, May 30, 2016 at 10:28am EDT

Happy Memorial Day! We thank those who gave all for our country.

Friday, May 27, 2016 at 9:29pm EDT

A great resource for nationwide information on #charterschools. <http://www.publiccharters.org>

Friday, May 27, 2016 at 9:24am EDT

Get the facts on #charterschools. "78 percent of parents support a charter school opening in their neighborhood..." from National Alliance for Public Charter Schools. <http://www.publiccharters.org/publications/demanding-chance-parents-demand-charter-schools-continues-grow/>

Thursday, May 26, 2016 at 7:18pm EDT

Put on your dancing shoes! Dinner and dance coming up on June 10th. #local #community

Thursday, May 26, 2016 at 9:21am EDT

We love Woodhaven! Look at what is coming up: Memorial Day Service at Forest Parkway â€” TODAY 5/26 Memorial Day Service at the American Legion â€” Monday 5/30 Grocery Auction â€” Friday 6/3 Multi-Vendor Garage Sale/Flea Market â€” Sunday 6/5

Wednesday, May 25, 2016 at 2:15pm EDT

Stay informed by reading about Woodhaven events and meetings through The Grapevine. <https://wrba.wordpress.com/2016/05/24/woodhavens-grapevine-volume-156/>

Wednesday, May 25, 2016 at 9:02am EDT

We invite you to visit! Check out our website for updates and information. <http://www.circleacademycharterschool.org>

Tuesday, May 24, 2016 at 8:59pm EDT

Do you believe in #charterschools and #schoolchoice? Become an advocate! <http://info.publiccharters.org/be-a-charter-school-advocate>

Tuesday, May 24, 2016 at 9:50am EDT

DID YOU KNOW? "78 percent of parents support a charter school opening in their neighborhood..." <http://www.publiccharters.org/publications/demanding-chance-parents-demand-charter-schools-continues-grow/>

Monday, May 23, 2016 at 5:17pm EDT

What's happening? Time to make some Memorial Day plans! <http://www.nymetroparents.com/manhattan/article/memorial-day-events-in-new-york-city>

Monday, May 23, 2016 at 9:02am EDT

Circle Academy Charter School [Proposed] is pleased to announce three new Board of Trustees Members. We welcome Bonnie Fire, Dean Tischfield, and Joseph Tulloch to our team. These three members bring a wealth of knowledge with them representing financial and law expertise. Progress continues on the application process for CACS. The Letter of Intent will be submitted to SED on or before June 28, 2016.

Friday, May 20, 2016 at 1:06pm EDT

Meet Development Team Member: David Esfani <http://www.circleacademycharterschool.org/2014/08/15/david-esfani-founderlead-applicant-circle-academy/>

Friday, May 20, 2016 at 10:26am EDT

When is the last time you had something sweet? #local <https://www.facebook.com/EddiesSweetShop/>

Thursday, May 19, 2016 at 12:10pm EDT

Be involved! The next WRBA Town Hall is today at 7 pm at Emanuel United Church of Christ (93-12 91st Avenue - corner of 91st Avenue and Woodhaven Boulevard). Assemblyman Philip Goldfeder is scheduled to attend and discuss the MTA's feasibility study on the LIRR's Rockaway Beach Rail Line. <https://www.facebook.com/Woodhaven11421/>

Thursday, May 19, 2016 at 9:02am EDT

We want to hear your voice! Fill out our survey today. <http://www.circleacademycharterschool.org/survey/>

Wednesday, May 18, 2016 at 2:10pm EDT

Mark your calendar for food and fun! Grocery Auction is back! Emanuel United Church of Christ (corner of 91st Avenue and Woodhaven Boulevard) will be hosting their annual Grocery Auction on Friday, June 3 at 7:30 p.m. A \$10 ticket gives you 50 chances to win groceries, door prizes and also includes cake and coffee. A great value and a fun time!

Wednesday, May 18, 2016 at 12:47pm EDT

We are excited that plans continue to progress toward the opening of Circle Academy. Our Board of Trustees and Development Team are working diligently to bring the school to Woodhaven by the 2017-18 academic year. Following application deadlines, the SED due date for the Letter of Intent is June 28, 2016 and should they accept the letter, the full application would be due on August 16, 2016.

Tuesday, May 17, 2016 at 2:26pm EDT

In the news: "Hamilton" is not just a musical, it's a relevant history lesson too. <http://www.pbs.org/newshour/bb/why-thousands-of-students-are-seeing-broadway-smash-hamilton/>

Monday, May 16, 2016 at 8:05am EDT

Give a Like to your community and stay up on the latest in Woodhaven! <https://www.facebook.com/Woodhaven11421/>

Saturday, May 14, 2016 at 1:24pm EDT

KEY DESIGN ELEMENT #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to building and maintaining a positive school climate. CACS will maintain a culture in which students work collaboratively with teachers and peers and are thoroughly supported by the school's teachers and administrators.

Saturday, May 14, 2016 at 9:13am EDT

DID YOU KNOW? #charterschools <http://nypost.com/2016/05/11/charter-schools-have-increased-benefits-for-special-ed-students-study/>

Friday, May 13, 2016 at 7:21pm EDT

FYI: A national overview of #charterschools. http://www.publiccharters.org/wp-content/uploads/2015/02/open_closed_FINAL.pdf

Friday, May 13, 2016 at 1:23pm EDT

KEY DESIGN ELEMENT #7: A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum. With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.

Friday, May 13, 2016 at 10:09am EDT

Ready to volunteer? The ongoing restoration of the historic Wyckoff-Snedicker cemetery continues on Saturday, May 14th, from 9 a.m. to noon. Come out and work with your friends and neighbors, get some fresh air and exercise, in the oldest, most historic spot in Woodhaven. Behind All Saint's Church, at 96th Street and 86th Avenue. <https://www.facebook.com/ProjWoodhaven/?fref=ts>

Thursday, May 12, 2016 at 1:22pm EDT

KEY DESIGN ELEMENT #6: A commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively with pre-schools enrolling large percentages of SWDs. In addition, CACS is committed to enrolling English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its community and family outreach initiatives to ensure that ELL families are recruited to enroll in the school. The founders of CACS understand that personalized and blended learning environments have been effective in helping SWDs, ELLs and other special populations succeed in school, and they will emphasize this in its outreach and recruitment efforts for all students, including SWDs and ELLs.

Thursday, May 12, 2016 at 9:04am EDT

Get involved in your community. The next WRBA Town Hall will be 7 pm on Thursday, May 19th at Emanuel United Church of Christ (93-12 91st Avenue - corner of 91st Avenue and Woodhaven Boulevard). Assemblyman Philip Goldfeder is scheduled to attend and discuss the MTA's feasibility study on the LIRR's Rockaway Beach Rail Line. <https://www.facebook.com/Woodhaven11421/>

Wednesday, May 11, 2016 at 6:10pm EDT

Key Design Element #5: A school-wide culture of professional collaboration and growth supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS's teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.

Wednesday, May 11, 2016 at 10:53am EDT

In case you missed it...budget implications for #charterschools discussed on this podcast of The Grade. #extracredit http://www.extracreditblog.org/the_grade_episode_1

Tuesday, May 10, 2016 at 2:53pm EDT

Volunteer! Clean up Forest Park this weekend, May 14th. <http://www.nycgovparks.org/parks/forest-park/events/2016/05/14/forest-park>

Tuesday, May 10, 2016 at 9:57am EDT

Application Update: The SED due date for the Letter of Intent is June 28, 2016 and upon acceptance our full application would

be due on August 16, 2016. Our opening date pending approval is Fall 2017.

Monday, May 9, 2016 at 1:09pm EDT

Key Design Element #4: A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS's teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Friday, May 6, 2016 at 10:08am EDT

Key Design Element #3: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students and especially by at-risk, impoverished and minority students.

Thursday, May 5, 2016 at 5:56pm EDT

Key Design Element #2: An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.

Thursday, May 5, 2016 at 5:55pm EDT

Key Design Element #1: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.

Thursday, May 5, 2016 at 5:54pm EDT

OUR MISSION: The mission of Circle Academy Charter School [Proposed] (CACS) is to offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended school day and year and research-based instructional strategies, CACS will support students in building the skills, knowledge and dispositions necessary for success in school and in life. CACS students will develop a passion for learning and will achieve proficiency in all subjects within a school culture that emphasizes accountability, continuous improvement and collaboration.

Friday, April 22, 2016 at 4:42pm EDT

Happy Passover to those celebrating this sacred holiday.

Thursday, April 21, 2016 at 1:39pm EDT

Circle Academy Charter School shared Northeast Charter Schools Network's live video.

#CharterSchool Awareness Day!

Monday, May 9, 2016 at 1:45pm EDT

Application Update: The SED due date for the Letter of Intent is June 28, 2016 and upon acceptance our full application would be due on August 16, 2016. Our opening date pending approval is Fall 2017.

Thursday, April 21, 2016 at 1:41pm EDT

There are some great #charterschool advocates out there! Are you one of them? http://www.extracreditblog.org/ny20?utm_campaign=2016_04_19_news&utm_medium=email&utm_source=necharters

Thursday, April 21, 2016 at 1:29pm EDT

An organization dedicated to more college graduates in NYC! <http://www.btny.org>

Wednesday, April 13, 2016 at 11:47am EDT

Have you visited us lately? Bookmark our site! <http://www.circleacademycharterschool.org/>

Monday, April 4, 2016 at 6:48pm EDT

The latest fan of the #charterschool movement: Sean 'Diddy' Combs. http://www.rollingstone.com/music/news/sean-diddy-combs-launches-harlem-charter-school-20160328?utm_content=25714436&utm_medium=social&utm_source=facebook

Friday, April 1, 2016 at 11:13am EDT

Governor Cuomo shows his support for #charterschools. A press release from Northeast Charter Schools Network. http://www.necharters.org/charter_association_thanks_state_lawmakers_for_seeing_through_the_noise_of_charter_haters

Tuesday, March 29, 2016 at 12:49pm EDT

Recent Education News. <http://ny.chalkbeat.org/2016/03/24/36-principals-join-public-push-for-funds-saying-gaps-hurt-special-ed-english-learners/#.VvIBfti0Rx>

Monday, March 28, 2016 at 10:34am EDT

Forest Park Carousel is now open! Make plans to visit this week! <http://www.forestparkcarousel.com>

Thursday, March 24, 2016 at 10:38am EDT

Check out this FB resource for families interested in education! <https://www.facebook.com/FamiliesForExcellentSchools/?fref=nf>

Wednesday, March 23, 2016 at 2:19pm EDT

In the news: Chancellor Speaks about State Tests. <http://ny.chalkbeat.org/2016/03/21/rosa-new-head-of-new-york-education-policy-as-a-parent-i-would-opt-out/#.VvLc6otl0Rx>

Monday, March 21, 2016 at 11:58am EDT

Take a trip! The South Street Seaport Museum recently reopened. <https://southstreetseaportmuseum.org>

Monday, March 21, 2016 at 9:48am EDT

Are #nyc #charterschools growing in numbers? <http://www.nyccharterschools.org/blog/alive-and-growing-smartly>

Thursday, March 17, 2016 at 10:51am EDT

Join the conversation! Attend the next Woodhaven Town Hall tomorrow, Saturday March 19 at the American Legion Hall 89-02 91st St behind PS 60.

Thursday, March 17, 2016 at 10:34am EDT

Recent news: honoring Woodhaven women. http://leaderobserver.com/view/full_story/27125407/article-Honoring-two-outstanding-Woodhaven-women?instance=home_news_right

Wednesday, March 16, 2016 at 11:36am EDT

DID YOU KNOW? <http://nypost.com/2016/03/11/the-facts-are-in-nycs-charter-schools-are-a-smashing-success/>

Tuesday, March 15, 2016 at 12:53pm EDT

A new blog on #charterschools for parents, teachers and community. Check it out. http://www.extracreditblog.org/?utm_campaign=eclive&utm_medium=email&utm_source=necharters

Friday, March 11, 2016 at 3:57pm EST

Did you miss the interview update on Circle Academy on Radio Free Woodhaven? Michael Estep gives listeners the latest on the school. <http://www.blogtalkradio.com/project-woodhaven/2016/02/27/radio-free-woodhaven>

Thursday, March 10, 2016 at 7:57am EST

Keep up with Circle Academy Charter School's progress on our site! <http://www.circleacademycharterschool.org>

Wednesday, March 9, 2016 at 12:24pm EST

How blocking #charterschools is not helping our city's education system. <http://nypost.com/2016/03/07/stop-blocking-opportunity-for-poor-minority-kids/>

Tuesday, March 8, 2016 at 7:44am EST

Need to know more about #charterschools? <http://www.nyccharterschools.org/about>

Thursday, March 3, 2016 at 8:40am EST

Time for a Thaw! The latest on #charterschool funding. <http://www.usnews.com/opinion/knowledge-bank/articles/2016-02-01/new-york-needs-to-thaw-the-funding-freeze-for-its-charter-schools>

Wednesday, March 2, 2016 at 2:19pm EST
Circle Academy Charter School shared Families for Excellent Schools's photo.

We couldn't agree more!

Thursday, March 10, 2016 at 9:56am EST

Circle Academy updated featured in the Queens Tribune...with an update article on our plans to fill with SUNY Charter Institute for a August 2018 opening. <http://queenstribune.com/woodhaven-charter-school-delayed-again/>

Wednesday, March 2, 2016 at 2:23pm EST

Get involved with our community! Give a LIKE to Project Woodhaven. <https://www.facebook.com/ProjWoodhaven/>

Friday, February 26, 2016 at 8:53pm EST
Circle Academy Charter School shared Project Woodhaven's post.

<https://www.facebook.com/ProjWoodhaven/posts/10153939543438351?fref=nf&pnref=story>

Thursday, February 25, 2016 at 8:05pm EST

Believe in #schoolchoice? Share our page and spread the word about our Proposed school!
<https://www.facebook.com/CircleAcademyCharterSchool/>

Thursday, February 25, 2016 at 2:46pm EST

DID YOU KNOW? The city's charter schools came up at the top of the charts " 18.8 points better than the rest of the state in English and 30.1 points higher in math. - From an article in the NY POST

Wednesday, February 24, 2016 at 9:08am EST

We have a great community! Get the latest from Woodhaven Cultural and Historical Society.
<https://www.facebook.com/WoodhavenHistory/?fref=ts>

Tuesday, February 23, 2016 at 1:07pm EST

Prefer tweets to status updates? Follow us on Twitter! <https://twitter.com/CircleAcademy>

Tuesday, February 23, 2016 at 8:01am EST

Support the continued growth of Charter Schools through this #openthedoors program. Get involved!
<http://www.publiccharters.org>

Monday, February 22, 2016 at 4:34pm EST

We thank Omar Day Care in Brooklyn for their support of Circle Academy Charter School in helping us get the word out to interested parents regarding more school choices.

Monday, February 22, 2016 at 12:44pm EST

Circle Academy thanks Childcare by Rebecca, Inc. of Glendale for sharing information with families about our proposed charter school.

Thursday, February 18, 2016 at 4:46pm EST

We appreciate My First Steps Family Group Daycare for sharing the information and story of Circle Academy Charter School with the families of Glendale. Early education is an important key to success! It takes all of us to make this happen.

Wednesday, February 17, 2016 at 12:45pm EST

Thanks to Little Butterfly Daycare of Jamaica for sharing information about CACS with local families.
<http://findaffordabledaycare.com/storeinfo.asp?categoryID=129241>

Tuesday, February 16, 2016 at 3:26pm EST

Just a few people away from 950 Likes! Thank you for the support and please share our page.
<https://www.facebook.com/CircleAcademyCharterSchool/>

Tuesday, February 16, 2016 at 12:40pm EST

We appreciate A to Z Learning Center in South Richmond Hill for helping spread the word about Circle Academy Charter

School. We love our community partners. <http://atozcentertoo.com>

Tuesday, February 16, 2016 at 7:19am EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school model the behavior and attitudes expected of students.

Monday, February 15, 2016 at 5:19pm EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #7: A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum. With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.

Saturday, February 13, 2016 at 11:18am EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #6: A commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively with pre-schools enrolling large percentages of SWDs.

Friday, February 12, 2016 at 12:45pm EST

Thank you to Karen's Day Care of Ozone Park for your support of CACS. We appreciate you!
<http://www.karensdaycarellc.com/day-care-our-location>

Friday, February 12, 2016 at 12:17pm EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #5: A school-wide culture of professional collaboration and growth supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.

Thursday, February 11, 2016 at 12:45pm EST

We are grateful to community partner, St. Teresa of Avilia Roman Catholic Church of South Ozone Park for support of Circle Academy.

Thursday, February 11, 2016 at 7:15am EST

CACS [Proposed] Key Design Element #4: A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Wednesday, February 10, 2016 at 7:15pm EST

CACS [Proposed] Key Design Element #3: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students and especially by at-risk, impoverished and minority students.

Wednesday, February 10, 2016 at 12:45pm EST

Circle Academy Charter School added 2 new photos.

A Big THANK YOU to Waldvogel Gordon Church for their support of Circle Academy. We love all of our community partners.

Wednesday, February 10, 2016 at 8:13am EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #2: An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.

Wednesday, February 10, 2016 at 12:05am EST

Our thanks to Queens Morning Star Foursquare Church in Woodhaven for spreading the word about CACS. We love our community partners. <http://www.foursquare.org/churches/32768>

Tuesday, February 9, 2016 at 1:13pm EST

Circle Academy Charter School [Proposed] KEY DESIGN ELEMENT #1: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations.

Monday, February 8, 2016 at 12:05pm EST

We thank St. Martin of Tours RC Church in Brooklyn for helping us spread the word about CACS. Our community partners are unbeatable! <http://stmartinoftours-brooklyn.org>

Monday, February 8, 2016 at 10:11am EST

DID YOU KNOW? CACS' belief is that the most important factors in improving student achievement and growth are: a) quality of instruction; b) effectiveness of planning and collaboration among educators throughout the school; c) personalization of instruction based on ongoing identification of individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment initiatives, formal and comprehensive induction for new teachers, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study.

Saturday, February 6, 2016 at 10:08pm EST

Get involved in Woodhaven! Give a Like to the Woodhaven Cultural and Historical Society and stay in the know on regular community events. <https://www.facebook.com/WoodhavenHistory/?fref=ts>

Friday, February 5, 2016 at 4:09pm EST

Thank you Trinity Lutheran of Flushing, NY for supporting CACS! We love our community partners.

Friday, February 5, 2016 at 12:27pm EST

Meet Board of Trustees Member: Richard Bernstein Richard Bernstein is President and Owner of E-Rate Consulting, LLC. He is also the Former Principal of a private K-12 school in Queens, NY. He has expertise in project-based learning; grant development and educational technology.

Friday, February 5, 2016 at 9:54am EST

Are you a parent or educator interested in #schoolchoice? <http://www.edchoice.org/parents-and-educators/>

Thursday, February 4, 2016 at 7:36pm EST

Parents & guardians, want to learn more about what a Charter School is? <http://www.uncommonschools.org/faq-what-is-charter-school>

Thursday, February 4, 2016 at 12:25pm EST

Our gratitude to Mount Olivet Gospel Church in Corona, NY for sharing the news of Circle Academy Charter School with their community. <http://www.mtolivetgospelchurch.org>

Thursday, February 4, 2016 at 8:25am EST

Meet Founding Member: Irene Kouba Irene Kouba is the Administrative Director of the NorthSide School, a pre-school in Queens, NY. She has been a parent representative and lifelong K-12 education activist. She has been President of the Parent Teacher Association at PS 209 and JHS 194, and she participated on the Chancellor's C-30 Committee. She is currently on the New York City Department of Education Director's Cohort Panel.

Wednesday, February 3, 2016 at 8:34pm EST

Sooooo... close! Helps us get to 1000 Likes! <https://www.facebook.com/CircleAcademyCharterSchool/> #shareourpage

Wednesday, February 3, 2016 at 12:25pm EST

We thank Revelation of Living Word in Woodhaven for sharing news about CACS! We love all of our community partners.

Tuesday, February 2, 2016 at 8:33pm EST

Believe every student deserves a great school? Join us and become involved with organizations like Families for Excellent Schools. #SchoolChoice

Tuesday, February 2, 2016 at 12:50pm EST

We appreciate Holy Cross Roman Catholic Church of Maspeth, NY for sharing the news about CACS!<http://holycross-queens.org>

Tuesday, February 2, 2016 at 9:23am EST

Plan now to visit local candy shop Schmidt's for all your Valentine's Day needs. <http://schmidts candy.com>

Monday, February 1, 2016 at 6:29pm EST

Thank you Trinity Lutheran of Flushing, NY for supporting CACS! We love our community partners.

Friday, January 29, 2016 at 6:25pm EST

TOMORROW: There is a blood and bone marrow drive this Saturday, January 30, at Christ the King High School, 68-02 Metropolitan Avenue, from 9 a.m. to 3 p.m. This also marks the start of the Carly Rose Foundation. Visit this site to learn about how a Woodhaven native turned her daughter's illness into a massive positive. www.carlyrose.com

Friday, January 29, 2016 at 9:42am EST

http://mobile.nytimes.com/2016/01/31/nyregion/schmidts-candy-a-sweet-spot-in-queens.html?_r=0&referrer=http://m.facebook.com

Thursday, January 28, 2016 at 9:54am EST

Is there any update on when the school will be open for woodhaven

Thursday, January 28, 2016 at 9:15am EST

Circle Academy Charter School added a new photo.

Thursday, January 28, 2016 at 8:41am EST

Circle Academy Charter School shared their post.

Thursday, January 28, 2016 at 8:31am EST

CACS Founding Group is meeting for the final review of the SUNY Letter of Intent submission. The meeting will be held on February 10th at 6:30 PM at Parsons Preschool, 84-60 Parsons Blvd. Jamaica, NY 11432.

Wednesday, January 27, 2016 at 6:41pm EST

DID YOU KNOW? The mission of Circle Academy Charter School (CACS) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. CACS students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. CACS is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help achieve this goal.

Wednesday, January 27, 2016 at 7:43am EST

CACS Welcomes Cliff S. Schneider to our Board! Mr. Schneider is partner and lead transactional attorney at the law firm of Cohen, Schneider and O'Neil. Mr. Schneider focuses his practice on the representation of individuals and businesses in business transactions and providing counsel to clients in their acquisition, disposition, leasing and financing of commercial and residential property. He has assisted clients in the formation of new business entities in industries including media, advertising, sports, fitness, health care, professional service firms and not-for-profit organizations, and provides ongoing support to many of them by acting as their outside general counsel. Mr. Schneider also represents charter schools, educational management & charter management organizations, educational service providers and other education support organizations throughout the country and in the United Kingdom. He is co-author with his partner Paul T. O'Neill, Esq. of the 2007 Charter School Law Deskbook published by Lexis Nexis and he is a founding board member of the La Cima Charter School in Brooklyn, NY.

Tuesday, January 26, 2016 at 6:29pm EST

CACS Founding Group Meeting tonight! 6:30 PM at Parsons Preschool. We are so excited to continue the plans for this great school!

Friday, January 22, 2016 at 11:10am EST

The latest on funding for #CharterSchools. <http://ny.chalkbeat.org/2016/01/21/charter-schools-look-to-end-states-funding-freeze/#.VqJTglt0Rx>

Wednesday, January 20, 2016 at 12:04pm EST

Stay connected to our region's Charter School news! <http://www.necharters.org/splash?splash=1>

Tuesday, January 19, 2016 at 7:57am EST

Please share our page for a Like! Help us get to 1000. <https://www.facebook.com/CircleAcademyCharterSchool/?ref=hl>

Tuesday, January 19, 2016 at 8:02am EST

Celebrate Dr. King and his vision. <http://thekingcenter.org/donate-get-involved>

Monday, January 11, 2016 at 9:43am EST

UPDATE! We will be submitting our Letter of Intent for Circle Academy [Proposed] to SUNY by February 29, 2016. Determination of whether a charter can proceed is typically granted within 10 days of that letter.

Saturday, January 9, 2016 at 9:40am EST
Circle Academy Charter School added a new photo.

Wednesday, January 6, 2016 at 8:02pm EST

In the news: Senators propose to make charter schools constitutional. <http://www.wral.com/washington-senator-introduces-charter-school-proposal/15214584/>

Wednesday, January 6, 2016 at 8:37am EST

We love Woodhaven! Help spread the word about Circle Academy [Proposed]. Every Like helps promote #schoolchoice for our families. <https://www.facebook.com/CircleAcademyCharterSchool/?ref=hl>

Tuesday, January 5, 2016 at 1:24pm EST

Charter schools turn 25 years old. An article and overview: <http://educationpost.org/charter-schools-at-age-25-three-strengths-and-three-weaknesses/>

Tuesday, June 21, 2016 at 10:10am EDT

We need your input...take our survey! <https://www.surveymonkey.com/r/DBQZT73>

Friday, January 1, 2016 at 11:57am EST

Circle Academy wishes you and yours a very Happy New Year!

Timeline

- Contact Information
- Basic Page Information
- Timeline**
- Administration
- Photos
- Settings
- Videos

2015

Friday, December 18, 2015 at 9:33am EST

Have any kids who love the "it" movie of this week? <http://www.nymetroparents.com/article/fun-star-wars-activities-for-kids-in-new-york-city>

Friday, December 18, 2015 at 9:36am EST

Share our page! We want to get to 1000 Likes. <https://www.facebook.com/CircleAcademyCharterSchool/>

Friday, December 18, 2015 at 9:52am EST

Obama reforms education law. <http://www.nbcnews.com/news/us-news/obama-sign-education-law-rewrite-power-shift-states-n477656>

Friday, December 11, 2015 at 10:22am EST

We want to hear from you! Parents and guardians, tell us what you think about schools in Woodhaven. We are planting seeds for the future. <http://www.circleacademycharterschool.org/contact-us/>

Wednesday, December 9, 2015 at 10:19am EST

Support great schools for the kids in your life? Get involved. <https://www.facebook.com/FamiliesForExcellentSchools/?fref=nf>

Monday, December 7, 2015 at 10:06am EST

DECEMBER 7 PEARL HARBOR REMEMBRANCE DAY In honor of all our veterans, today we take time to remember the tragedy of Pearl Harbor.

Monday, December 7, 2015 at 10:07am EST

Check out NY Metro Parents for all the information on Holiday Happenings. <http://www.nymetroparents.com/regionalindex.cfm?region=All>

Thursday, November 26, 2015 at 8:47am EST

Happy Thanksgiving from Circle Academy!

Wednesday, November 18, 2015 at 7:45am EST

This year, the New York City Charter School Center celebrates its 10th year of supporting the development and continued growth of a high quality charter sector in NYC! #SchoolChoice <http://www.nyccharterschools.org/10years>

Monday, November 16, 2015 at 3:28pm EST

WE WANT TO KNOW... What is the most important thing for a child to experience at school?

Thursday, November 12, 2015 at 2:48pm EST

Enrollment for Charter Schools is on the rise. #SchoolChoice http://www.usnews.com/news/blogs/damine/2015/11/10/charter-schools-continue-to-flourish?utm_source=hs_email&utm_medium=email&utm_content=23593734&_hsenc=p2ANqtz-_RBDz-DrXPumnwCOvyBUTYI4i9RBxaCBNjpVTZ1mrPWEMhhlt_8MUZKMMXQ5YVKMgYIc183--aTFH_5-W10eEgTISN9Q&_hsmi=23593734

Thursday, November 12, 2015 at 8:45am EST

A great new program to encourage reading! <http://www.nymetroparents.com/article/new-reading-initiative-to-launch-in-new-york-city-schools>

Wednesday, November 11, 2015 at 7:33pm EST

A great story about a Veteran from Astoria. http://www.qchron.com/editions/queenswide/the-big-red-at-omaha-beach/article_ad6f6253-4e19-58d4-8173-efd84999c017.html

Wednesday, November 11, 2015 at 7:30am EST

Happy Veterans Day! Celebrate someone who has served our country with honor and dedication.

Monday, November 9, 2015 at 7:34am EST

7 more likes to our next milestone of 950! Thanks and please share our page.
<https://www.facebook.com/CircleAcademyCharterSchool/>

Friday, November 6, 2015 at 9:37pm EST

Get involved in our great community! The Woodhaven Historical Society needs your help tomorrow.
<http://projectwoodhaven.typepad.com/blog/2015/11/planning-a-woodhaven-walking-tour.html>

Friday, November 6, 2015 at 7:17pm EST

Kids ride free all month long! Time for some crusin'... <http://www.nymetroparents.com/article/circle-line-cruises-offering-free-cruises-for-kids-in-november>

Thursday, November 5, 2015 at 5:49pm EST

How does New York state rate in Parent Power for your child's education? <http://parentpowerindex.edreform.com/parent-power-index/NY/2015>

Thursday, November 5, 2015 at 8:40am EST

Are you a parent that wants to know more about #CharterSchools? Visit this site. <http://www.nyccharterschools.org/get-to-know>

Thursday, November 5, 2015 at 7:51am EST

We love these young chefs from NY Metro. <http://www.nymetroparents.com/article/meet-the-master-chef-junior-season-4-contenders-from-the-nyc-area>

Wednesday, November 4, 2015 at 9:47pm EST

Circle Academy Charter School [Proposed] is about Planting Seeds for the Future. #SchoolChoice
<https://www.edreform.com/2015/10/less-than-half-of-u-s-students-proficient-according-to-nations-report-card/>

Wednesday, November 4, 2015 at 5:24pm EST

Get to know Woodhaven! Here's an event coming up. http://leaderobserver.com/view/full_story/26940591/article-Explore-Woodhaven-s-forgotten-cemetery?instance=home_news_right

Wednesday, November 4, 2015 at 5:31pm EST

The latest on Special Education and #CharterSchools <http://www.publiccharters.org/press/national-alliance-paper-explores-funding-special-education-charter-public-schools/>

Monday, November 2, 2015 at 9:23am EST

Our next milestone is 950 Likes! Please share our page with a friend, teacher, parent or guardian.
<https://www.facebook.com/CircleAcademyCharterSchool/>

Sunday, November 1, 2015 at 2:28pm EST

The results of a new poll on parents and #schoolchoice. <http://www.federationforchildren.org/new-poll-finds-strong-support-school-choice-among-african-american-families/>

Wednesday, November 4, 2015 at 5:26pm EST

DID YOU KNOW? We have a Historical and Cultural Society? <https://www.facebook.com/WoodhavenHistory/?fref=nf>

Saturday, October 31, 2015 at 10:09am EDT

Go Mets! We have a win after last night's match up. <http://www.nydailynews.com/new-york/queens/mets-fans-celebrate-world-series-appearance-queens-article-1.2412335>

Saturday, October 31, 2015 at 10:16am EDT

The men in NYPD Blue support one of their own in Queens. http://www.qchron.com/editions/eastern/city-mourns-officer-randolph-holder/article_6063e052-7e71-11e5-894d-5f7e71866881.html

Saturday, October 31, 2015 at 10:11am EDT

Do you spoil your kids? <http://www.nymetroparents.com/article/Ask-the-ExpertsHow-to-Not-Spoil-Your-Kids>

Saturday, October 31, 2015 at 10:06am EDT

Follow us on Twitter! <https://twitter.com/CircleAcademy>

Tuesday, October 27, 2015 at 7:42pm EDT

Believe in better schools for every child in NYC? Join Team Possible. <http://www.familiesforexcellentschools.org>

Tuesday, October 27, 2015 at 8:11am EDT

Please help us create Circle Academy Charter School by telling us what is important to you. Take our survey today!
<http://www.circleacademycharterschool.org/survey/>

Monday, October 26, 2015 at 2:53pm EDT

Circle Academy Application Update: <http://www.circleacademycharterschool.org/2015/10/08/application-update-planting-seeds-for-the-future/>

Monday, October 26, 2015 at 7:40am EDT

Non-union #CharterSchool teachers unite for schools. <http://nypost.com/2015/10/22/charter-school-teachers-rally-cry-we-teach-to-end-inequality/>

Sunday, October 25, 2015 at 10:47am EDT

In case you missed it! Our community featured in the NY Times. http://www.nytimes.com/2015/10/25/realestate/woodhaven-queens-subway-stops-and-hiking-trails.html?partner=rss&emc=rss&_r=1

Saturday, October 24, 2015 at 10:35am EDT

Be sure to check the Facts. <https://www.the74million.org/article/the-fact-check-mainstream-media-picks-up-anti-charter-report-but-fails-to-disclose-union-funding>

Friday, October 23, 2015 at 5:37pm EDT

#Charterschool teachers rally against inequality in NY schools. <http://www.nydailynews.com/new-york/education/charter-school-teachers-rally-city-school-inequality-article-1.2406722>

Friday, October 23, 2015 at 12:21pm EDT

Concerned about Education? Join the discussion on November 2nd. <https://www.eventbrite.com/e/diverse-schools-opportunities-challenges-in-integrating-nyc-public-schools-tickets-19155517669>

Monday, October 19, 2015 at 7:59am EDT

Why are Charter Schools taking off? <http://www.usnews.com/opinion/knowledge-bank/2015/10/05/washington-dc-shows-why-charter-schools-are-taking-off>

Thursday, October 15, 2015 at 8:56am EDT

DID YOU KNOW? About 2.5 million, or 5.1% of public-school students, were enrolled in charter schools in the 2013-2014 school year, up from 300,000, or 0.7%, in 1999-2000, according to federal statistics. -Wall Street Journal

Tuesday, October 13, 2015 at 7:57am EDT

The latest Charter School news. <http://www.wsj.com/articles/charter-school-battle-heats-up-1444611068>

Monday, October 12, 2015 at 2:41pm EDT

In fourteen hundred and ninety-two...you know the rest!

Monday, October 12, 2015 at 7:08am EDT

Visit our website for the latest news. <http://www.circleacademycharterschool.org/2015/10/08/application-update-planting-seeds-for-the-future/>

Sunday, October 11, 2015 at 3:59pm EDT

Attend a Fun Festival! Greek Festival runs Oct 9-15. <http://queenstribune.com/events-in-queens-for-october-9th-october-15th-2015/>

Friday, October 9, 2015 at 8:57am EDT

Senator Joe Addabbo invites you to help keep someone warm this fall. Donate coats at various locations this month.

Thursday, October 8, 2015 at 3:42pm EDT

Keep your kid's ears safe! <http://www.nymetroparents.com/article/tips-to-prevent-hearing-loss-in-children>

Wednesday, October 7, 2015 at 8:41am EDT
Circle Academy Charter School added 3 new photos " with Martin Colberg and Mike Miller.

Congratulations Martin Colberg for the recognition during Hispanic Heritage month by Assembly Member Mike Miller! Well deserved!!!

Wednesday, October 7, 2015 at 7:57am EDT

10 Years Later: How Charter Schools have Helped NOLA after Hurricane Katrina
<http://www.deseretnews.com/article/865638192/10-years-after-Hurricane-Katrina-charters-playing-key-role-in-rebuilding-failing-schools.html>

Monday, October 5, 2015 at 8:44pm EDT

How did you celebrate World Teacher's Day? <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/world-teachersday-2015#.VhMZlosqRx>

Monday, October 5, 2015 at 7:59am EDT

We are counting down to application time for Circle Academy Charter School [Proposed]. Letter of intent to SUNY February 29, 2016; final proposal due in March; target opening Fall 2017.

Tuesday, September 29, 2015 at 12:13pm EDT

5 more Likes for 950! Help share our page with your community and support #SchoolChoice.
<https://www.facebook.com/CircleAcademyCharterSchool?ref=hl>

Saturday, September 26, 2015 at 7:27pm EDT

DID YOU KNOW? Today charter schools serve nearly 3 million students across 43 states and Washington, D.C. There are more than 6,700 charter schools in all, with about 500 being opened each year. - via US News & World Report

Friday, September 25, 2015 at 8:25am EDT

Teacher Empowerment: "Remember, it was a union leader who pioneered charter schools as a way to help teachers."
<http://www.usnews.com/opinion/blogs/nina-rees/2015/09/08/charter-schools-are-great-for-teachers-too>

Wednesday, September 23, 2015 at 11:16am EDT

We want to know. What do you love about your community?

Tuesday, September 22, 2015 at 1:04pm EDT

We applaud the change! <http://www.nymetroparents.com/manhattan/article/new-york-city-toy-fair-lets-kids-in>

Saturday, September 19, 2015 at 10:07am EDT

Please share our page! Let's get to 1000 Likes for #SchoolChoice in Woodhaven this month.
<https://www.facebook.com/CircleAcademyCharterSchool>

Friday, September 18, 2015 at 8:05am EDT

Parents often want #SchoolChoice and #CharterSchools to come with performance and management tracking. Good news: a beta tracking system was recently launched in Florida that will become a national tracker for charters.
<http://www.qualitycharters.org/for-authorizers/tools-for-authorizers/charter-operator-tracker/>

Wednesday, September 16, 2015 at 1:00pm EDT

With temperatures in the 60s at night, fall is in the air! This is a great article for fall family activities.
<http://www.nymetroparents.com/article/fun-things-to-do-in-fall-in-and-near-nyc>

Monday, September 14, 2015 at 8:31am EDT

Surprising article about two principals decide "to look beyond our differences and focus instead on where we are the same: a desire to ensure that educators are using the very best practices to raise student achievement."
<http://www.nydailynews.com/opinion/douglas-wheeler-touzain-learn-charters-article-1.2351976?cid=bitly>

Thursday, September 10, 2015 at 7:51am EDT

We will never forget.

Wednesday, September 9, 2015 at 9:58am EDT

Charter schools and early education: a recent article. <http://watchdog.org/233008/charter-schools-answer-universal-preschool-programs-experts-say/>

Tuesday, September 8, 2015 at 11:36pm EDT

The latest news and happenings in our great neighborhood. <https://wrba.wordpress.com/2015/09/08/woodhavens-grapevine-volume-138/>

Monday, September 7, 2015 at 9:00am EDT

Happy Labor Day from Circle Academy!

Friday, September 4, 2015 at 5:54pm EDT

Back in Queens. Serena, Venus, and all the US Open excitement through September 13. <http://www.usopen.org/index.html>

Thursday, September 3, 2015 at 8:48am EDT

Breakfast on school days can be a chore. Try this easy, yummy fix. <http://deliciouslysprinkled.com/strawberry-banana-yogurt-parfaits/>

Wednesday, September 2, 2015 at 12:25pm EDT

We love this quote: "We must look to parents, who are now more informed, empowered and engaged in the education of their children." <http://www.federationforchildren.org/decade-improving-schools-following-disaster/>

Tuesday, September 1, 2015 at 8:04am EDT

Thank you for your support of Circle Academy [Proposed]. Help us get to 1000 Likes by sharing our page with your friends! <https://www.facebook.com/CircleAcademyCharterSchool>

Monday, August 31, 2015 at 11:56pm EDT

Creativity! Get your kids to repurpose something around the house--like a muffin tin. <http://www.babble.com/home/13-innovative-uses-for-a-muffin-tin/>

Saturday, August 29, 2015 at 10:07am EDT

It's the last days of summer. There's still time for a stay-cation. Where will you go? <http://www.nycgo.com/articles/kid-friendly-nyc>

Friday, August 28, 2015 at 8:40am EDT

Get the full picture of Circle Academy [Proposed] on our website. We would love to hear from you! <http://www.circleacademycharterschool.org>

Friday, August 28, 2015 at 8:43am EDT

Charter Schools are in demand. #schoolchoice <http://www.nydailynews.com/new-york/education/charter-schools-enroll-record-95k-expanding-meet-demand-article-1.2338796>

Friday, August 28, 2015 at 8:51am EDT

Follow us on Twitter too! <https://twitter.com/CircleAcademy>

Sunday, August 23, 2015 at 6:19pm EDT

Support local history and culture! Check out the Woodhaven Cultural and Historical Society. <https://www.facebook.com/WoodhavenHistory?fref=nf>

Saturday, August 22, 2015 at 11:18am EDT

A tough report to swallow. Support #schoolchoice, early education, and better schools to help kids graduate high school. http://hechingerreport.org/the-tragedy-of-our-near-million-high-school-dropout-rate-and-how-to-end-it/?utm_content=19649908&utm_medium=social&utm_source=facebook

Friday, August 21, 2015 at 6:01pm EDT

Have some fun this weekend with your kids. Visit a Carousel! This is a great guide to carousels in the city. <http://www.nymetroparents.com/article/carousels-and-merry-go-rounds-in-new-york-city>

Thursday, August 20, 2015 at 8:09am EDT

New report: Performance by African-American and Hispanic students in charter schools far exceeds that of their district counterparts. <http://www.nyccharterschools.org/blog/2014-15-state-test-score-analysis-charters-better-serving-african->

american-and-hispanic#

Wednesday, August 19, 2015 at 9:23am EDT

Plantano Semillas para El Futuro <http://www.circleacademycharterschool.org>

Tuesday, August 18, 2015 at 1:22pm EDT

Hablamos su Idioma

Monday, August 17, 2015 at 7:19am EDT

Follow us on Twitter and send us a tweet about what you love about charter schools. <https://twitter.com/CircleAcademy>

Saturday, August 15, 2015 at 10:10am EDT

Check out this comprehensive listing of kids' museums around the city and visit one today!
<http://www.nymetroparents.com/article/Children-s-Museum-Exhibits-in-the-New-York-Metro-Area-2011-Guide>

Friday, August 14, 2015 at 1:18pm EDT

The Charter School movement has brought innovation to the education system. http://www.huffingtonpost.com/andrew-broy/then-and-now-innovation-a_b_7935658.html?utm_content=18426488&utm_medium=social&utm_source=facebook

Thursday, August 13, 2015 at 8:56am EDT

Have you visited the Woodhaven Express yet? <http://www.nymetroparents.com/article/forest-park-carousel-adds-woodhaven-express-train-ride-to-attractions>

Tuesday, August 11, 2015 at 12:26pm EDT

En la academia CACS, el aprendizaje combinado de los estudiantes se incorporan varias estrategias para crear un ambiente personal que se enfoca en las Áreas de fuerza y Áreas de reforma de cada individuo. Además, toman en cuenta los intereses, aspiraciones, y estilos de aprendizaje.

Monday, August 10, 2015 at 10:22am EDT

A Decade Later: The Turn Around in Schools after Hurricane Katrina. https://www.the74million.org/article/fact-checking-all-those-charter-critics-who-snatched-defeat-from-jaws-of-new-orleans-victory?utm_content=18697270&utm_medium=social&utm_source=facebook

Saturday, August 8, 2015 at 12:12pm EDT

FREE concert! Don't miss the Queens Symphony Orchestra this weekend, August 9th, 6:30p at Forest Park.
<http://queensbp.org/wp-content/uploads/2015/08/queen-symphony-.pdf>

Friday, August 7, 2015 at 9:58am EDT

"We are not just educators in a system—we are members of a community that values our ideas and experience. We are given a voice." A charter school teacher reflects on her own school experience and the success of charter schools.
http://blogs.edweek.org/edweek/rick_hess_straight_up/2015/08/i_teach_in_a_public_charter_school.html?cmp=ENL-EU-NEWS3

Thursday, August 6, 2015 at 2:57pm EDT

Every Friday 10pm Radio Free Woodhaven! Don't miss it! <http://www.blogtalkradio.com/project-woodhaven/2015/08/01/radio-free-woodhaven>

Wednesday, August 5, 2015 at 8:01am EDT

Spanish speaking? See this valuable resource: <http://www.nyccharterschools.org/es/get-to-know>

Tuesday, August 4, 2015 at 2:54pm EDT

Help us reach 1000 LIKES! Share our Facebook page with your friends. Support #schoolchoice!

Monday, August 3, 2015 at 10:10am EDT

How #schoolchoice changed one child's life. <http://newpittsburghcourieronline.com/2015/07/27/a-good-education-by-any-means-necessary/>

Sunday, August 2, 2015 at 11:29am EDT

What 9 illegal immigrants became: award-winning teachers. <http://www.upworthy.com/the-9-teachers-who-just-received-awards-from-the-white-house-were-all-in-the-us-illegally?c=ufb1>

Saturday, August 1, 2015 at 10:50am EDT

Keep your kids reading this summer so they don't fall behind. This article has some tips for parents. <http://www.rif.org/us/literacy-resources/articles/what-can-families-do-to-keep-children-reading-during-the-summer.htm>

Friday, July 31, 2015 at 9:40am EDT

Looking for easy, family meals? Check out the USDA site. <http://whatscooking.fns.usda.gov/search/solr-results>

Thursday, July 30, 2015 at 7:48am EDT

Tonight: Zumba at 5p and then The Bronx Wanderers in concert at 7:30p both at Forest Park. Enjoy the Free events this summer. <https://wrba.wordpress.com/2015/07/03/dont-miss-an-event-check-the-woodhaven-calendar/>

Wednesday, July 29, 2015 at 12:36pm EDT

We love these summer healthy eating tips from NY Parenting. <http://www.nyparenting.com/stories/2015/7/fp-tips-for-feeding-kids-2015-07.html>

Tuesday, July 28, 2015 at 9:23am EDT

DID YOU KNOW? More than one-third of the nation's leading High Schools are Charters. <http://www.publiccharters.org/2015/07/challenge-index/>

Saturday, July 25, 2015 at 5:48pm EDT

Follow Circle Academy on Twitter! We want to see your tweets about education and charter schools. <https://twitter.com/CircleAcademy>

Friday, July 24, 2015 at 11:46am EDT

Charter Schools represent a solution for parents. The movement is growing. <http://www.federationforchildren.org/statement-american-federation-children-efforts-advance-parental-choice-federal-level/>

Thursday, July 23, 2015 at 4:26pm EDT

Share our page! We are close to 1000 Likes and you can help. If you support #SchoolChoice in your community share us with your friends.

Thursday, July 23, 2015 at 9:42am EDT

Charter School News: the passage of Every Child Achieves Act. <http://www.publiccharters.org/press/national-alliance-applauds-senate-passage-s-1177-child-achieves-act/>

Wednesday, July 22, 2015 at 1:40pm EDT

Good community news: Forest Park Improvements are beginning. <http://www.ny1.com/nyc/queens/news/2015/07/14/officials-break-ground-on-improvements-at-forest-park-.html>

Tuesday, July 21, 2015 at 9:36am EDT

Did you miss National Ice Cream Day? Celebrate this week at Eddie's! <https://www.facebook.com/EddiesSweetShop?fref=nf>

Monday, July 20, 2015 at 1:23pm EDT

What's Happening This Week? A special rally in DC for advocates of #SchoolChoice: <http://www.publicschooloptions.org/dc-rally/>

Friday, July 17, 2015 at 8:16am EDT

Stay Connected to the Community. Hear it through The Grapevine. <https://wrba.wordpress.com/2015/07/07/woodhavens-grapevine-volume-133/>

Thursday, July 16, 2015 at 9:43am EDT

Recent report: current trends in NYC Charter Schools. <http://www.nyccharterschools.org/blog/New-IBO-Report-Positive-Trends-in-NYC-Charter-Growth-Diversity-Backfilling-Achievement>

Wednesday, July 15, 2015 at 8:35am EDT

Woodhaven Town Hall is this Saturday July 18th at 10 AM at Emanuel United Church of Christ (91st Avenue and Woodhaven Boulevard). Don't miss it!

Tuesday, July 14, 2015 at 10:37am EDT

DID YOU KNOW? In 2002, 500K students were attending charter schools. Today that number is just over 2.9M (via NACSA stats).

Monday, July 13, 2015 at 6:42pm EDT

Great news! Positive trends in charter schools for NYC. <http://www.nyccharterschools.org/blog/New-IBO-Report-Positive-Trends-in-NYC-Charter-Growth-Diversity-Backfilling-Achievement>

Monday, July 13, 2015 at 12:22pm EDT

Look what a difference a year makes. A great restoration project in our community. #GetInvolved <https://www.youtube.com/watch?v=IEmicECuws0>

Saturday, July 11, 2015 at 9:55am EDT

DID YOU KNOW? You can become an advocate for Charter Schools. Visit the National Alliance for Public Charter Schools today. <http://www.publiccharters.org>

Friday, July 10, 2015 at 3:52pm EDT

Beat the heat with ICE CREAM! Take a special trip to top-rated Eddie's Sweet Shop. <https://www.facebook.com/EddiesSweetShop>

Thursday, July 9, 2015 at 2:44pm EDT

Preserve Historic Woodhaven by helping with cleanup efforts July 11th. <http://www.projectwoodhaven.com/2015/June/cemetery-project.html>

Wednesday, July 8, 2015 at 5:44pm EDT

Get involved! The next Woodhaven Town Hall Meeting sponsored by the WRBA be held on Saturday July 18th at 10 AM at Emanuel United Church of Christ, at 91st Avenue and Woodhaven Boulevard. <http://www.woodhaven-nyc.org/>

Wednesday, July 8, 2015 at 10:41am EDT

What to do in the summer... How about some free family activities in NYC! Yes! <http://www.nycgo.com/articles/free-for-kids>

Tuesday, July 7, 2015 at 2:39pm EDT

Interesting article about growing girls and working moms. <http://nymag.com/scienceofus/2015/06/girls-working-moms-may-do-better-life.html>

Monday, July 6, 2015 at 9:00am EDT

OUR MISSION: The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers, and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.

Saturday, July 4, 2015 at 11:56am EDT

We wish you a wonderful holiday!

Tuesday, June 30, 2015 at 12:52pm EDT

School Overview Part 2: Circle Academy's blended learning model will have students moving "at the teacher's discretion" between online learning that is self-paced with teacher support and traditional "face-to-face" instruction utilizing the workshop model. Circle Academy students will engage in online and multimedia learning experiences in core subjects, music and art, and online assessments administered on an ongoing basis will provide real-time data that will be used by classroom teachers, administrators and school-wide data teams to identify student needs, update PLAPs, create individualized instructional strategies and determine the most effective ways that online instruction can support each student's learning. In addition to online instruction, Circle Academy's teachers will provide direct and "face-to-face" instruction and facilitation of project-based learning activities aligned with NYS common Core Learning Standards and designed to address identified student needs. Such "face-to-face" instruction will be student-centered, project-based and delivered within the general framework of the Workshop Model.

Monday, June 29, 2015 at 8:50am EDT

School Overview Part 1: Circle Academy will provide high-quality Common Core standards-aligned instruction using a Blended Learning Model that establishes an effective personalized learning environment for each student. Classroom and online learning will be tightly coupled with personal learning objectives detailed in each student's Personal Learning Action Plan (PLAP). The primary objectives of Circle Academy's blended learning model are to ensure: a) differentiated instruction based on data-driven needs assessments; b) increased student engagement and meaningful interaction between students, between students and teachers, between students and content and between students and outside resources; d) meaningful

involvement of parents; and e) student development of the critical thinking, collaboration and technology skills needed to be successful learners, workers and citizens in the 21st century.

Saturday, June 27, 2015 at 3:13pm EDT

DID YOU KNOW? The facts about enrollment and lottery for a NYC Charter School: Fact 1 : Eligibility Any child eligible for admission to a district public school is eligible for admission to a public charter school. Fact 2 : Non-discriminatory Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. Fact 3 : Lottery Required A publicly held random lottery is held annually to fill the available seats for a charter school. Fact 4 : Siblings and CSD 27 Charter schools give preference to siblings of students already enrolled in the charter school and students living in the charter school's community school district [CSD 27].

Friday, June 26, 2015 at 2:30pm EDT

"People are arguing about charters version 1.0 while version 2.0 unfolds around the country." An article about how old reports and statistics are shaping current public opinion. <http://www.usnews.com/opinion/articles/2015/06/19/whats-working-and-whats-not-with-charter-schools>

Thursday, June 25, 2015 at 10:18am EDT

Join the movement: Whatcha Readin'? It's a great question to ask your children, family and friends. So...whatcha readin'? We want to know!

Wednesday, June 24, 2015 at 2:01pm EDT

Summer is a great time for puppets! The Puppetry Arts Festival is on June 27 from 11 am to 3 pm. And it's FREE! Festival is at JJ Byrne Park (334 Fifth Ave. between Fifth and Sixth streets in Park Slope). <http://www.puppetryarts.org/Welcome.html>

Tuesday, June 23, 2015 at 8:54am EDT

"In our city and state, parents who aren't lucky enough to have a good local school to send their kids to, or who don't have the financial status to determine the quality of their children's education, are not getting the support they should get from our leaders." - one mother's take on the Charter School debate <http://nypost.com/2015/06/18/a-mothers-plea-for-the-children-stop-bashing-charters/>

Monday, June 22, 2015 at 12:17pm EDT

Get the facts. State resources and information for parents on NY Charter Schools. <http://www.nyccharterschools.org/facts>

Saturday, June 20, 2015 at 12:29pm EDT

Are you a parent who is also a small business owner? Attend this great local workshop to help your business. <http://meng.house.gov/media-center/press-releases/meng-and-vel-zquez-to-hold-workshop-for-queens-small-business-owners>

Friday, June 19, 2015 at 12:24pm EDT

For Parents: Understand the charter school system in NY. <http://www.nyccharterschools.org/for-parents>

Thursday, June 18, 2015 at 1:22pm EDT

What families in NYC are saying about local charter schools. <https://www.youtube.com/watch?v=SO-maTkaITc>

Wednesday, June 17, 2015 at 9:16am EDT

Looking for great local info about Charter Schools? Visit the NYC Center. <http://www.nyccharterschools.org/>

Tuesday, June 16, 2015 at 11:37am EDT

Free family activities in NYC! Yes! <http://www.nycgo.com/articles/free-for-kids>

Monday, June 15, 2015 at 1:27pm EDT

Are you a person who "Tweets" more than "Likes"? Follow us on Twitter. <https://twitter.com/CircleAcademy>

Sunday, June 14, 2015 at 8:25am EDT

Want to know more about Woodhaven? Join the tour TODAY. WOODHAVEN TOUR WITH KEVIN WALSH OF FORGOTTEN NY will host a walking tour of Woodhaven. Meet at the NE corner of Woodhaven and Rockaway boulevards. 1 p.m. \$20. Greater Astoria Historical Society .astorialic.org. - See more at: <http://queenstribune.com/events-in-queens-for-june-11-17/#sthash.8CHPYeMm.dpuf>

Saturday, June 13, 2015 at 9:17am EDT

Make plans now for next weekend: stop by American Legion Post 118 for Woodhaven's 2nd annual "Thank a Vet" BBQ. June 20, 12-4 p.m. at 89-02 91st Street, behind PS 60. Everyone in Woodhaven is invited to come out, have fun and

show our respect and gratitude to our veterans. http://leaderobserver.com/view/full_story/26689211/article-There-s-always-time-to-thank-a-veteran?instance=home_news_right

Friday, June 12, 2015 at 11:00am EDT

Free concerts this summer? Yes, please! See who's playing tomorrow. <http://queensbp.org/katzconcerts/>

Thursday, June 11, 2015 at 3:46pm EDT

Resources for teachers, administrators and parents. www.educationworld.org

Wednesday, June 10, 2015 at 10:53am EDT

We are planting seeds for the future. See what Circle Academy Charter School is all about. <http://www.circleacademycharterschool.org>

Tuesday, June 9, 2015 at 7:52pm EDT

Is it important to raise kids to be kind? <http://www.washingtonpost.com/news/parenting/wp/2014/07/18/are-you-raising-nice-kids-a-harvard-psychologist-gives-5-ways-to-raise-them-to-be-kind/>

Tuesday, June 9, 2015 at 7:47am EDT

Get involved in your community! The Queens Community Board 9 is meeting tomorrow, Tuesday, June 9th 2015 at the Majestic Marquise located at 88-03 101 Avenue, Ozone Park, NY 11416 at 7:45pm. There will be no meetings in July and August.

Monday, June 8, 2015 at 3:05pm EDT

What will you see when you visit? One World Observatory is open. <https://oneworldobservatory.com/experience/>

Sunday, June 7, 2015 at 9:02am EDT

Don't get bored this summer. Activities in the city abound! <http://www.timeout.com/new-york-kids/things-to-do/summer-activities-for-kids>

Saturday, June 6, 2015 at 9:01pm EDT

Resources for Reading, Special Needs, even College Funding. Check it out at: <http://www2.ed.gov/parents/landing.jhtml>

Saturday, June 6, 2015 at 2:49pm EDT

Tomorrow! NYC World's Fair Anniversary Festival. <http://www.nycgovparks.org/events/2015/06/07/worlds-fair-anniversary-festival>

Thursday, June 4, 2015 at 6:49pm EDT

DID YOU KNOW? NYC has the longest waiting list for Charter Schools in the nation. <http://www.nydailynews.com/new-york/education/nyc-longest-wait-charter-schools-country-rep-article-1.2210447>

Thursday, June 4, 2015 at 10:25am EDT

Reading is a great summer activity! Take the Scholastic Summer Reading Challenge. <http://www.scholastic.com/ups/campaigns/src-2015>

Thursday, June 4, 2015 at 10:16am EDT

Mark your calendars for a good cause! Friday, June 12th, 5 to 9 PM. Come ride the Forest Park Carousel for the School Sisters of Notre Dame Educational Center for Women in Woodhaven. The proceeds for all rides that night (\$3 per ride, \$10 unlimited ride bracelet) go to the Sisters. The School Sisters of Notre Dame Educational Center for Women is a Catholic organization that teaches and empowers underserved women of all races and faiths to reach the fullness of their potential. <https://sites.google.com/site/edcentersnd/>

Tuesday, June 2, 2015 at 2:19pm EDT

We invite you to our next board meeting scheduled for Wednesday, June 16, 2015 at 7:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! <http://www.nyschools.org> at North Side School, 85-27 91st Street, Woodhaven, New York.

Monday, June 1, 2015 at 9:48pm EDT

Una cultura escolar y clima que es cooperativo, seguro saludable, equitativo y www.nyschools.org en la que en que los adultos de la escuela modelan los comportamiento y actitud que se esperan de los estudiantes, maestros, y administradores para contribuyen a la creaci3n y el mantenimiento de un clima escolar positivo.

Sunday, May 31, 2015 at 7:48am EDT

Una escuela en donde: a) estudiantes reciben programación académica rica, b) maestros y administradores trabajan en el desarrollo profesional adaptado para atender las necesidades específicas y los objetivos de crecimiento profesional, c) participación de padres y familia en un proceso de actividades de enseñanza para el éxito de sus hijos.

Saturday, May 30, 2015 at 5:28pm EDT

Breaking down the differences: Public, Private, and Charter Schools. <http://www.greatschools.org/gk/articles/public-private-charter-schools/>

Saturday, May 30, 2015 at 11:46am EDT

Un compromiso de servir a la población estudiantil que es demográficamente representativa de la comunidad. CACS inscribirá consistentemente una población estudiantil que comprende porcentajes de estudiantes desfavorecidos, y minoría. CACS se centrará en la comercialización y esfuerzos de alcance que las escuelas preescolar es que se inscriben gran número de estudiantes en el grupo objetivo demográfico y aprovechar la experiencia y la relación de la junta gobernadora.

Friday, May 29, 2015 at 8:45pm EDT

Una cultura robusta de datos en toda la escuela se utiliza para informar a los programas académicos y diferenciar la instrucción. Un beneficio de CACS, es el uso de aprendizaje combinado que usa la instrucción tecnológica. Instrucción junto con asesoramientos tradicionales proporcionaran un conjunto completo y diverso de los datos que serán utilizados por los maestros para identificar las necesidades, personalizar la instrucción y las intervenciones. El coordinador de datos y expertos consultores y líderes de instrucción serán entrenados en el análisis y el uso de los datos para mejorar y diferenciar la instrucción. Maestros trabajaran solos y en equipos para crear, reflexionar y manejar las lecciones designadas para los estudiantes.

Friday, May 29, 2015 at 9:22am EDT

Check out these great parenting apps! <http://www.parents.com/fun/entertainment/gadgets/the-best-iphone-apps-for-parents/>

Thursday, May 28, 2015 at 4:20pm EDT

Tweets for Circle can be found at: <https://twitter.com/CircleAcademy>

Thursday, May 28, 2015 at 11:45am EDT

Un año escolar extendido, que asegurara que los estudiantes de CACS, tengan más tiempo en el salón de clases, comparado a los estudiantes de escuela tradicionales de New York City. Estudios enfocandose en escuelas charter de NYC, dicen que el año escolar que se extendió 10 días o mas, son mas probable que superen otros distritos escolares. El año extendido de CACS, junto con tarea en el verano y recursos en línea (online) estarán disponibles para combatir la pérdida de conocimientos que suceden durante el verano en los estudiantes, especialmente en estudiantes de bajo ingresos y de minoría.

Wednesday, May 27, 2015 at 8:44pm EDT

Un programa académico que hace emphasis a través de todas las áreas de enseñanza. Estudios dicen en el nivel primario enfocándose en lectura fundamental, cuando se expande con otras experiencias de vocabulario, escritura, de contenido específico construye conocimientos básico y habilidades en cada disciplina. Por tanto, los maestros de CACS, se centrarán en las habilidades de enseñanza fundamentales necesarias para acceder aprendizaje en toda las disciplinas. En secundaria, los maestros se enfocaran en guiar a los estudiantes en lectura, escritura, hablar, escuchar de manera que sean auténticos a las disciplinas y al material. También se enfocaron en computación.

Wednesday, May 27, 2015 at 9:42am EDT

Thinking about summer yet? Make plans now to visit one of NY Carousel's locations. <http://nycarousel.com>

Tuesday, May 26, 2015 at 8:38pm EDT

En la academia CACS, el aprendizaje combinado de los estudiantes se incorporan varias estrategias para crear un ambiente personal que se enfoca en las áreas de fuerza y áreas de reforma de cada individuo. Además, toman en cuenta los intereses, aspiraciones, y estilos de aprendizaje.

Tuesday, May 26, 2015 at 11:35am EDT

There is power in Charter Schools! <https://www.youtube.com/watch?v=G9d4PG2ILQQ>

Monday, May 25, 2015 at 7:17pm EDT

We invite you to our next Academic Committee meeting scheduled for Wednesday, May 27, 2015 at 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! @ at North Side School, 85-27 91st Street, Woodhaven, New York.

Monday, May 25, 2015 at 9:07am EDT

Circle Academy Charter School added a new photo.

Monday, May 25, 2015 at 8:33am EDT

Happy Memorial Day! We honor those who have served and are serving our country. Be sure to check out the local Memorial Trees. <https://www.youtube.com/watch?v=EVXb2YH-9Hk&feature=youtu.be>

Friday, May 22, 2015 at 7:53am EDT

Retweeted USDA Nutrition (@USDANutrition): Enrichment activities keep kids engaged while they receive healthy #summermeals <http://t.co/E13db3kbAn> @FirstBook <http://t.co/uAzUXtcKpv>

Friday, May 22, 2015 at 7:53am EDT

Retweeted Teach to Lead (@TeachtoLead): What resources have helped build your #teacherleadership skills? Share with the #teachtolead #tllsummit attendees in DC this week!

Friday, May 22, 2015 at 7:53am EDT

Retweeted Bill Gates (@BillGates): Every summer I try to do a little extra reading. Here are a few books you might enjoy: <http://t.co/Y5L3NTFZUI> <https://t.co/NoFuz8C3je>

Friday, May 22, 2015 at 7:51am EDT

Retweeted summerlearning (@summerlearning): #SummerLearning resources to #KeepKidsLearning for older youth: <http://t.co/WcU0T4UNve>

Friday, May 22, 2015 at 7:51am EDT

Retweeted summerlearning (@summerlearning): National #SummerLearning Day is June 19th! Pledge to #KeepKidsLearning at <http://t.co/P7ylcu0kq8!>

Wednesday, May 20, 2015 at 2:13pm EDT

DID YOU KNOW? Read a bit about our area's rich history. <http://www.thirteen.org/queens/history2.html>

Tuesday, May 19, 2015 at 10:55am EDT

Our website gives you the full picture of CACS. We hope you will visit today! <http://www.circleacademycharterschool.org>

Tuesday, May 19, 2015 at 1:04am EDT

We invite you to our next board meeting scheduled for Wednesday, May 27, 2015 at 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! â€” at North Side School, 85-27 91st Street, Woodhaven, New York.

Monday, May 18, 2015 at 6:33pm EDT

There are great things happening in Woodhaven! Did you know about the Business Improvement District? <https://www.facebook.com/WoodhavenBID?fref=nf>

Monday, May 18, 2015 at 6:27pm EDT

Looking for parenting resources? Give NY Parenting a Like! <https://www.facebook.com/NYParenting>

Thursday, May 14, 2015 at 12:05pm EDT

28 public charter schools are among the top 100 in the nation! <http://www.publiccharters.org/2015/05/high-school-rankings/>

Wednesday, May 13, 2015 at 7:12pm EDT

La meta de la Academia Circle (CACS) es proveer a sus alumnos de kinder hasta el nivel 8 con una fundaci3n academ3ca fuerte, y prepararlos con la habilidad de usar sus abilitades creativas y convertirlos en cuidadanos responsables. Los alumnos de CACS van a poder desarrollar un entusi3jsmo para aprender, una capacidad en todas las materias, y fuertes habilidades academ3cas en un ambiente seguro y lleno de apoyo. CACS esta comprometida a enfrentar las necesidades academ3cas y desarrollo de cada alumno. Adem3js esta disponible a hacerlo con la ayuda de los padres y la comunidad para lograr esta meta.

Wednesday, May 13, 2015 at 11:55am EDT

Be involved in your community! The next Woodhaven Residents' Block Association Town Hall will be on Saturday, May 16th 2015 @ 12:00pm - Emanuel United Church of Christ (91st Avenue and Woodhaven Boulevard) <https://www.facebook.com/Woodhaven11421?fref=ts>

Wednesday, May 13, 2015 at 1:56pm EDT

Hablamos su Idioma

Wednesday, May 13, 2015 at 11:52am EDT

A good resource for what is going on state by state with Charter Schools. Check out how New York is doing.
<http://dashboard.publiccharters.org/dashboard/home>

Tuesday, May 19, 2015 at 1:07am EDT

We invite you to our next board meeting scheduled for Wednesday, May 13, 2015 at 7:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! â€” at North Side School, 85-27 91st Street, Woodhaven, New York.

Monday, May 11, 2015 at 11:23am EDT

Happy Mother's Day! We hope it is a grand one!

Saturday, May 9, 2015 at 11:34am EDT

Charter School stories of schools and students across the nation that are beating the odds. http://www.publiccharters.org/wp-content/uploads/2014/03/NAPCS_100-Percent-Flyer_v2_r1_20131203T1429061.pdf

Friday, May 8, 2015 at 8:32am EDT

Use Twitter? We are looking for more great followers. <https://twitter.com/CircleAcademy>

Thursday, May 7, 2015 at 8:43am EDT

Thank you Trinity Lutheran of Flushing, NY for supporting CACS! We love our community partners.

Wednesday, May 6, 2015 at 7:40pm EDT

DID YOU KNOW? "Iâ€™m not just a charter school advocate. First and foremost, Iâ€™m a charter school parent.â€” Pitbull
http://www.washingtonpost.com/lifestyle/magazine/pitbulls-school-star-promotes-a-radical-idea-for-at-risk-kids/2014/02/20/499db59c-854d-11e3-bbe5-6a2a3141e3a9_story.html

Wednesday, May 6, 2015 at 11:17am EDT

Join the tweetup for #CharterSchoolsWeek! And find us on Twitter at @CircleAcademy!
<http://www.publiccharters.org/involved/national-charter-schools-week/#tweetup>

Monday, May 4, 2015 at 8:33pm EDT

Are you a parent looking for information on Charter Schools? Visit the National Charter School Resource Center.
<http://www.charterschoolcenter.org/priority-area/parents>

Monday, May 4, 2015 at 9:28am EDT

Hablamos su Idioma. Plantano Semillas para El Futuro!

Sunday, May 3, 2015 at 2:40pm EDT

Love local history? Why not join Woodhaven Historical Society's Research & Study Group this week? When: Tue, May 5, 7pm â€” 9pm Where: Avenue Diner, 91-06 Jamaica Avenue, Woodhaven, NY 11421

Saturday, May 2, 2015 at 5:28pm EDT

Plantano Semillas para El Futuro!

Saturday, May 2, 2015 at 7:25am EDT

Recent News: Parents ask NY to "Raise the Cap" on Charter Schools. <http://www.nydailynews.com/new-york/education/city-families-push-cuomo-albany-charter-schools-article-1.2195473>

Friday, May 1, 2015 at 7:35pm EDT

Tune in tonight at 10pm! <http://www.blogtalkradio.com/project-woodhaven>

Friday, May 1, 2015 at 3:13pm EDT

The NYC Department of Education has information about Charter Schools in our city for families and communities and offers valuable reports. Check out the site today! <http://schools.nyc.gov/community/planning/charters/default.htm>

Friday, May 1, 2015 at 9:59am EDT

We appreciate Holy Cross Roman Catholic Church of Maspeth, NY for sharing the news about CACS!

Thursday, April 30, 2015 at 1:38pm EDT

The latest news on funding and Charter Schools. <http://www.publiccharters.org/press/national-alliance-president-testifies-support-increased-funding-charter-schools-program-house-appropriations-subcommittee/>

Wednesday, April 29, 2015 at 9:22am EDT

Thank you St. Luke's Episcopal Church of Forest Hills. We are grateful that you are sharing the news about Circle Academy Charter School! <http://www.stlukesforesthills.org>

Tuesday, April 28, 2015 at 11:36am EDT

Just a few days until National Charter Schools Week! <http://www.publiccharters.org/2015/04/get-ready-for-ncsw/>

Monday, April 27, 2015 at 5:02pm EDT

Have you checked out the Woodhaven BID? They support great local businesses and business growth in our area. <http://www.woodhavenbid.com/>

Monday, April 27, 2015 at 7:28am EDT

DID YOU KNOW? The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars and critical thinkers. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each and every student and to partnering with parents and the community to help it achieve this goal.

Sunday, April 26, 2015 at 3:26pm EDT

Have you visited our website? Come see us on the web! <http://www.circleacademycharterschool.org>

Friday, April 24, 2015 at 5:23pm EDT

Looking for a free weekend activity? Go to the QUEENS JAZZ OVERGROUND SPRING JAZZ FESTIVAL 2015 this Saturday! Come to the third annual Queens Jazz OverGround Spring Jazz Festival and enjoy 10 hours of free jazz at Flushing Town Hall, 137-35 Northern Blvd., from noon to 10 p.m. Featuring performers from around Queens, from jazz legends to up-and-coming artists, the afternoon will feature master classes by top Queens-based music educators and performances by local middle and high school jazz ensembles, before evening performances in both the theater and gallery.

Friday, April 24, 2015 at 7:12am EDT

Our gratitude to St. Rita Catholic Church for letting their community know about Circle Academy Charter School. <http://www.stritabrooklyn.com>

Thursday, April 23, 2015 at 5:59pm EDT

All great education involves parents and an engaged community. Get involved today! <http://www.federationforchildren.org/ed-choice-101/>

Thursday, April 23, 2015 at 5:41pm EDT

We thank Revelation of Living Word in Woodhaven for sharing news about CACS! We love all of our community partners.

Tuesday, April 21, 2015 at 8:09pm EDT

This Weekend! Join the bi-annual Recycling Event in Forest Park! SUNDAY, APRIL 26 from 10 a.m. to 2 p.m. in the George Seuffert, Sr. Bandshell Parking Lot, Forest Park Dr. one block west of Woodhaven Boulevard in Woodhaven. For more information, call 718-738-1111.

Tuesday, April 21, 2015 at 12:51pm EDT

Mark those calendars! National Charter School Week is coming May 3-9. <http://www.publiccharters.org/involved/national-charter-schools-week/>

Monday, April 20, 2015 at 8:14pm EDT

A guide to spring parks and activities from Queens Chronicle! http://www.qchron.com/editions/queenswide/patches-of-green/article_0ffb8a0-0c37-5de6-8383-eca0914491af.html

Monday, April 20, 2015 at 9:25am EDT

We want to see you at the next CACS Board Meeting, Wednesday, April 22nd, 2015 at 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend!

Saturday, April 18, 2015 at 3:24pm EDT

Take a listen to the CACS interview last night with Radio Free Woodhaven, hosted by Edward Wendell, last night. Be sure to keep listening for the comments by New York State Senator Joseph P. Addabbo Jr (D) 15th Senate District about Circle and charter schools in general.

Saturday, April 18, 2015 at 1:20pm EDT

Circle Academy Charter School added 2 new photos at Emanuel United Church of Christ.

CACS is please to be attending The Woodhaven Residents' Block Association meeting today...hearing first hand reports from elected officials and other community agencies like 102nd PCT. Community Council and Queens Community Board 9. Martin Colberg is doing an outstanding job leading this fantastic grassroots organization!

Friday, April 17, 2015 at 7:19am EDT

Don't miss Edward Wendell's interview tonight on Circle Academy Charter School. He will be interviewing Michael Estep at 10:00p this evening. Find out the latest school news by tuning in. <http://www.blogtalkradio.com/project-woodhaven>

Thursday, April 16, 2015 at 6:16pm EDT

Tune in tonight when Radio Free Woodhaven hosts an interview on Circle Academy Charter School. Don't miss it! 10:00p Friday night. <https://radiofreewoodhaven.wordpress.com>

Thursday, April 16, 2015 at 9:03am EDT

Basics covered: a recent article. <http://www.ktxs.com/news/exploring-the-differences-between-charter-schools-and-public-schools/32392118>

Thursday, April 16, 2015 at 8:57am EDT

A recent annual report from NASCA. See how things are shaping up in Charter Schools. <http://www.qualitycharters.org/publications-resources/annual-authorizer-survey.html>

Tuesday, April 14, 2015 at 9:52am EDT

The nationwide movement is growing. Just a few of the supporters for #schoolchoice...<http://www.publiccharters.org/about-us/partners/>

Monday, April 13, 2015 at 10:41am EDT

Please join us at the next CACS Board Meeting scheduled for Wednesday, April 22nd, 2015 at 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! at North Side School, 85-27 91st Street, Woodhaven, New York.

Sunday, April 12, 2015 at 3:25pm EDT

Thank you Ozone Park Church of the Nazarene for sharing news about CACS with your families. We appreciate our partners! <http://ozpnaz.org>

Saturday, April 11, 2015 at 7:20pm EDT

How Charter Schools became part of the rebuilt city of New Orleans after Hurricane Katrina. http://www.npr.org/2015/04/07/397044111/new-orleans-educator-dreams-of-teaching-tech-to-beat-the-streets?utm_campaign=storyshare&utm_source=twitter.com&utm_medium=social

Saturday, April 11, 2015 at 11:15am EDT

Be Green! Plan now to join the bi-annual Recycling Event in Forest Park! SUNDAY, APRIL 26 from 10 a.m. to 2 p.m. in the George Seuffert, Sr. Bandshell Parking Lot, Forest Park Dr. one block west of Woodhaven Boulevard in Woodhaven. For more information, call 718-738-1111.

Friday, April 10, 2015 at 7:16pm EDT

Cornerstone Baptist Church in Brooklyn is sharing information about CACS with families, and for that we are so thankful! We appreciate our community partners. <http://www.cornerstonebaptistchurch.net>

Friday, April 10, 2015 at 6:14am EDT

Good education should not be left to chance. A recent article. <http://www.usnews.com/opinion/knowledge-bank/2015/04/08/massachusetts-should-lift-charter-school-cap>

Thursday, April 9, 2015 at 8:19pm EDT

Check out how the #CharterMovement is doing in other states. <http://www.publiccharters.org/where-we-stand/state/>

Thursday, April 9, 2015 at 2:43pm EDT

We have a great mission! The mission of Circle Academy Charter School (CACS) [Proposed] is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. CACS students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. CACS is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help achieve this goal.

Thursday, April 9, 2015 at 9:13am EDT

Our gratitude to St. Barbara's Catholic Church in Brooklyn for sharing the news about Circle Academy [proposed] with their neighbors and families. <http://stbarbarascatholicchurch.com>

Wednesday, April 8, 2015 at 5:12pm EDT

We thank St. Martin of Tours RC Church in Brooklyn for helping us spread the word about CACS. Our community partners are unbeatable!

Wednesday, April 8, 2015 at 7:59am EDT

Circle Academy Key Design Element #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to building and maintaining a positive school climate.

Tuesday, April 7, 2015 at 5:41pm EDT

Circle Academy Charter School added a new photo.

Tuesday, April 7, 2015 at 7:50am EDT

Circle Academy Key Design Element #7: A continuously learning school, in which: a) students receive rich academic programming; b) teachers and school staff engage in professional development tailored to address specific needs and professional growth objectives; and c) parents and families participate in ongoing learning activities that support them in helping their children succeed.

Monday, April 6, 2015 at 8:56pm EDT

Stay up-to-date on Community happenings. Join the Woodhaven Residents' Block Association today. <http://woodhaven-nyc.org>

Monday, April 6, 2015 at 11:49am EDT

Circle Academy Key Design Element #6: Supporting development of effective thinking, learning and study skills through integration of the research-based "Habits of Mind" (HOM) across the curriculum. With online training delivered by HOM co-creator Dr. Bena Kalick and support from other experts, CACS will use HOM to support instruction and help students develop the skills, attitudes and dispositions necessary for success.

Sunday, April 5, 2015 at 7:00am EDT

Circle Academy Charter School added a new photo.

Saturday, April 4, 2015 at 10:02am EDT

STEM Learning Made Fun! Parents why not join Queens Library on Wednesday, April 8 from 2 to 5 p.m. at the Children's Library Discovery Center in the Central Library, 89-11 Merrick Boulevard, Jamaica, for a chance for kids to learn about science, technology, engineering and math and have fun at the same time! Volunteers from HAKS Engineering will present a multi-station, hands-on engineering fair for grade school children, including bridge, tower and dome building exercises, plus a "surprise announcement" at 4 p.m. Queens Library thanks Husam Ahmad and the staff of HAKS Engineering for providing us with their knowledge, time and STEM-related activities!

Saturday, April 4, 2015 at 9:14am EDT

Circle Academy Charter School added a new photo.

Saturday, April 4, 2015 at 8:46am EDT

Mark those calendars! The next CACS Board Meeting is scheduled for Wednesday, April 22nd, 2015 at 7:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! at North Side School, 85-27 91st Street, Woodhaven, New York.

Friday, April 3, 2015 at 5:56pm EDT

Circle Academy Charter School added a new photo.

Thursday, April 2, 2015 at 6:19pm EDT

Good news! The Forest Park Carousel is roaring back to life tomorrow. Be sure to stop by tomorrow or this weekend for some carousel rides and fun!

Thursday, April 2, 2015 at 11:46am EDT

Circle Academy Key Design Element #5 A commitment to serving a student population that is demographically representative of the community. CACS will consistently enroll a student population comprising percentages of at-risk, disadvantaged,

minority and ELL students that is comparable to or higher than that of CSD 27. Also, CACS has established a 20%-to-25% recruitment target for SWDs, which will exceed the average SWD percentage of CSD 27 by a significant margin. CACS will target marketing and outreach efforts to feeder pre-schools that enroll large numbers of students in the targeted demographic groups and leverage the relevant experience and relationships of its Board and Applicant Group members.

Wednesday, April 1, 2015 at 7:27pm EDT

Have your Easter Egg Hunt picked out? How about this one?

Wednesday, April 1, 2015 at 8:25am EDT

We are so grateful to community partners like Our Lady of Sorrows Church in Corona. Thank you for spreading the news about Circle Academy! <http://www.olschurch-corona.org>

Tuesday, March 31, 2015 at 4:23pm EDT

Our thanks to St. Matthias Church of Ridgewood for sharing CACS with the community! <http://saintmatthiaschurch.net>

Tuesday, March 31, 2015 at 11:02am EDT

Recent news on raising the cap on Charters in NYC. <http://nypost.com/2015/03/26/senator-mayoral-school-control-requires-raising-charter-cap/>

Tuesday, March 31, 2015 at 11:27am EDT

Circle Academy Key Design Element #4 A robust school-wide data culture in which student data is used to inform academic programs and differentiate instruction. A key benefit of CACS's™ use of blended learning is that technology-enriched instruction and assessment, along with traditional "paper" assessments and ongoing formative assessment, will provide a full and diverse set of data that will be used by teachers to identify needs, personalize instruction and establish "real-time" academic interventions. With the support of a full-time Data Coordinator and expert consultants, CACS's™ teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction. Teachers will work individually, in school-based data teams and in PLCs to analyze data and to create, deliver, reflect on and improve lessons designed to address student needs.

Tuesday, March 31, 2015 at 11:06am EDT

Stay informed. Give a "Like" to the Queens Chronicle today! <https://www.facebook.com/pages/Queens-Chronicle/130935936512>

Friday, March 27, 2015 at 7:22pm EDT

Our Board Meetings are open to the public! Come for the latest updates about the progress of Circle Academy Charter School [Proposed]. Mark your calendar for April 15th at 7:30 p.m. Location TBD soon.

Friday, March 27, 2015 at 4:32pm EDT

Important update for all of you Forest Park Carousel fans: Unfortunately, we have had to push our opening day back just a little bit. As of right now, we're shooting to open next Friday, April 3rd! We can't wait to see you soon! #neverendingwinter

Friday, March 27, 2015 at 8:13am EDT

Our gratitude to Mount Olivet Gospel Church in Corona, NY for sharing the news of Circle Academy Charter School with their community.

Thursday, March 26, 2015 at 6:06pm EDT

Check out this national event in the fight for school choice. <http://afcpolicysummit.com/james-carville-and-mary-matalin-to-keynote-2015-afc-national-policy-summit-the-fight-for-educational-choice/>

Thursday, March 26, 2015 at 12:27pm EDT

We love our community partners like First Presbyterian Church of Forest Hills. Thank you for your support of CACS! <http://www.presbyfn.org>

Thursday, March 26, 2015 at 9:11am EDT

Thanks to Our Lady Queen of Martyrs School for spreading the word about CACS! <http://www.olqmschool.com/home>

Tuesday, March 24, 2015 at 8:08pm EDT

Show your support for Indie Films by attending the Brooklyn Girls Film Festival, March 26-28. <http://www.brooklyngirlfilmfest.com>

Tuesday, March 24, 2015 at 3:02pm EDT

Circle Academy Key Design Element #3: An extended school year, which ensures that CACS students will have more

classroom time than students in traditional NYC public schools. Research focusing on NYC charter schools has shown that schools with a school year longer than the district by 10 days or more are more likely to outperform district schools. CACS's extended school year, along with summer reading assignments and online learning resources will also combat the summer learning loss that students—and especially low-income and minority students—often experience.

Tuesday, March 24, 2015 at 12:07pm EDT

Mark those calendars! The Forest Park Carousel opens this Saturday, March 28th.
<https://www.facebook.com/ForestParkCarousel?fref=nf>

Monday, March 23, 2015 at 6:42pm EDT

CACS Key Design Element #2 An academic program that emphasizes literacy across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary to access learning in all disciplines. In middle school, ELA teachers will focus on guiding students to proficiency in all aspects of literacy, and other content area teachers will engage students in reading, writing, speaking, and listening in ways that are authentic to the discipline and in service of the content. Also, CACS will focus on developing all students' digital literacy skills.

Monday, March 23, 2015 at 7:42am EDT

Our thanks to Queens Morning Star Foursquare Church in Woodhaven for spreading the word about CACS. We love our community partners.

Sunday, March 22, 2015 at 7:36pm EDT

DID YOU KNOW? The Woodhaven Business Improvement District (WBID) is a band of property owners, business men and women, as well as community leaders, dedicated to improving Woodhaven commerce. Established in 1993, the WBID has been an influential part of the ever-changing, ever-growing business of Woodhaven.
<https://www.facebook.com/WoodhavenBID?fref=ts>

Sunday, March 22, 2015 at 1:13pm EDT

Here is more information on how you can help the recent fire victims in Woodhaven.
<https://wrba.wordpress.com/2015/03/20/catholic-charities-establishes-relief-fund-for-woodhaven-fire-victims/>

Saturday, March 21, 2015 at 12:12pm EDT

Please consider helping your neighbors on 90th Street who were victims of a recent fire.
<http://projectwoodhaven.typepad.com/blog/2015/03/helping-our-neighbors-affected-by-.html>

Saturday, March 21, 2015 at 10:56am EDT

Circle Academy Charter School Key Design Element #1: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. Blended learning, along with a school-wide data culture and daily scheduled opportunities for teachers to engage in collaborative data analysis and planning, will be a key strategy for personalizing instruction.

Thursday, March 19, 2015 at 6:44pm EDT

Our grateful appreciation to Emmanuel Full Gospel Church for their support of Circle Academy Charter School [Proposed].
<https://www.google.com/maps/place/Emmanuel+Full+Gospel/@40.693629,-73.813948,15z/data=!4m2!3m1!1s0x0:0x47d53efb231>

Thursday, March 19, 2015 at 7:39am EDT

We appreciate community partner St. Benedict Joseph Labre Roman Catholic Church. Thank you for sharing information with your families about CACS. <http://stbenedictjosephlabre.org/parish-history.html>

Wednesday, March 18, 2015 at 9:07pm EDT

Get involved in your community! Become a member of the Woodhaven Residents' Block Association and attend their next town hall on Saturday, March 21st 2015 @ 12:00 pm - American Legion Hall (89-02 91st Street). <http://woodhaven-nyc.org>

Wednesday, March 18, 2015 at 5:33pm EDT

We appreciate Faith Assembly Church for sharing the news of CACS with their families. <http://www.faihassemblychurch.org>

Wednesday, March 18, 2015 at 8:29am EDT

Our gratitude to Grace Lutheran Church in Forest Hills. Thank you for spreading the word about CACS [Proposed].
<https://www.google.com/maps/place/Grace+Lutheran+Church/@40.708541,-73.8501,15z/data=!4m2!3m1!1s0x0:0xd600f4afb3aa9>

Tuesday, March 17, 2015 at 4:26pm EDT

We are thankful for Greater Bright Light Baptist Church for sharing information about Circle Academy Charter School with their families. <http://www.gblmbc.com>

Tuesday, March 17, 2015 at 7:05am EDT

Happy St. Patrick's Day! Don't miss the historic, over 250 year old parade today! <http://www.nycstpatricksparade.org>

Monday, March 16, 2015 at 7:00pm EDT

Support art in Queens! Don't miss the Film Festival this week and weekend. <http://www.queensworldfilmfestival.com>

Monday, March 16, 2015 at 7:59am EDT

A word of thanks to Waldvogel Gordon Church for their support of Circle Academy [Proposed]. We love all of our community partners.

Sunday, March 15, 2015 at 8:56pm EDT

Our thanks to the Jehovah's Witnesses Glendale for helping to get the word out about CACS [Proposed]. <http://www.yellowpages.com/listings/5821013/gallery?lid=5821013>

Sunday, March 15, 2015 at 11:23am EDT

Check out this cool upcoming event at the Woodhaven Public Library: The Muse Exchange It's an exchange of ideas, poetry, art, music, and stories. Share your creations with other like-minded people. March 26 - 6PM to 7PM 85-41 Forest Parkway Woodhaven, NY 11421 (718) 849-1010 <http://www.queenslibrary.org/branch/Woodhaven>

Saturday, March 14, 2015 at 7:52pm EDT

We appreciate our community partners like Glen Morris Presbyterian Church! <https://www.facebook.com/pages/Glen-Morris-Presby-Church/11155989551611>

Saturday, March 14, 2015 at 12:33pm EDT

Become informed. This site has a number of articles about Charter Schools that can help you engage in the conversation. <http://www.huffingtonpost.com/news/charter-schools/>

Friday, March 13, 2015 at 5:48pm EDT

Our gratitude to Living Word Christian Fellowship in Ozone Park for getting the word out to families about Circle Academy Charter School [Proposed]. <http://www.lwcfny.org>

Friday, March 13, 2015 at 9:15am EDT

If you believe in Charter Schools and choice in education, now is the time to act! <http://p2a.co/lzxdjFq>

Thursday, March 12, 2015 at 2:00pm EDT

We are grateful to community partner, St. Teresa of Avilia Roman Catholic Church of South Ozone Park for support of Circle Academy.

Thursday, March 12, 2015 at 1:55pm EDT

Our gratitude goes to Redeemer Lutheran School in Glendale for sharing information with families about CACS!

Tuesday, March 10, 2015 at 7:45am EDT

We appreciate Community Bible Evangelical Church of Richmond Hill for helping spread the word about Circle Academy Charter School [Proposed].

Monday, March 9, 2015 at 3:44pm EDT

CACS Board Meeting is scheduled for Wednesday, March 11, 2015 @ 7:00PM at the North Side School, 85-27 91st Street, Woodhaven, New York. The public is welcome to attend! at North Side School, 85-27 91st Street, Woodhaven, New York.

Monday, March 9, 2015 at 11:09am EDT

Find our survey, information about board members, and the latest news on CACS on our website! <http://www.circleacademycharterschool.org>

Monday, March 9, 2015 at 11:02am EDT

70,000 march on the anniversary of Bloody Sunday in Selma. <http://www.reuters.com/article/2015/03/08/us-usa-civil-rights->

selma-idUSKBN0M40TK20150308

Saturday, March 7, 2015 at 10:29am EST

Thank you St. John's Lutheran in Glendale for support of Circle Academy Charter School [Proposed].
<http://www.stjohnsglendale.org>

Friday, March 6, 2015 at 10:27pm EST

Discovery Education has resources for parents and students who need help beyond the classroom. Check the website out today. http://www.discoveryeducation.com/students/?campaign=flyout_students

Friday, March 6, 2015 at 5:13pm EST

An eye-opening report on climate change and potential flooding in Queens.
http://www.qchron.com/editions/queenswide/climate-change-could-put-city-underwater/article_b3d516b7-2682-5a4f-97d2-260048a86309.html

Thursday, March 5, 2015 at 5:51pm EST

Recent News: Parent, educators, and students rally for better education in Albany, NY.
<http://www.publiccharters.org/press/dont-steal-possible-rally/>

Thursday, March 5, 2015 at 11:53am EST

Follow CACS on Twitter! <https://twitter.com/CircleAcademy>

Thursday, March 5, 2015 at 9:35am EST

Will this storm be "Winter's last hurrah"? Be sure to check on neighbors who may be shut in.
<http://www.nydailynews.com/news/national/wicked-winter-weather-forecast-n-m-mass-thursday-article-1.2138247>

Wednesday, March 4, 2015 at 6:19pm EST

CACS Board Meeting is scheduled for Wednesday, March 11, 2015 @ 7:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! â€” at North Side School, 85-27 91st Street, Woodhaven, New York.

Tuesday, March 3, 2015 at 4:08pm EST

DID YOU KNOW? Our community has a thriving Residents' Block Association? Check out and support the WRBA today!
<http://about.woodhaven-nyc.org/wrba/>

Tuesday, March 3, 2015 at 7:04am EST

Check out the local art happenings with everything from exhibits, music, community theater, auditions, and activities for teens and children. http://www.qchron.com/qboro/arts_listing_events/arts-listings-click-for-all/article_412b702d-ec77-5cfc-99fb-f841770aa43c.html

Monday, March 2, 2015 at 5:47pm EST

Change happens through action. Support school choice and charter schools today. <http://p2a.co/K77jizV>

Monday, March 2, 2015 at 8:39am EST

Baby Steps Daycare believes in fun and education. We appreciate this community partner on Metropolitan Avenue in Forest Hills. Check out their program. <http://www.nybabysteps.com/home?id=1>

Saturday, February 28, 2015 at 3:54pm EST

We appreciate A to Z Learning Center in South Richmond Hill for helping spread the word about Circle Academy Charter School. We love our community partners.

Friday, February 27, 2015 at 8:42am EST

Thank you to Karen's Day Care of Ozone Park for your support of CACS. We appreciate you!

Thursday, February 26, 2015 at 1:33pm EST

Show your support for Charter Schools! Parents, grandparents, teachers and local leaders, support school choice today.
<http://p2a.co/BjeT8N3>

Thursday, February 26, 2015 at 8:09am EST

We appreciate My First Steps Family Group Daycare for sharing CACS with the families of Glendale. Early education is an important key to success!

Wednesday, February 25, 2015 at 4:56pm EST

Local eatery New Pop's Restaurant has some great reviews. Have you tried this "old school" diner?
<http://www.allmenus.com/ny/queens/52562-new-pops-restaurant/menu/>

Wednesday, February 25, 2015 at 12:00pm EST

There's still time to catch an event for Black History Month. Check out the calendar including films, workshops, art and photo displays some which continue through March and beyond. <http://www.nycgo.com/articles/black-history-month-events-in-new-york-city-2015>

Tuesday, February 24, 2015 at 7:36pm EST

Check out the great events for this Wednesday at the Woodhaven library. http://www.queenslibrary.org/branch/Woodhaven/?filters=ev_loc:96000000%20ev_dt:02-25-15

Tuesday, February 24, 2015 at 12:03pm EST

Our gratitude to The Little Dolphin Universal Pre-K for their support of Circle Academy Charter School Proposed. Check out their summer programs for little ones. <http://www.littledolphin.org>

Tuesday, February 24, 2015 at 7:39am EST

We want to hear from you! Take our very short survey today about the proposed Circle Academy Charter School. <https://www.surveymonkey.com/s/T73H55H>

Monday, February 23, 2015 at 9:25pm EST

Friendly Reminder: The Forgotten Queens presentation was rescheduled for tomorrow - Tuesday Feb 24th at 7 PM at historic Neirs Tavern 87-48 78th Street - presented by Kevin Walsh of Forgotten New York and Forgotten Queens - lots of old pictures of Queens - tomorrow night 7 PM at Neirs. Don't miss it! <http://neirstavern.com>

Monday, February 23, 2015 at 6:13pm EST

Brrrr.... Single digits again tonight! Bundle up and be careful.

Monday, February 23, 2015 at 4:49pm EST

Thanks to Angels in the Garden Day Care and Preschool for sharing information about CACS with parents in South Forest Hills. We appreciate our community partners! <http://angelsinthegardens.com>

Monday, February 23, 2015 at 4:15pm EST

Get to know the leadership of Circle Academy Charter School. Visit our website today!
<http://www.circleacademycharterschool.org/directory/>

Sunday, February 22, 2015 at 7:07pm EST

Perspectives on NY Charter Schools. A recent article. <http://queenstribune.com/local-queens-charter-schools-talk-shop/>

Saturday, February 21, 2015 at 9:57am EST

Do you know about the Queens Symphony Orchestra? Check out their free concert on Wednesday, February 25, 7 pm at All Saints Episcopal Church, 85-45 96th Street in Woodhaven. <https://www.queenssymphony.org/home.html>

Friday, February 20, 2015 at 12:10pm EST

DID YOU KNOW? The mission of Circle Academy Charter School [Proposed] is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars and critical thinkers. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each and every student and to partnering with parents and the community to help it achieve this goal.

Friday, February 20, 2015 at 7:27am EST

A recent article on charter schools in Queens. <http://queenstribune.com/another-education-option-for-city-schoolchildren/>

Thursday, February 19, 2015 at 9:32pm EST

Temperatures are dropping into the single digits. Check on your neighbors, be sure pets are indoors, and bundle up!

Thursday, February 19, 2015 at 8:18pm EST

"The link between education and knowing our history is inextricable." - Kevin Chavous Read this article about how Black History Month is a great time to let children know who they are. <http://washingtoninformer.com/news/2015/feb/13/chavous-black-history-month-time-know-who-you-are/>

Thursday, February 19, 2015 at 4:41pm EST

We love our new Likes! Thank you for your support of Circle Academy Charter School. Visit our website for more info on our exciting vision. <http://www.circleacademycharterschool.org>

Wednesday, February 18, 2015 at 12:02pm EST

A recent study in NYC shows that students with disabilities transfer out of charter schools at a lower rate than district schools which can improve their learning. <http://www.publiccharters.org/2015/02/nyc-ibo-study/>

Wednesday, February 18, 2015 at 8:00am EST

Check out the NYC 5 Boro Tour for a comprehensive tour dedicated to Black History Month. <http://nycbhm.org>

Wednesday, February 18, 2015 at 7:06am EST

We want to thank Parsons Pre-School of Queens Village, NY for their support of Circle Academy Charter School. Parsons has two locations to serve parents and children. Be sure to visit their website for more information. <http://parsonspreschool.org>

Tuesday, February 17, 2015 at 11:37am EST

Our gratitude to North Side School Pre-Kindergarten of Whitestone, NY for sharing information about Circle Academy Charter School [Proposed]. They offer fun, warmth, security, exploration, and discovering for every student in their schools. <http://northsideschool123.org>

Tuesday, February 17, 2015 at 11:30am EST

We thank Parsons Preschool of Jamaica, NY for partnering with CACS! Check out the wonderful programs these schools offer. <http://parsonspreschool.org>

Monday, February 16, 2015 at 9:07am EST

Visit a local park near you to honor Black History Month. <http://www.nycgovparks.org/about/history/black-history-in-NYC-parks>

Sunday, February 15, 2015 at 9:10pm EST

There's still time to find a great event throughout the city to honor Black History Month. <http://www.nydailynews.com/new-york/black-history-month-2015-schedule-events-article-1.2104072>

Sunday, February 15, 2015 at 4:10pm EST

According to reports shared by the National Alliance for Public Charter Schools, the number of charter schools is growing. Read the full report: http://www.publiccharters.org/wp-content/uploads/2015/02/open_closed_FINAL.pdf

Saturday, February 14, 2015 at 7:04pm EST

Take in some of the great Black History Month events from NYC-ARTS <http://www.nyc-arts.org/collections/122937/black-history-month-2015>

Saturday, February 14, 2015 at 3:14pm EST
Circle Academy Charter School shared a link.

Saturday, February 14, 2015 at 9:03am EST

Happy Valentine's Day from Circle Academy Charter School!

Friday, February 13, 2015 at 6:53pm EST
Circle Academy Charter School at Little Butterfly Daycare.

Thanks to Little Butterfly Daycare of Jamaica for sharing information about CACS with local families.

Friday, February 13, 2015 at 1:05pm EST

Share the day that celebrates love with the whole family! Love Is All Around Saturday, February 14, 1:00pm to 4:00pm Celebrate Valentine's Day at The Bronx Museum of the Arts! Enjoy an afternoon of art activities for the entire family! Free for children 12 and under with parent/guardian. Featuring a special presentation of the Children's Museum of Manhattan's 3D Mosque Architecture Experience. Pre-register to skip the line <http://goo.gl/CyxqcS> Join us any time between 1pm and 4pm!

Friday, February 13, 2015 at 8:53am EST

We love our local area educational partners like Bev's Kiddie Daycare of Jamaica. Thank you for your support of Circle Academy Charter School [Proposed].

Thursday, February 12, 2015 at 6:50pm EST

Kids Week in Queens! Don't miss the activities in Forest Park on February 18. Enjoy the great outdoors and explore with the Urban Park Rangers. <http://www.nycgovparks.org/parks/forest-park/events/2015/02/18/kids-week-in-queens-forest-park>

Thursday, February 12, 2015 at 7:48am EST

We appreciate Cypress Hills Child Care Corporation for sharing information about Circle Academy Charter School with their families. Be sure to give a "Like" to this great child care center. <https://www.facebook.com/CYPRESSHILLSCHILDCARECORP?fref=ts>

Wednesday, February 11, 2015 at 5:44pm EST

We thank Omar Day Care in Brooklyn for their support of CACS!

Wednesday, February 11, 2015 at 7:00am EST

Circle Academy is proud to call Woodhaven home and to share in the community of great businesses like historic Schmidt's Candy. Founded in 1925 and still run by the Schmidt's family, it is the go to spot for homemade chocolates and sweets. With the J train rumbling over head, you'll find the sweet goodness at 94-15 Jamaica Avenue. Get your Valentine's Day treats and gifts at Schmidt's today! <http://schmidtsandy.com>

Wednesday, February 11, 2015 at 3:30pm EST

Circle Academy thanks Childcare by Rebecca, Inc. of Glendale for sharing information with families about our proposed charter school.

Tuesday, February 10, 2015 at 7:56am EST

Two more days to share some Valentines for Vets! Assemblyman Mike Miller (D-Woodhaven) is collecting food and other goods for veterans staying in hospitals and nursing homes, as part of the Valentines for Vets program by February 12. Items requested include cards, candy, toiletries, muffin pans, oven mitts, watercolor paint, knit hats/gloves, socks, food storage containers and large puzzles. For more information, call Miller's office at (718)805-0950.

Monday, February 9, 2015 at 1:22pm EST

CACS Key Design Element #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive, in which all adults in the school will model the behavior and attitudes expected of students and all students, teachers, administrators and parents will contribute to building and maintaining a positive school climate.

Wednesday, February 11, 2015 at 3:25pm EST

Tender Beginnings Daycare believes in striving for a better tomorrow through the children under their care. Sounds similar to "Planting Seeds for the Future" to us! <http://tenderbeginningsdaycare.com>

Monday, February 9, 2015 at 10:03am EST

CACS Key Design Element #7: A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum. With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.

Wednesday, February 11, 2015 at 3:18pm EST

We appreciate the mindset about education that Blake & Milford Day Care Center in Brooklyn has: "We're in this together!" We agree and thank them for sharing news about Circle Academy with their families. <http://www.blakeandmilforddaycare.com>

Sunday, February 8, 2015 at 9:03am EST

CACS Key Design Element #6: A commitment to serving a student population that is demographically representative of the community. CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. To achieve this goal, CACS will target marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWD and leverage the experience and relationships of Applicant Group members who have worked extensively with pre-schools enrolling substantial percentages of SWDs.

Saturday, February 7, 2015 at 2:03pm EST

CACS Key Design Element #5: A school-wide culture of professional collaboration and growth supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.

Wednesday, February 11, 2015 at 3:14pm EST

We thank Nareesas Day Care in South Richmond Hill for sharing information about Circle Academy Charter School [Proposed] with their families. We love our fellow educational partners.

Saturday, February 7, 2015 at 11:03am EST

CACS Key Design Element #4: A school-wide commitment to establishing and maintaining a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants and comprehensive data technology, CACSâ€™ teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Saturday, February 7, 2015 at 9:03am EST

CACS Key Design Element #3: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended school year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students and especially by at-risk, impoverished and minority students.

Friday, February 6, 2015 at 5:03pm EST

CACS Key Design Element #2: An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing studentsâ€™ digital literacy skills at all grade levels.

Friday, February 6, 2015 at 3:03pm EST

CACS Key Design Element #1: A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only studentsâ€™ academic strengths and areas of challenge, but also their interests, learning styles and aspirations.

Friday, February 6, 2015 at 1:03pm EST

Our Target Population: While CACS will be located in the Woodhaven neighborhood of CSD 27, it expects to serve a population of students that is reflective of the entire district, which includes the southeastern Queens neighborhoods of Ozone Park, Lindenwood, Baisley Park, Richmond Hill, Howard Beach, and the Rockaway peninsula. According to the 2012-13 NYSED District Report Card, 10% of CSD 27 students were limited English proficient (LEP), 15% were SWDs and 85% were eligible for free/reduced lunch (FRL). CSD 27 is a diverse district racially: in 2012, 27% of the students in the district were Black, 36% were Hispanic and 24% were Asian. Academically, children have struggled in CSD 27: in 2013, only 27% of students in grades 3-8 met proficiency standards on the NYS ELA exam (i.e. scored at Level 3 or 4) and only 30.5% of students in grades 3-8 met proficiency standards on the NYS Math exam. The academic performance of CSD 27 students on NYS assessments did not improve significantly in 2014 (i.e. the first year following the "benchmark" Common Core-aligned NYS assessments). In ELA, only 28% of students in grades 3-8 met proficiency standards, while only 33% met proficiency standards in math. Also, the district had substantial performance gaps among demographic subgroups both years. Black and Hispanic students were consistently outperformed by their White and Asian counterparts in both subjects and the percentages of ELLs in the district who met proficiency standards in ELA was significantly lower than that of their English proficient classmates. The percentages of SWDs meeting standards on the ELA and math test were dramatically lower than their non-disabled peers. Also, there has been a striking disparity between the achievement of economically disadvantaged students and their non-economically disadvantaged counterparts.

Wednesday, February 11, 2015 at 3:08pm EST

Small Wonders is a Glendale preschool that has a thriving parent association. We are excited to partner with this school that values communication between parents, teachers and administration. <http://www.smallwonder.org>

Thursday, February 5, 2015 at 7:51pm EST

Show some community support for Veterans. Our very own Assemblyman Mike Miller (D-Woodhaven) is collecting food and other goods for veterans staying in hospitals and nursing homes, as part of the Valentines for Vets program. Donations will be accepted at his district office, at 83-91 Woodhaven Blvd., until Feb. 12. Items requested include cards, candy, toiletries, muffin pans, oven mitts, watercolor paint, knit hats/gloves, socks, food storage containers and large puzzles. The items will be sent to men and women at the St. Albanâ€™s VA Hospital and the NYS Veterans Nursing Home. For more information, call Millerâ€™s office at (718) 805-0950.

Thursday, February 5, 2015 at 1:03pm EST

Circle Academy's School Overview: CACS will provide a challenging New York State Common Core Learning Standards (CCLS)-aligned academic program that prepares all students for success. CACS will educate students in grades K-5 in its initial charter term and ultimately enroll students in grades K-8 from CSD 27. CACSâ€™ belief is that the most important factors in improving student achievement and growth are: a) quality of instruction; b) effectiveness of planning and collaboration among educators throughout the school; c) personalization of instruction based on ongoing identification of

individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment initiatives, formal and comprehensive induction for new teachers, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study.

Wednesday, February 11, 2015 at 3:05pm EST

Our gratitude to VIP Daycare Centers with 4 locations as they share information about CACS with local families. VIP has a great mission. Visit their site today. <https://www.vipdaycarecenter.com>

Thursday, February 5, 2015 at 10:00am EST

Our mission: The mission of Circle Academy Charter School (CACS) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. CACS students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. CACS is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help achieve this goal.

Thursday, February 5, 2015 at 8:37am EST

We need your help! Take a few moments to complete on our line survey! <https://www.surveymonkey.com/s/TQT3TH2>

Thursday, February 5, 2015 at 8:07am EST

Circle Academy is excited to be a part of Queens and its future!

Wednesday, February 4, 2015 at 6:27pm EST

CACS Board Meeting is scheduled for Wednesday, February 11, 2015 @ 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend! â€” at North Side School, 8527 91st Street, Woodhaven, New York.

Wednesday, February 4, 2015 at 3:22pm EST

What is CACS's Plan for Retention of Students with Disabilities (SWDs), English Language Learners (ELLs) and Students Eligible for Free and Reduced Priced Lunch (FRPL)? The most critical components of CACS's™ retention strategy are: (1) the school's™ welcoming, inclusive, achievement-oriented and supportive learning environment; (2) an academic model that emphasizes and promotes strong teacher-student relationships and differentiated instruction addressing individual student needs; and (3) engaging students and their families in the culture and life of the school. CACS's™ commitment to academic excellence and to establishing a data-driven culture that promotes and recognizes student achievement will result in high levels of parent and student satisfaction with the school's™ programs which will, in turn, result in high rates of student retention. In addition, CACS will have a strong Response to Intervention (Rtl) process in place to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education teachers, ELL Specialists, social workers, a behavior specialist, and reading specialists. CACS will provide a variety of supports to ensure that students meet the school's™ high expectations, including personalized learning environments that support differentiated instruction provided in a style and at a pace that suits the needs of each student. For SWDs, CACS will have two ICT classrooms per grade (which will enable CACS to provide instruction to all SWDs in ICT classrooms), a Special Education Coordinator and 2 special education teachers (1 in each grade span K-2, 3-5 and, in the second charter term, 6-8) to provide Special Education Teacher Support Services (SETSS). CACS will support ELLs with two ELL Specialists in the elementary school (with additional ELL specialists to be hired for middle school grades in the second charter term). Also, CACS will have on staff two Title 1-supported reading specialists (one each for grades K-2, 3-5 and, in the second charter term, 6-8) who will work collaboratively with classroom teachers to support struggling students.

Wednesday, February 4, 2015 at 1:22pm EST

What is CACS's Plan for Enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs) and Students Eligible for Free and Reduced Priced Lunch (FRPL)? CACS will employ a comprehensive strategy each year to inform families in Woodhaven and throughout CSD 27 about its programs and to recruit students, including ELLs, SWDs and FRL students. Recruitment efforts will commence upon the approval of the school's™ charter and will be ongoing throughout each year. CACS has established an SWD recruitment goal of 20%-25%. To reach this target, the CACS Applicant Group has identified and established relationships with pre-schools (and potential feeder schools) in CSD 27 that enroll significant percentages of SWDs, along with established community-based organizations (CBOs) and public agencies that serve and or advocate on behalf of SWDs and other persons with disabilities. CACS's™ outreach to families of SWDs will emphasize the school's™ supportive academic model, ICT classrooms and special supports for SWDs. CACS's™ Principal and/or Special Education Coordinator will make phone calls to parents of SWDs who express interest in or have questions about the school, and tours of the school will be provided to any parent, including parents of SWDs, upon request. Each year, the school's™ efforts to recruit SWDs will be reviewed and revised, as necessary. CACS will also engage in aggressive outreach in those neighborhoods in CSD 27 where a predominance of low-income/poverty-level families and non-English speaking families reside. It will leverage the community-based contacts of the Applicant Group, particularly those members who are affiliated with preschools serving economically disadvantaged children, ELLs and SWDs. All recruitment and application materials will be available in the predominant languages of the community. CACS representatives will host family information sessions within the identified communitiesâ€”such as in houses of worship and local CBOs/CBECCs (especially Head Start and pre-school programs serving low income children, ELLs and SWDs). These meetings will highlight the academic program, curriculum, inclusive school culture, academic support and intervention services and instructional and student support personnel specifically focused on ELLs, SWDs and Title I children. CACS will advertise in local newspapers, including those focused on minority populations, and on its website with descriptions of how CACS is welcoming to and supportive of all students, including FRPL, ELLs, and SWDs.

Wednesday, February 4, 2015 at 12:33pm EST

What are the planned grades and enrollment in each of the years of the proposed charter term? During the initial charter term, CACS will enroll students in grades K-5. In 2016-17, it will enroll 160 studentsâ€”i.e.88 kindergarten students and 72 1st grade students. Each year thereafter, CACS will enroll a new kindergarten class comprising 88 students. In 2017-18, CACS will enroll 88 students in kindergarten and 1st grade and 72 students in 2nd grade. In 2018-19, CACS will enroll 88 students per grade in K-2 and 72 in 3rd grade. In 2019-20, CACS will enroll 88 students per grade in grades K-3 and 72 in 4th grade. In 2020-21, CACS will enroll 512 students (i.e. 88 students per grade in K-4 and 72 students in 5th grade). CACS intends to grow one grade per year until it enrolls students in grades K-8.

Wednesday, February 4, 2015 at 10:18am EST

Hello everyone here Can you plz give me information about it and is it free?

Wednesday, February 4, 2015 at 9:36am EST

Circle Academy Charter School shared Forest Park Carousel's photo.

Our Circle Academy team cannot wait!

Wednesday, February 4, 2015 at 9:34am EST

Circle Academy Charter School shared Queens Centers for Progress's album: FINE FOOD HONOREES VISIT QCP PROGRAMS.

Why not join Queens Centers for Progress Evening of Fine Food on February 10th at Terrace in the Park?

Wednesday, February 4, 2015 at 9:29am EST

Circle Academy Charter School shared a link.

Wednesday, February 4, 2015 at 8:44am EST

Circle Academy Charter School is a proud donor of the Queens Library Foundation! <https://foundation.queenslibrary.org>

Wednesday, February 4, 2015 at 8:13am EST

Whether you are new to the area or not, this great site resources you with tons of Woodhaven info. Check it out: <http://www.projectwoodhaven.com/Directory/woodhaven-directory.html>

Tuesday, February 3, 2015 at 5:44pm EST

Our city is getting greener. Recent news: http://www.qchron.com/editions/south/milliontreesnyc-close-to-hitting-goal/article_31ec8cd7-67db-54a4-80c0-2883a4e462c1.html

Tuesday, February 3, 2015 at 2:17pm EST

Circle Academy Charter School shared their photo.

Tuesday, February 3, 2015 at 1:26pm EST

Interested in Woodhaven's culture and history? Check out Project Woodhaven...<http://www.projectwoodhaven.com/>

Tuesday, February 3, 2015 at 1:03pm EST

Join us on Twitter! <https://twitter.com/CircleAcademy>

Thursday, February 5, 2015 at 3:20pm EST

We thank Peekaboo Daycare 2 in Woodhaven for their support. We know that the childcare centers in our community begin the learning process for the next generation. <https://peekabookid.com>

Thursday, February 5, 2015 at 3:25pm EST

Check out Babysteps Daycare in Forest Hills. We appreciate their support for CACS. <http://nybabysteps.com>

Tuesday, February 3, 2015 at 7:45am EST

"...we can see a need, address a need, fix a need, and then move on..." #PowerOfCharters <https://www.youtube.com/watch?v=G9d4PG2ILQQ>

Monday, February 2, 2015 at 3:06pm EST

More snow! Be careful out there.

Monday, February 2, 2015 at 7:25am EST

DID YOU KNOW? 6,400 charter schools educate nearly 2.7 million students across 42 states and the District of Columbia.

Sunday, February 1, 2015 at 10:10am EST

Circle Academy is proud to call Woodhaven home and to share in the community of great businesses like historic Schmidt's Candy. Founded in 1925 and still run by the Schmidt's family, it is the go to spot for homemade chocolates and sweets. With the J train rumbling over head, you'll find the sweet goodness at 94-15 Jamaica Avenue. Head on over to Schmidt's today! <http://schmidtsandy.com>

Saturday, January 31, 2015 at 5:21pm EST

NY State: Top 10 for public charter schools. <http://www.nydailynews.com/new-york/education/new-york-state-ranks-no-7-charter-school-advocate-list-article-1.2094663>

Saturday, January 31, 2015 at 10:32am EST

Don't just take our word for it! Here's an article with links to multiple charter school blogs. Get a nationwide viewpoint of what is great about charter schools. http://educationpost.org/tweet-best-charter-school-blogs-twitter-pages/#.VMq_dYtDYRx

Saturday, January 31, 2015 at 12:18am EST

We love this video from the National Alliance for Public Charter Schools. #PowerOfCharters <https://www.youtube.com/watch?v=G9d4PG2ILQQ>

Friday, January 30, 2015 at 9:02pm EST

Who has a sweet tooth? Don't miss Radio Free Woodhaven tonight -- at 10:00 PM Woodhaven's Woman of the Year Margie Schmidt of Schmidt's Candies (<http://schmidtsandy.com/>), now nearly 90 years in Woodhaven! Listen at: <http://www.blogtalkradio.com/project-woodhaven/2015/01/31/radio-free-woodhaven>

Thursday, January 29, 2015 at 8:45pm EST

DID YOU KNOW? It is School Choice Week. Check out this recap. <https://www.youtube.com/watch?v=X9ogxNrLiko&feature=youtu.be>

Thursday, January 29, 2015 at 5:51pm EST

High five to Nadya Day Care in South Richmond Hill! They will be sharing information about Circle Academy Charter School [Proposed] with the families at their school.

Thursday, January 29, 2015 at 7:15am EST

Get involved in your community! Woodhaven Town Hall SATURDAY - 12 Noon at American Legion.

Wednesday, January 28, 2015 at 6:50pm EST

See any cool snowmen yet? <http://hyperallergic.com/177999/12-marble-snowmen-laugh-at-snowmageddon/>

Wednesday, January 28, 2015 at 10:36am EST

We are so pleased to have Irene A. Kouba as a founding member of Circle Academy Charter School [Proposed]. Irene Kouba brings to CACS more than 28 years of experience in administration of educational programs for pre-K-5 students, including programs for SWD. Since 1998, she has been Administrative Director (A.D.) of the North Side School, a pre-K school that, from 1998-2008, was also a successful private elementary school. A committed parent leader, she has been President of the PTA at Public School 209 and JHS 194, has served on the Chancellor's C-30 Committee and currently serves on the Department of Education Director's Panel s and Director's Cohort Panel.

Tuesday, January 27, 2015 at 5:34pm EST

Stay informed on the severe weather: <http://www1.nyc.gov/site/severeweather/index.page>

Tuesday, January 27, 2015 at 12:13pm EST

ANNOUNCING: reschedule and cancellation for community events we have been sharing. Please note: Due to the snow, the Forgotten Queens slideshow scheduled for Neir's tomorrow has been postponed. It has been rescheduled for Tuesday, February 24th at 7 PM. Also, Wednesday's 1 PM meeting of the Woodhaven Cultural & Historical Society has been canceled.

Tuesday, January 27, 2015 at 7:17am EST

National poll results support school choice. <https://www.youtube.com/watch?v=Ukevgj3HhGI>

Monday, January 26, 2015 at 3:16pm EST

A great reminder from Woodhaven Residents' Block Association: "As you know, we are about to experience a potentially historic winter storm. Forecasters are calling for up to 24 inches of snow through tomorrow, with high winds and low visibility causing dangerous road conditions. As a community, we've got through past storms by sticking together and helping neighbors, this storm will be no different. Please try to check in on elderly neighbors and those who may have special needs." Help your neighbors and be safe!

Sunday, January 25, 2015 at 6:06pm EST

Historians Kevin Walsh will be coming to Neir's Tavern (87-48 78th St.) this week, Tuesday, Jan. 27 to give a "Forgotten Queens" slideshow presentation. Admission is free and the presentation starts at 7 p.m.
http://www.timesnewsweekly.com/news/2015-01-08/Local_News/History_On_Tap_At_A_Woodhaven_Tavern.html

Saturday, January 24, 2015 at 2:11pm EST

76 percent support for charter schools! A new poll from American Federation for Children.
<http://www.federationforchildren.org/afc-releases-poll-indicating-strong-support-school-choice-nationally/>

Friday, January 23, 2015 at 7:58pm EST

Up late on a Friday night? Check out Radio Free Woodhaven at 10p. <http://www.blogtalkradio.com/project-woodhaven/2014/12/20/radio-free-woodhaven>

Friday, January 23, 2015 at 6:30am EST

Recent Education News: Senate ESEA Hearing <http://www.publiccharters.org/press/esea-hearing/>

Thursday, January 22, 2015 at 6:53pm EST

Recent petitioning by parents for fiscal equity for charter schools. A recent article. <http://www.mvinqurer.com/charter-parents-and-teachers-petition-governor-and-nyc-mayor-for-fiscal-equity.html>

Thursday, January 22, 2015 at 6:02pm EST

Why charter schools? A great overview. <http://www.publiccharters.org/get-the-facts/public-charter-schools/>

Wednesday, January 21, 2015 at 7:15pm EST

Upcoming advocacy day for charter school supporters, February 3rd. <http://www.capitalnewyork.com/article/city-hall/2015/01/8559875/charter-groups-plan-feb-3-advocacy-day-albany>

Wednesday, January 21, 2015 at 7:57am EST

Board Member Focus: Circle Academy Charter School [Proposed] (CACS) is happy to have Nicole Morris as a founding member of the school's Board of Trustees. Nicole Morris is a Speech-language Pathologist for the New York City Department of Education. She brings to CACS expertise in special education, particularly in the area of speech and language services serving children in educational and medical settings for more than 15 years.

Tuesday, January 20, 2015 at 6:59pm EST

Visit our website for more information about Circle Academy: Planting Seeds for the Future.
<http://www.circleacademycharterschool.org>

Tuesday, January 20, 2015 at 12:30pm EST

Love local history? Neir's Tavern will host the upcoming slide show "Forgotten Queens" by Historian Kevin Walsh and the Greater Astoria Historical Society (www.forgotten-ny.com) - Tuesday, January 27th at 7PM - Admission is FREE, seating is first come, first served.

Monday, January 19, 2015 at 5:25pm EST

Board Member Focus: Circle Academy Charter School [Proposed] (CACS) welcomes Pauline Frank to the Board of Trustees. Pauline currently serves at The Center for Educational Innovation as a Site-Based Specialist for PICCS (Partnership for Innovative Compensation in Charter Schools). She also holds a Masters in Bilingual Education for grades K-12. We are thrilled to add Pauline to the CACS Board.

Monday, January 19, 2015 at 7:23am EST

DID YOU KNOW? Martin Luther King, Jr. Day is a Day of Service? How will you serve others in your community today?
<http://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service-0>

Sunday, January 18, 2015 at 4:37pm EST

Spring may be weeks away, but Forest Park has plans for improving the golf course and initiating "Family Day" golf outings throughout the year, as well as youth golf clinics for children who wish to learn more about the game. Fore!
http://www.qchron.com/editions/south/golf-course-operators-sign-new-year-deal/article_ec9a878f-9884-5766-bc14-e887942215c8.html

Sunday, January 18, 2015 at 9:00am EST

The Growth of NY Charter Schools. A recent article. <http://www.amny.com/news/james-merriman-on-the-growth-of-new-york-city-charter-schools-1.9795629>

Saturday, January 17, 2015 at 6:17pm EST

Stave off your kids' winter weekend boredom. Great Websites for Kids has rated sites for parents, teachers, and caregivers that are educational and fun. <http://gws.ala.org>

Saturday, January 17, 2015 at 8:13am EST

Don't miss out! The next Woodhaven Residents' Block Association town hall is TODAY, January 17th 2015 @ 12:00 pm - American Legion Hall (89-02 91st Street).

Friday, January 16, 2015 at 8:09pm EST

As you celebrate MLK Day, be sure to check out these great events at area libraries through the weekend and next week. <http://www.queenslibrary.org/slide-show-content/queens-library-celebrates-dr-martin-luther-king-jr>

Friday, January 16, 2015 at 4:41pm EST

Board Member Focus: Circle Academy Charter School [Proposed] (CACS) welcomes Marlene Beeston to the Board of Trustees. Marlene is the Regional Director of Ready Set Learn Child Care Center and has served in a number of roles in educational centers for the past decade. We look forward to Marlene's contribution to the CACS Board.

Thursday, January 15, 2015 at 7:15pm EST

Misconceptions: An article that breaks down the myths around charter schools. <http://www.harlemlink.org/blog/?p=450>

Thursday, January 15, 2015 at 8:00am EST

DID YOU KNOW? The Woodhaven Community Library has: 7 public computers in the Adult room 4 public computers in the Children's room

Wednesday, January 14, 2015 at 6:00pm EST

Why Charter Schools? 1. Every child deserves a chance to succeed in college, careers, and life, which starts with a great education. All children should have the opportunity to achieve at a high level, and public charter schools are meeting that need. 2. Charter schools are some of the top-performing schools in the country. 3. Charter schools are closing the achievement gap. They are raising the bar of what's possible and what should be expected in public education. 4. A higher percentage of charter students are accepted into a college or university. Source: NAPCS

Wednesday, January 14, 2015 at 7:00am EST

CACS Board Meeting is scheduled for TODAY Wednesday, January 14, 2015 @ 6:30 PM at the North Side School, 85-27 91st Street, Woodhaven, New York. The public is welcome to attend! at North Side School, 8527 91st Street, Woodhaven, New York.

Tuesday, January 13, 2015 at 7:21pm EST

How Charter Schools are successfully serving scholars: <http://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/>

Tuesday, January 13, 2015 at 7:00am EST

DID YOU KNOW? Charter schools give preference to siblings of students already enrolled in the charter school and students living in the charter school's community school district [CSD 27].

Monday, January 12, 2015 at 2:44pm EST

CACS Board Meeting is scheduled for Wednesday, January 14, 2015 @ 6:30 PM at the North Side School, 85-27 91st Street, Woodhaven, New York. The public is welcome to attend! at North Side School, 8527 91st Street, Woodhaven, New York.

Monday, January 12, 2015 at 7:30am EST

Get involved in our great community! The next Woodhaven Residents' Block Association town hall will be on Saturday, January 17th 2015 @ 12:00 pm - American Legion Hall (89-02 91st Street).

Sunday, January 11, 2015 at 8:00pm EST

Have you visited your local library lately? Get the Queens Public Library mobile app today for the latest news and happenings at the Woodhaven branch and many more via your phone. <http://connect.queenslibrary.org>

Sunday, January 11, 2015 at 2:00pm EST

DID YOU KNOW? Admission to a charter school cannot be limited on the basis of disability, race, creed, gender, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability.

Saturday, January 10, 2015 at 1:00pm EST

It's the New Year! How about taking up a new hobby that helps lower stress and increase happiness? Visit our local yarn store open since 1935 for knitting and crocheting supplies. Smiley's is open Fridays and Saturdays from 10:30a-5:30p.

Saturday, January 10, 2015 at 10:00am EST

Board Member Focus: Meet our Communications Committee Chair, Jonathan Diamond. For 25 years, Mr. Diamond has produced programs on children and education, health and the environment for commercial and public television -- as well as videos for public interest organizations including "The Learning Child Series" on ethics, literacy, creativity, and discovery. We are proud to have Jonathan Diamond on the CACS board.

Friday, January 9, 2015 at 9:00pm EST

DID YOU KNOW? Any child eligible for admission to a district public school is eligible for admission to a public charter school.

Friday, January 9, 2015 at 11:00am EST

Fun Fact Friday: Did you know that Woodhaven has one of the biggest tree populations in the borough? For more information on the trees in NYC, visit: http://www.milliontreesnyc.org/html/about/urban_forest_facts.shtml

Thursday, January 8, 2015 at 5:30pm EST

Wondering if charter schools are working? An article about what is going right:
<http://www.thedailybeast.com/articles/2014/08/27/what-charter-schools-are-getting-right-and-why-they-top-our-high-school-rankings.html>

Thursday, January 8, 2015 at 2:42pm EST

Board Member Focus: Richard Bernstein has been fighting for quality schools for more than a decade with over 30 years of education administration experience. He has secured millions of dollars in funding for new schools and has restored funding for existing schools through his vast knowledge of New York's educational system.

Timeline

- Contact Information
- Basic Page Information
- Timeline**
- Administration
- Photos
- Settings
- Videos

2014

Wednesday, December 31, 2014 at 9:05am EST
Circle Academy Charter School added a new photo.

Friday, January 9, 2015 at 11:20am EST

DID YOU KNOW? A publicly held random lottery is held annually to fill the available seats for a charter school.

Friday, January 9, 2015 at 11:12am EST

Fun Fact Friday: Woodhaven was home to Danny Kaye (1913â€“1987), actor, singer and comedian who grew up on Bradford Street. One of his most loved films is the classic film, White Christmas, starring Kaye with Bing Crosby.

Thursday, January 8, 2015 at 4:32pm EST

Good news! Congress approves increased funds for charter schools. <http://www.publiccharters.org/press/congressional-spending-bill/>

Monday, December 8, 2014 at 2:44pm EST

CACS Board Meeting is scheduled for Wednesday, December 10, 2014 @ 6:30 PM at the North Side School, 85-27 91st Street, Woodhaven, New York. The public is welcome to attend!

Thursday, December 4, 2014 at 10:25am EST
Circle Academy Charter School added a new photo.

Wednesday, November 26, 2014 at 7:02am EST
Circle Academy Charter School shared their video.

Wednesday, November 26, 2014 at 6:44am EST

Circle Academy Charter School [Proposed] is proud to be a part of the Woodhaven Community!
<http://www.nytimes.com/2009/01/11/realestate/11livi.html>

Thursday, November 13, 2014 at 2:15pm EST
Circle Academy Charter School at North Side School, 8527 91st Street, Woodhaven, New York.

CACS Board Meeting is scheduled for November 12, 2014 @ 6:30 PM at the North Side School, 8527 91st Street, Woodhaven, New York. The public is welcome to attend!

Monday, October 13, 2014 at 8:40pm EDT

Back to NYC at 5:20 a.m. in the morning on US Airways...assuming the puddle jumper isn't broke down like last week...big week ahead...tech team from India tomorrow...NYC Mayor event on Wednesday at Challenge Preparatory Charter School...production meeting on Thursday with Jon Diamond on the China documentary project...plus all the regular stuff...Circle Academy Charter School and Sandy Recovery Kids along with keeping the Tamarack Artisan Foundation edits going...USDA reporting for Beaver Enterprise Center and Daniels Farmers Market...etc...etc...etc

Wednesday, October 29, 2014 at 11:42am EDT

CACS Board Meeting is scheduled for October 8, 2014 @ 6:30 PM at the Parsons Pre School, 8460 Parsons Blvd, Jamaica, New York. The public is welcome to attend!

Wednesday, October 29, 2014 at 11:20am EDT

The NYSED recommended that we continue to update our Letter of Intent and to support it with continued outreach and to resubmit a new Letter of Intent in early 2015 [the submission dates have not been announced yet].

Wednesday, July 9, 2014 at 11:00am EDT

We need your help! Take a few moments to complete on our line survey! <https://www.surveymonkey.com/s/TQT3TH2>

Tuesday, July 8, 2014 at 9:00am EDT

CACS filed its Letter of Intent - Round 2 for 2014 on July 7, 2014 with the NYSED. If accepted, CACS must file an updated full application with the NYSED by August 18, 2014 by 3:00 p.m.

Tuesday, July 8, 2014 at 8:15am EDT
Circle Academy Charter School shared a link.

Saturday, June 21, 2014 at 10:00am EDT

Hey Parents check out: <http://www.funbrain.com>

Friday, June 20, 2014 at 10:34am EDT

Summer Reading 2014 <http://www.schooltube.com/video/57cbb49b2ae940f4b9b2/Summer%20Reading%202014>

Wednesday, June 18, 2014 at 8:48am EDT

The NYSED has guided our founding group to "withdraw" our application in the 2014 Round 1 cycle for charter applications to give us an opportunity to make some revisions to the application. We will resubmit our Letter of Intent on July 7, 2014 and our full application on August 18, 2014. If approved, CACS would still open for the 2015-16 school year.
<http://www.p12.nysed.gov/psc/documents/2014NewCharterSchoolApplicationTimeline.pdf>

Thursday, June 12, 2014 at 8:34pm EDT

Great resource for your child's summer reading!

Thursday, May 8, 2014 at 7:41am EDT

Circle Academy continues to move forward in the application process! Today, Tuesday, May 6 the Founding Group had the "Capacity Interview" with representatives from the NYSED!

Thursday, May 8, 2014 at 8:01am EDT

Circle Academy Charter School shared a link.

Thursday, May 8, 2014 at 8:04am EDT

Circle Academy Charter School shared Woodhaven Residents' Block Association's photo.

It was a great privilege for the Circle Academy team to be a part of the April 24th Woodhaven Town Hall meeting of the Woodhaven Residents' Block Association!

Tuesday, April 22, 2014 at 12:55pm EDT

Annie Fabela

Thursday, April 10, 2014 at 2:50pm EDT

Circle Academy Charter School was among 11 that had their full applications accepted for the next step in the process of approval! 2014 New Charter School Applications Accepted for Review NYSED accepted 11 new charter school Full Applications for comprehensive evaluation by panels of expert reviewers. When the review of the applications is complete, applicants that meet the criteria set forth in the NYSED 2014 Charter School Application Kit will move to capacity interviews, which will be conducted with applicant group members and proposed founding trustees in early May. At the conclusion of this comprehensive evaluation process, recommendations will be made for action by the Board of Regents at the June 2014 meeting. Schools that are issued a charter will begin to serve students in the 2015-2016 school year. Nine Full Applications are for schools to be located in New York City: one in the Bronx, three in Manhattan, four in Queens, and one in Staten Island. In addition, an applicant proposes to locate a school in Buffalo and another applicant proposes to locate a school in Niagara Falls. Three of the proposed schools are high schools, one is a middle school, and seven are elementary schools. Additional applications will be accepted in Request for Proposal Formal Review/Approval Round 2, which begins with a Letter of Intent submission deadline of July 7, 2014. All schools that are chartered in 2014 will be authorized to open in the 2015-2016 school year. <http://www.p12.nysed.gov/psc/2014Round1FullApplications.html> To download our full application go to: <http://www.p12.nysed.gov/psc/documents/circle-academy-Redacted.pdf>

Friday, March 28, 2014 at 10:03am EDT

Our Round 1 2014 Application: <http://www.circleacademycharterschool.org/2014/03/28/cacs-full-application-submitted-to-nysed/>

Friday, March 28, 2014 at 8:30am EDT

We have confirmation all application documents were successfully submitted to to the NYSED last night! Now we wait for their review and invitation to move to the next stage of the process! Thanks again for your great support!!!

Thursday, March 27, 2014 at 6:20pm EDT

If everything goes right...and I believe it will by MIDNIGHT Circle Academy Charter School will have submitted its full application to the NYSED for processing! From the first "official" Planning Team meeting back in November 2012 [just after Super Storm Sandy hit shore] to this latest process it has been great working with everyone involved!

Thursday, March 27, 2014 at 3:28am EDT

471 Surveys Completed - Question #5 Results

Thursday, March 27, 2014 at 3:28am EDT

471 Surveys Completed - Question #4 Results

Thursday, March 27, 2014 at 3:27am EDT

471 Surveys Completed - Question #3 Results

Thursday, March 27, 2014 at 3:26am EDT

471 Surveys Completed - Question #2 Results

Thursday, March 27, 2014 at 3:25am EDT

471 Surveys Completed - Question #1 Results

Wednesday, March 26, 2014 at 1:23pm EDT

Queens Tribune Features CACS! <http://queenstribune.com/charter-school-could-be-coming-to-woodhaven/>

Tuesday, March 25, 2014 at 11:35pm EDT

The final reports are being created about our outreach efforts...support letters are coming in...surveys being tabulated...reading the application and exhibits again and again...to make sure that it all makes sense...60 plus hours from now we will hit send to upload all of the details of our team's work of the last two years...as our Circle Academy Charter School dream is sent on its step in the process of seeking approval of our charter! Thanks for dreaming with us and for all of your support...over 10,000 of you have stopped by to visit our page and to read our posts since we joined Facebook back in late 2012!

Friday, March 21, 2014 at 5:16pm EDT

CACS Board Member - Jonathan Diamond is an award-winning documentary filmmaker and the producer and director of the PBS television series "The Learning Child," which examines how children can become lifelong learners. Jonathan brings experience in communications and a wide range of relationships with educators across the country. <http://www.circleacademycharterschool.org/2013/04/18/jonathan-diamond-planning-team/>

Friday, March 21, 2014 at 8:50am EDT

Meet Circle's Principal - Dr. Ann Marie Ginsberg. Dr. Ginsberg brings more than 25 years of experience in K-12 education in high needs school districts at the school and district level to her role as the Principal of CACS. <http://www.circleacademycharterschool.org/2013/08/27/708/>

Thursday, March 20, 2014 at 10:22pm EDT

CACS in the news! Thanks Queens Chronicle! http://www.qchron.com/editions/south/charter-school-plans-to-open-in-woodhaven/article_c3cd7073-c948-5607-b0f5-61a709f5a0ee.html

Wednesday, March 19, 2014 at 9:33am EDT

Just a reminder...about our Mission! The mission of Circle Academy Charter School (CACS) is to offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended school day and year and research-based blended learning instructional strategies and opportunities, CACS will support students in building the skills, knowledge and dispositions necessary for success in school and in life. CACS students will develop a passion for learning and strong academic skills, and they will achieve proficiency in all subjects within a school culture that emphasizes accountability, continuous improvement and collaboration.

Wednesday, March 19, 2014 at 9:28am EDT

Survey says...we posted the opportunity for you to take a short survey here on our Facebook page on March 13...we have had 81 responses as of this morning...here are the answers so far to "Would you have interest in enrolling your child/ren in Circle Academy?" [Please note this is ONLY Facebook responses we have hundreds of paper survey results that are not factored into this report.]

Monday, March 17, 2014 at 2:53pm EDT

Circle Academy Charter School shared a link.

Saturday, March 15, 2014 at 10:29pm EDT

CACS has determined its facility plans! <http://www.circleacademycharterschool.org/2014/03/13/cacs-has-determined-the-schools-facility-plans/>

Friday, March 14, 2014 at 12:48pm EDT

Circle Academy Charter School shared a link.

Friday, March 14, 2014 at 11:32am EDT

We want you to know... CACS will engage in a focused effort to attract, recruit and ultimately retain all students, particularly ELLs, SWD and those eligible for FRPL. Outreach to families of special populations will emphasize the school's supportive academic model. CACS will retain its students, particularly those from at-risk populations, because of its highly individualized instructional model that not only uses data to inform instruction, but provides wrap around support and intervention strategies that ensure no child falls through the cracks.

Thursday, March 13, 2014 at 4:10pm EDT

Richard Bernstein brings significant insights into our blended learning model as an educator and technology expert!
<http://www.circleacademycharterschool.org/2012/12/17/richard-bernstein-board-of-trustees-member/>

Thursday, March 13, 2014 at 12:41pm EDT

We want you to know... Our Target Population: While CACS will be located in the Woodhaven neighborhood of CSD 27, it expects to serve a population of students that is reflective of the entire district. According to the 2011-12 NYSED District Report Card, 10% of CSD 27 students were limited English proficient (LEP) and 78% were eligible for free- or reduced-priced lunch (FRPL). CSD 27 is a diverse district racially: in 2012, 28% of the students in the district were Black, 36% were Hispanic and 24% were Asian. With regard to SWD, according to the June 2012 Schools Demographics and Accountability Snapshot, of the 37 public schools in CSD 27 that were configured as elementary or elementary/middle schools, 13% of students were designated as SWD. In elementary schools located in the Woodhaven sector of CSD 27, 16% of students were classified as LEP and 75% were eligible for FRPL. While there are now two charter schools in CSD 27, both are located on the district's peninsula. CACS will provide a much needed public school option, and the only charter school option in the center west portion of the district.

Thursday, March 13, 2014 at 12:24pm EDT

<https://www.surveymonkey.com/s/TQT3TH2>

Wednesday, March 12, 2014 at 2:46pm EDT

We want you to know... One of CACS's key design elements is: Extensive professional development for all staff members tailored to the needs and professional growth targets of each educator, as determined through a data-driven teacher and administrator evaluation system. A Professional Development Institute will be held at the start of each year, and teachers will engage in collaborative professional development throughout each year in Professional Learning Communities. CACS's approach to professional development will be blended, combining imbedded coaching and technical assistance with social media-supported synchronous and asynchronous professional conversations.

Tuesday, March 11, 2014 at 2:48pm EDT

Our latest flyer...

Tuesday, March 11, 2014 at 10:43am EDT

Have you met our Principal? Dr. Ann Marie Ginsberg... <http://www.circleacademycharterschool.org/2013/08/27/708/>

Tuesday, March 11, 2014 at 9:41am EDT

Someone asked how they can make a donation to support the startup of Circle Academy Charter School ...the details...
<http://www.circleacademycharterschool.org/donate-now/>

Tuesday, March 11, 2014 at 9:38am EDT

Want to Volunteer to assist us with our startup effort and community outreach?
<http://www.circleacademycharterschool.org/volunteer/>

Tuesday, March 11, 2014 at 9:32am EDT

Our team includes Marianne Gonzalez, Esq. She is an attorney who, for nearly 20 years, has had a community-based general practice in the heart of Woodhaven, Queens. She brings to CACS legal experience, including representation of individuals, families and organizations in a range of areas, as well as extensive experience in and knowledge of the Woodhaven community. <http://www.circleacademycharterschool.org/2013/09/12/marianne-gonzalez-esq-selected-for-cacs-board/>

Tuesday, March 11, 2014 at 9:18am EDT

Would you like to know more about the CACS Letter of Intent submitted to The Regents of the University of the State of New York? Click the link below: <http://www.circleacademycharterschool.org/2014/01/31/circle-academy-charter-school-proposed-officially-files-letter-of-intent/>

Monday, March 10, 2014 at 3:43pm EDT

Marianne Gonzales, Esq., for nearly 20 years, has had a Woodhaven community based general law practice just a couple blocks away from our proposed site for Circle Academy Charter School. It is great to have her as a member of our board!
<http://www.circleacademycharterschool.org/2013/09/12/marianne-gonzalez-esq-selected-for-cacs-board/>

Monday, March 10, 2014 at 3:03pm EDT

Circle Academy Charter School shared Urban Resource Institute's photo.

Great organization serving the needs of NYC!

Sunday, March 9, 2014 at 10:15pm EDT

Jonathan Diamond is an award winning educational curriculum producer with unique insights to share as the board works to create a blended learning environment for CACS! <http://www.circleacademycharterschool.org/2013/04/18/jonathan-diamond-planning-team/>

Sunday, March 9, 2014 at 10:12pm EDT

Michelle Pascucci role as a parent and 20 plus years of financial management provides innovative understanding of our operations. <http://www.circleacademycharterschool.org/2013/04/18/michelle-m-pascucci-board-of-trustees/>

Sunday, March 9, 2014 at 10:02pm EDT

Irene Kouba brings multiple years of experience to our team! <http://www.circleacademycharterschool.org/2012/11/15/irene-r-kouba-board-of-trustees/>

Sunday, March 9, 2014 at 10:01pm EDT

Irene Kouba brings multiple years of experience to our team!

Sunday, March 9, 2014 at 8:56pm EDT

Our first Planning Team member - Vanessa Dominick...a wealth of talent and vision!
<http://www.circleacademycharterschool.org/2012/11/15/vanessa-a-dominick-board-of-trustees-member/>

Sunday, March 9, 2014 at 7:57pm EDT

Our roots go back to the Fall of 2012... <http://www.circleacademycharterschool.org/2012/10/01/david-esfani-founderlead-applicant-circle-academy/>

Sunday, March 9, 2014 at 5:28pm EDT

Wonder how you can reach us? Here's how... <http://www.circleacademycharterschool.org/contact-us/>

Sunday, March 9, 2014 at 5:01pm EDT

We are happy to report great interest in Circle Academy Charter School on Facebook...this last week!

Sunday, March 9, 2014 at 2:05pm EDT

We want you to know... One of CACS's key design elements is: A school-wide data culture in which diagnostic and formative assessment data are frequently collected, analyzed and used to drive instruction, assist in the planning and implementation of professional development and guarantee a valid measure of individual student progress.

Saturday, March 8, 2014 at 12:05pm EST

We want you to know... One of CACS's key design elements is: An extended school day and extended school year that support supplemental instruction, project-based learning, extensive enrichment activities and year-round learning.

Friday, March 7, 2014 at 12:05pm EST

We want you to know... CACS's™ Blended and Flipped Learning Model will have students moving between online learning that is self-paced with direct teacher support and traditional "face-to-face" teacher-guided instruction utilizing the workshop model. Students will engage in online learning experiences in core and other subjects, and online assessments administered on an ongoing basis will provide real-time data that will be used by classroom teachers, administrators and school-wide data teams to identify student needs, update PLPs, create individualized instructional strategies and determine the most effective ways to support each student's learning. In addition to teacher-facilitated online learning experiences, CACS's™ teachers will provide direct, "face-to-face" instruction and facilitate project-based learning activities designed to address identified student needs. CACS teachers will access a variety of resources, including technology-based resources, to develop lessons both on-site at the school and remotely for use in classroom instruction. Teacher-developed educational resources and select lessons will be made available to students via video and on the school website to support student learning during non-classroom time.

Thursday, March 6, 2014 at 12:05pm EST

We want you to know... CACS will provide high-quality NYS Common Core standards-aligned instruction using a Blended and Flipped Learning Model that establishes an effective personalized learning environment for each student. Classroom and online learning will be tightly coupled with personal learning objectives detailed in each student's Personal Learning Plan (PLP). CACS's™ blended learning model will ensure that: a) students engage in authentic learning experiences; b) delivery of differentiated instruction is based on data-driven needs assessments; c) increased student engagement and meaningful interaction occurs between students, between students and teachers, between students and content and between students

and outside resources; and d) students develop critical thinking, collaboration and technology skills.

Wednesday, March 5, 2014 at 6:01pm EST
Circle Academy Charter School shared a link.

Wednesday, March 5, 2014 at 4:24pm EST
Circle Academy Charter School shared their photo.

Wednesday, March 5, 2014 at 2:21pm EST
Circle Academy Charter School shared their photo.

Wednesday, March 5, 2014 at 12:05pm EST

We want you to know... During the initial charter term [2015-2020], CACS will enroll students in grades K-5. In its first year (2015-16), it will enroll 88 kindergarten students and 66 1st grade students. In each subsequent year, CACS will enroll a new kindergarten class comprising 88 students. In 2016-17, CACS will enroll 242 students (i.e. 88 students in kindergarten and 1st grade and 66 students in 2nd grade). In 2017-18, CACS will enroll 330 students (i.e. 88 students per grade in K-2 and 66 in 3rd grade). In 2018-19, CACS will enroll 418 students (i.e. 88 students per grade in grades K-3 and 66 in 4th grade). In 2019-20, CACS will enroll 506 students (i.e. 88 students per grade in K-4 and 66 students in 5th grade). CACS intends to grow one grade per year in until it enrolls students in grades K-8.

Wednesday, March 5, 2014 at 10:11am EST
Circle Academy Charter School shared their photo.

Tuesday, March 4, 2014 at 10:45am EST

Our mission: The mission of Circle Academy Charter School (CACS) is to offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended school day and year and research-based blended learning instructional strategies and opportunities, CACS will support students in building the skills, knowledge and dispositions necessary for success in school and in life. CACS students will develop a passion for learning and strong academic skills, and they will achieve proficiency in all subjects within a school culture that emphasizes accountability, continuous improvement and collaboration.

Tuesday, March 4, 2014 at 9:00am EST

Join us... <http://www.circleacademycharterschool.org/2014/03/01/cacs-board-of-trustees-to-meet-march-12-2014/>

Monday, March 3, 2014 at 9:09pm EST
Circle Academy Charter School shared Grace Meng's photo.

Monday, March 3, 2014 at 8:58pm EST

Join us for our next Academic Committee!

Monday, March 3, 2014 at 8:45pm EST

We are celebrating!!

Wednesday, February 19, 2014 at 11:00am EST

Want a feel for the kind of learning environment we are building for Circle Academy Charter School? Google Education says it...<https://www.youtube.com/watch?v=FXDTIJ3j9eo#t=16>

Sunday, February 2, 2014 at 9:47pm EST
Circle Academy Charter School shared Grace Meng's post.

Thursday, January 30, 2014 at 6:25am EST
Circle Academy Charter School shared their photo.

Timeline

- Contact Information
- Basic Page Information
- Timeline**
- Administration
- Photos
- Settings
- Videos

2013

Tuesday, December 3, 2013 at 9:00am EST

<http://www.circleacademycharterschool.org/2012/11/15/vanessa/>

Monday, December 2, 2013 at 9:00am EST
Circle Academy Charter School added a new photo.

Sunday, December 1, 2013 at 9:00am EST
Circle Academy Charter School added a new photo.

Saturday, November 30, 2013 at 9:00am EST
Circle Academy Charter School added a new photo.

Friday, November 29, 2013 at 9:00am EST
Circle Academy Charter School added a new photo.

Thursday, November 28, 2013 at 9:00am EST

The entire Circle Academy wishes you a Happy Thanksgiving!

Wednesday, November 27, 2013 at 9:00am EST
Circle Academy Charter School added a new photo.

Tuesday, November 26, 2013 at 9:00am EST

DID YOU KNOW? Circle Academy will have an extended school day that supports supplemental instruction, project-based learning and extensive enrichment activities, and an extended school year. Our parents will have the opportunity to take advantage of summer academic and enrichment programming and promotes year-round learning offered through like-minded providers in our facility.

Monday, November 25, 2013 at 9:00am EST

Last Wednesday, November 20th , a portion of our leadership team visited The Renaissance Charter School to see first hand some of the curriculum Circle will be using in action at this great school! <http://www.renaissancecharter.org>

Monday, November 25, 2013 at 8:30am EST

Today, a portion of our leadership team visits Hellenic Classical Charter School to experience their great success! <http://www.hccs-nys.org>

Monday, August 5, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Monday, July 29, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Tuesday, July 23, 2013 at 9:00am EDT

DID YOU KNOW? Circle Academy will have an extended school day that supports supplemental instruction, project-based learning and extensive enrichment activities, and an extended school year that includes summer academic and enrichment programming and promotes year-round learning.

Monday, July 22, 2013 at 9:50am EDT
Circle Academy Charter School shared a link.

Monday, July 22, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Monday, July 22, 2013 at 8:05am EDT
Circle Academy Charter School shared a link.

Monday, July 15, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Monday, July 8, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Monday, July 1, 2013 at 9:00am EDT
Circle Academy Charter School added a new photo.

Monday, July 22, 2013 at 10:29am EDT

CACS School Overview <http://www.circleacademycharterschool.org/2013/06/27/cacs-planning-team-focus-on-school-overview/>

Monday, July 22, 2013 at 9:58am EDT

A partial view of our Planning Team...

Monday, July 22, 2013 at 10:08am EDT

Wayne Jones, David Esfhani and Vanessa Dominick join in the discussions at our Planning Team meeting.

Tuesday, June 25, 2013 at 2:18pm EDT

Circle Academy Charter School [Proposed] will have a joint meeting of the Planning Team and Board of Trustees on Wednesday, June 26 @ 6:30 PM at the Parson's Pre School, 8460 Parsons Blvd, Jamaica, NY 11432. The public is welcome to attend.

Tuesday, June 25, 2013 at 12:02pm EDT

Circle Academy Charter School shared QPTV | Queens Public Television's photo.

QPTV is one of our great community assets! Circle Academy Charter School [Proposed] will make great use of Queens Public Television!

Monday, June 24, 2013 at 9:00am EDT

Circle Academy Charter School added a new photo.

Thursday, June 20, 2013 at 1:26pm EDT

Circle Academy Charter School shared their photo.

Sunday, June 16, 2013 at 8:20am EDT

Circle Academy Charter School added a new photo.

Friday, June 14, 2013 at 1:17pm EDT

Happy Flag Day! The first flag had 13 stars on a blue field and 13 alternating red and white stripes for the 13 original colonies. Now there are 50 stars, one for each state in the Union, but the 13 stripes remain. Flag Day was first celebrated in 1877, on the flag's 100th birthday.

Thursday, June 13, 2013 at 1:10pm EDT

WHAT IS A CHARTER SCHOOL? Charter schools are free public schools open to all children. In 2012-13, there were 209 charter schools operating in New York State. In 2011-12, when the survey presented here was conducted, there were 184. Though public, charter schools are not run by a local school district; instead, they are governed by independent, not-for-profit boards of trustees, and authorized and regulated by public agencies. Charter schools operate according to the terms of a performance contract or "charter." Charter schools commit to meeting specific academic goals, and then make their own decisions about how to achieve them. If the goals are not met, the charter may be revoked and the school closed. Because they are independent from the district system, charter schools have greater flexibility in the way they operate. Charter schools are free to develop their own academic programs, set budgets, choose staff, set educational goals, offer a longer school day and school year, and establish their own standards for student behavior. Enrollment at a charter school is always by a parent's choice, never mandatory. Charter schools are tuition-free and non-sectarian. Students are admitted by a random lottery, without regard to their academic background. Charter schools follow state standards and participate in state exams. They are subject to health, safety, non-discrimination, and open meetings laws, as well as specific regulations to ensure fair admissions and prevent conflicts of interest. Charter schools commonly open their doors with only one or two grade levels, then gradually "build out" by adding one grade level per year until they reach their authorized grade range.

Sunday, June 9, 2013 at 2:29pm EDT

Circle Academy Charter School added a new photo.

Thursday, May 30, 2013 at 1:00pm EDT

Aggregate Scores on NYC DOE Learning Environment Surveys 2012 (Parents, Teachers, and Grade 6-12 Students; Excludes District 75)

Thursday, May 30, 2013 at 11:00am EDT

Parent Responses to "The school has high expectations for my child": NYC DOE Learning Environment Surveys 2012 (Excludes District 75) - District vs Charter Schools

Thursday, May 30, 2013 at 10:00am EDT

NYCDOE: Survey Says: Parents Love Charter Schools <http://www.nyccharterschools.org/blog/survey-says-parents-love-charter-schools>

Thursday, May 30, 2013 at 9:00am EDT

Woodhaven [the location for our new charter school] is the focus of our proposed charter school, Circle Academy will open

[pending NYSED approval] in the Fall of 2014 with grades K-1. <http://goo.gl/maps/GS5qR>

Wednesday, May 29, 2013 at 4:47pm EDT

Over the next 90 plus days we will be using our Facebook page and our Twitter account to do "instant" surveys around certain people groups i.e. parents of school age children, community residents, etc. We KNOW these will not be scientific in nature but they will help to guide the Planning Team and Board of Trustees to get a feel for what our the Woodhaven community in particular is thinking. PLEASE participate so we can have information that will give us guidance in a number of areas. Thanks in advance for your assistance!

Wednesday, May 29, 2013 at 10:19am EDT

Circle Academy Charter School shared Queens Library's photo.

Wednesday, May 29, 2013 at 6:42am EDT

Circle Academy Charter School Planning Team and Board of Trustees will have their next meeting on Thursday, May 30 @ 6:30 PM via FreeConference.com.

Tuesday, May 28, 2013 at 11:25am EDT

Circle Academy Charter School in Woodhaven, New York.

Circle Academy Charter School [Proposed] continues its outreach and community engagement efforts with a goal of opening as a new charter school in August 2016.

Monday, May 20, 2013 at 8:25pm EDT

Circle Academy Charter School Planning Team and Board of Trustees will have their next meeting on Thursday, May 23 @ 6:30 PM

Wednesday, May 15, 2013 at 8:16am EDT

Circle Academy Charter School updated their cover photo.

Wednesday, May 15, 2013 at 8:15am EDT

Jamaica Avenue divides the neighborhood into what locals commonly call Woodhaven north and south. Here, shops line Woodhaven Boulevard and Jamaica Avenue.

Wednesday, May 15, 2013 at 8:14am EDT

Jamaica Avenue is a testament to Woodhaven's diversity, lined with delis, halal stores, bodegas and Mexican bakeries, in addition to shops like M M Housewares, owned by Jack Moy, who came to Woodhaven from China 20 years ago.

Wednesday, May 15, 2013 at 8:13am EDT

There are local groups that work to address neighborhood issues like the condition of the elevated J and Z subway rails, which loom above Jamaica Avenue, the area's main thoroughfare. They are badly in need of cleaning, scraping and painting.

Wednesday, May 15, 2013 at 8:12am EDT

The George Seuffert Sr. Bandshell at Forest Park, built in 1920 and named for a local military band leader who played at a bandstand on the same site, is the site of free concerts in the summer.

Wednesday, May 15, 2013 at 8:11am EDT

Built in 1903 by the master wood carver Daniel Carl Muller, the carousel features a lion, a tiger and a deer in addition to painted horses. Here, colorful carvings decorate the roof.

Wednesday, May 15, 2013 at 8:09am EDT

Area schools include Franklin K. Lane High School, on Jamaica Avenue just over the Brooklyn border. It has an enrollment of 1,781 in Grades 9 through 12.

Wednesday, May 15, 2013 at 8:08am EDT

The 543-acre Forest Park starts along Woodhaven's northern border. The park has one of the five carousels operating in New York City parks.

Wednesday, May 15, 2013 at 8:03am EDT

Our Community - Woodhaven, Queens <http://www.nytimes.com/2009/01/11/realestate/11livi.html>



Planting Seeds for the Future

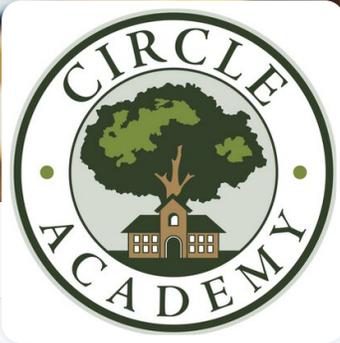
Community Outreach Evidence

Twitter

Sample Postings



Search Twitter



TWEETS
493

FOLLOWING
188

FOLLOWERS
31

Edit profile

Circle Academy

@CircleAcademy

Circle Academy Charter School [Proposed] (CACS) is being developed to serve the needs of our scholars [K-8] and parents in NY CSD27 in Woodhaven, NY.

Woodhaven, NY 11421

circleacademycharter.org

Joined May 2013

Photos and videos



Tweets Tweets & replies Media



Circle Academy @CircleAcademy · 8h

Teaching Tolerance:
tolerance.org/publication/am...
fb.me/5HwthEkMu



Circle Academy @CircleAcademy · Aug 12

Showing off beautiful Queens! Get out there and enjoy this weekend and maybe take a picture or two.... fb.me/1haxMZgbc



Circle Academy @CircleAcademy · Aug 9

Meet Bonnie Fire: Board of Trustees

Bonnie Fire has been practicing law for over a decade with experience in New...

fb.me/1dxga5xJd



Circle Academy @CircleAcademy · Aug 8

51% majority chose charter schools in a recent poll...



Charter schools, now

Memo to Mayor de Blasio: New York City wants more charter schools.

nydailynews.com



Circle Academy @CircleAcademy · Aug 3
Our Applicant Group will be meeting today, August 3, 2016 at 6:30 PM at the Parsons Preschool in Jamaica, NY to... fb.me/OCRObK4T



Circle Academy @CircleAcademy · Aug 1
This week! Our Applicant Group will be meeting on Wednesday, August 3, 2016 at 6:30 PM at the Parsons Preschool... fb.me/2Jmhfi7Up



Circle Academy @CircleAcademy · Jul 26
The latest and greatest about Circle Academy. circleacademycharterschool.org fb.me/114d5esh6



Circle Academy @CircleAcademy · Jul 20
The [#charterschool](#) movement and [#schoolchoice](#) is all about getting students college ready and helping them take... fb.me/33vdnCY00



Circle Academy @CircleAcademy · Jul 19
Founding Group Meets tomorrow night at 6:30PM! Following Circle Academy's acceptance of its Letter of Intent by... fb.me/2hjDxSBwy



Circle Academy @CircleAcademy · Jul 18
It's still true: families make a difference! You are a part of educational success for your children....



50 years ago, one report introduced Americans to the black-white ac...
A Harvard education professor explains how far we've come in answering some of the most important questions in education in...

chalkbeat.org



Circle Academy @CircleAcademy · Jul 15

Happy news! The Board of Regents has accepted our Letter of Intent for round 2 of the charter school application... fb.me/4yRAWLhV3



Circle Academy @CircleAcademy · Jul 14

News, history, board member profiles and more at our website. Check it out! circleacademycharter.org fb.me/4QPkqG9e1



Circle Academy @CircleAcademy · Jul 12

You have already LIKED us! Now SHARE us! facebook.com/CircleAcademyC... fb.me/4F26AxeIT



Circle Academy @CircleAcademy · Jul 12

Charter Schools and building funds are in the news.... fb.me/5DgAWL5me



Circle Academy @CircleAcademy · Jul 4

Happy 4th of July! fb.me/8C0Y5gvt4



Circle Academy @CircleAcademy · Jun 30

We are happy to announce that our submission of the Letter of Intent has been received by the Charter Office in... fb.me/1nEppdfzq



Circle Academy @CircleAcademy · Jun 30

We are happy to announce that our submission of the Letter of Intent has been received by the Charter Office in... fb.me/1n7YtIRXx



Circle Academy @CircleAcademy · Jun 28

Happy 4th of July! fb.me/88UkeMhsA



Circle Academy @CircleAcademy · Jun 25

Queens Chronicle this week...June 23, 2016 Edition...



Circle Academy @CircleAcademy · Jun 25

We value your input! Take our short survey!

surveymonkey.com/r/57V8BMN fb.me/52VOICmSg



Circle Academy @CircleAcademy · Jun 24

At Circle Academy [Proposed] there will be a school-wide commitment to establishing a robust data culture in... fb.me/4kft4gVAB



Circle Academy @CircleAcademy · Jun 23

One of the Key Design elements of Circle Academy [Proposed]: An extended school year, which ensures that CACS... fb.me/7LyLm1JOL



Circle Academy @CircleAcademy · Jun 22

DID YOU KNOW? Our proposed Circle Academy is based around Key Design elements such as:
An academic program that... fb.me/4mQ2lqbPU



Circle Academy @CircleAcademy · Jun 21

CACS [Proposed] is designed around several Key Design elements such as:
A student centered approach to teaching... fb.me/4sXDatL1s



Circle Academy @CircleAcademy · Jun 21

We need your input...take our survey!

surveymonkey.com/r/DBQZT73 fb.me/7nsBjTAMt



Circle Academy @CircleAcademy · Jun 21

Circle Academy enjoyed the opportunity to update NYC DOE CSD 17 Community Education Council and the audience in... fb.me/2jbKkXyla



Circle Academy @CircleAcademy · Jun 21

Circle Academy enjoyed the opportunity to update NYC DOE CSD 17 Community Education Council and the audience in... fb.me/2pcuclfn7



Circle Academy @CircleAcademy · Jun 20

Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night June 24 at 10:00 PM - feel free to... fb.me/8dFCL9IsN



Circle Academy @CircleAcademy · Jun 20

Circle Academy Charter School [Proposed] (CACS) is pleased to have Nathaniel M. Fields as President of our Board... fb.me/7Ull6ZuSAU

Nathaniel M. Fields as President of our Board... [fb.me/7U0SZu3AU](#)



Circle Academy @CircleAcademy · Jun 18
Queens Chronicle this week...



Circle Academy @CircleAcademy · Jun 18
Queens Tribune this week...



Circle Academy @CircleAcademy · Jun 18
Circle in the news this week...June 16, 2016 edition of the Queens Chronicle...[note CACS is applying via... [fb.me/7UDrMSD4G](#)



Circle Academy @CircleAcademy · Jun 17
Meet Joseph Tulloch: Board of Trustees

Joseph Tulloch has spent more than five years in finance and analysis in... [fb.me/337Q2pZMY](#)



Circle Academy @CircleAcademy · Jun 16
Circle Academy is pleased to be back with the Woodhaven Residents' Block Association to express appreciation for... [fb.me/75QwkCPIQ](#)



Circle Academy @CircleAcademy · Jun 16
We are planting seeds for the future! [fb.me/FTCj0bSB](#)



Circle Academy @CircleAcademy · Jun 16
I posted a new photo to Facebook [fb.me/77maDJ6kx](#)



Circle Academy @CircleAcademy · Jun 15
Meet Dean Tischfield: Board of Trustees

Dean Tischfield has been working in the human and social services... [fb.me/7NUQkv6kA](#)

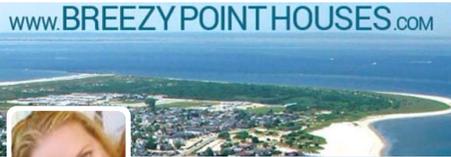


You followed [WHIN Music Project](#), [Breezy Point Houses](#), [Rockaway Roasters](#) and 80 others



WHIN Music Project
@WHINnucleo

Founded by @DGraciaBeltran and inspired by @elsistema we use music as a vehicle for personal transformation and social inclus...



Breezy Point Houses
@breezyphouses

Real Estate Broker covering the Rockaway Peninsula including Breezy Point, Rockaway Point, Roxbury, Neponsit, Belle...



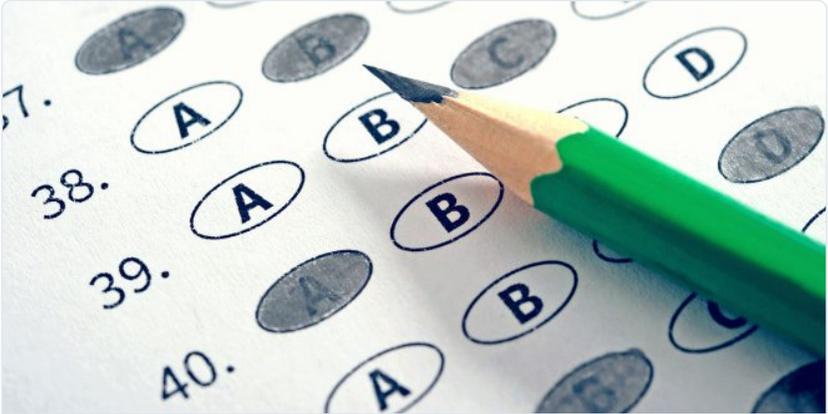
Circle Academy @CircleAcademy · Jun 14

Circle Academy Charter School had the privilege of sharing in the "Public Forum" section of the Queens Community... fb.me/4eSlzY2Vj



Circle Academy @CircleAcademy · Jun 14

We like what we read! #charterschools #schoolchoice...



The facts are in: NYC's charter schools are a smashing success
How many independent studies will it take before we can all agree? Charter schools in this city are a tremendous success. Recently...
nypost.com



Circle Academy @CircleAcademy · Jun 10

It's almost the weekend! Grab your family and visit Forest Park. Enjoy some fun in the sun. fb.me/7pVayH928



Circle Academy @CircleAcademy · Jun 9

Did you know? CACS Board of Trustees member Cliff Schneider is a founding member of La Cima Charter School. We... fb.me/1llHb3n5b



Circle Academy @CircleAcademy · Jun 8
Applicant Group Member: Richard Bernstein

We love the experience represented on our team. Mr. Bernstein served... fb.me/78IYEZiXk



Circle Academy @CircleAcademy · Jun 8
Circle Academy Charter School [Proposed] Board Meeting today at Parsons Preschool, 8460 Parsons Blvd, Jamaica, NY... fb.me/4MiY8NR0A



Circle Academy @CircleAcademy · Jun 6
Local fun every weekend! #forestpark fb.me/89p0ThAQR



Circle Academy @CircleAcademy · Jun 4
DID YOU KNOW? Though #charterschools only account for about 7 percent of public schools in the United States,... fb.me/7Wy64rM67



Circle Academy @CircleAcademy · Jun 2
#CharterSchools need great teachers and staff. Check out this weekend's job fair!...



Circle Academy @CircleAcademy · Jun 1
Ready to dance to help development in Woodhaven? Grab a partner and go. fb.me/DVRNtkME



Circle Academy @CircleAcademy · May 30
Happy Memorial Day! We thank those who gave all for our country. fb.me/4hTeY1QJT



Circle Academy @CircleAcademy · May 27
A great resource for nationwide information on #charterschools. publiccharters.org fb.me/18MStAobi





Circle Academy @CircleAcademy · May 26

Put on your dancing shoes! Dinner and dance coming up on June 10th. #local #community [fb.me/4YQPnKew3](https://www.facebook.com/4YQPnKew3)



Circle Academy @CircleAcademy · May 26

We love Woodhaven! Look at what is coming up: Memorial Day Service at Forest Parkway – TODAY 5/26 Memorial Day... [fb.me/RNkh84B7](https://www.facebook.com/RNkh84B7)



Circle Academy @CircleAcademy · May 25

We invite you to visit! Check out our website for updates and information. circleacademycharterschool.org [fb.me/2Yp4qqP0A](https://www.facebook.com/2Yp4qqP0A)



Circle Academy @CircleAcademy · May 23

Circle Academy Charter School [Proposed] is pleased to announce three new Board of Trustees Members. We welcome... [fb.me/7kZSgsWQa](https://www.facebook.com/7kZSgsWQa)



Circle Academy @CircleAcademy · May 20

Meet our Founder: David Esfani... [fb.me/BhrCoagt](https://www.facebook.com/BhrCoagt)



Circle Academy @CircleAcademy · May 18

Mark your calendar for food and fun! Grocery Auction is back! Emanuel United Church of Christ (corner of 91st... [fb.me/2TO43l6aJ](https://www.facebook.com/2TO43l6aJ)



Circle Academy @CircleAcademy · May 18

We are excited that plans continue to progress toward the opening of Circle Academy. Our Board and Founder are... [fb.me/18feNSUpi](https://www.facebook.com/18feNSUpi)



Circle Academy @CircleAcademy · May 17

In the news: "Hamilton" is nto just a musical, it's a relevant history lesson too....

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 **Circle Academy** @CircleAcademy · May 14
 KEY DESIGN ELEMENT #8: A school culture and climate that is cooperative, safe, healthy, equitable and supportive,...
fb.me/2Q5dhmr4P

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Attachment 3a: Sample Weekly Student Schedule

CACS has an extended day program. At CACS, K-5 students will have 6 hours of instruction daily. On a weekly basis, students will have:

- 10 hours English language arts
- 5 hours mathematics
- 5 hours social studies
- 5 hours science
- 2 ½ hours of a rotating schedule of Specials
- 2 hours physical education
- ½ hour health

The following schedule provides a daily and weekly schedule for a K-5 CACS student.

Grades K-5 Student Schedule - Sample					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-10:15	ELA*	ELA*	ELA*	ELA*	ELA*
10:15-11:15	Math*	Math*	Math*	Math*	Math*
11:15- 12:15	Science*	Science*	Science*	Science*	Science*
12:15-1:00	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:00-2:00	Social Studies*	Social Studies*	Social Studies*	Social Studies*	Social Studies*
2:00-2:30	Physical Ed	Physical Ed	Physical Ed	Physical Ed	Health
2:30-3:00	Specials**	Specials**	Specials**	Specials**	Specials**
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Note: These schedules reflect the total amount of instructional time per subject per day and per week that will be offered to Grades K-5 at CACS; however, it does not necessarily represent the specific time blocks during which each subject will occur for each classroom in each grade.

*Habits of Mind is incorporated in all core subjects and will be discussed in PE, Health and Specials as well..

**Specials include a rotating schedule of Art and Music in Grades K-4. In Grade 5, students being the study of Spanish and it will be added to the rotating schedule of specials.

Attachment 3b: Sample Weekly Teacher Schedule

A sample teaching schedule for K-5 classroom teachers is below. The school day for teachers begins at 7:45 am and ends at 4:30 pm

In addition to the 20 days of pre-opening professional development (see *Attachment 3a Proposed First Year Calendar*), there will be daily designated staff development time following student dismissal, Monday through Friday, between 3:00 and 4:30 and preparation and common planning time embedded within the school day. The after school PD time is designed for PLCs, collaborative planning with colleagues, grade team meetings and data meetings, as well as targeted professional development topics and coaching. Teachers will meet weekly in grade level teams to review student data, and in co-teaching teams to collaboratively plan lessons. The Director of Curriculum and Instruction will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, reviewing lesson observations, student case management and analyzing student test results.

K-5 Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Planning Time				
8:15-10:15	ELA	ELA	ELA	ELA	ELA
10:15-11:15	Math	Math	Math	Math	Math
11:15-12:15	Science	Science	Science	Science	Science
12:15-1:00	Personal Lunch				
1:00-2:00	Social Studies				
2:00-2:30	Planning Time				
2:30-3:00	Planning Time				
3:00	Student Dismissal				
3:00-4:30	Professional Development				

As per the schedule above, teachers have 5 hours of classroom instructional time and 1 ½ hours within the school day for individual and common planning time (excluding the teachers' 45 minute personal lunch period and the 90 minutes after school that is dedicated to daily professional development described at the beginning of this section). One of the 1 ½ hours of individual and common planning time during the school day occurs when students are engaged in specials and gym/health.

Attachment 3c: Proposed First Year Calendar

CACS will have an extended year. Students will benefit from 10 more days of school than the traditional public schools. Below, CACS’s proposed first year calendar is presented, which includes designated PD days for teachers. The calendar may be adjusted once the NYCDOE releases its 2017-18 school calendar in order to more closely align with NYCDOE school closings as necessary.

Month	Holidays and Other Days when School is not in session	Number of Days School is in Session
August 2017		4
September 2017	September 1: Eid Al Adha September 4: Labor Day September 21-22: Rosh Hashanah	17
October 2017	October 9: Columbus Day	21
November 2017	November 7: Election Day (Staff Development Day) November 23-24: Thanksgiving	19
December 2017	December 25-December 30: Winter Break	16
January 2018	January 1: New Year’s Day January 15: Martin Luther King Jr. Day	21
February 2018	February 19-23: Mid-Winter break	15
March 2018	March 30: Good Friday	21
April 2018	April 2-6: Spring Break	16
May 2018	May 28: Memorial Day	22
June 2018	June 15: Eid Al Ftr	18
Total		190

Of note in CACS 2017-18 School Calendar:

- This calendar reflects 190 school days for students
- The first day of school for students will be Monday, August 28, 2017.
- The last day of school for students will be Wednesday, June 27, 2018.
- The first day of school for teachers will be Monday, July 31, 2017 and they will be engaged in 20 days (4 weeks) of pre-opening professional development (teachers will work from home during one of the four designated weeks). There is one additional full day PD day on Election Day when children are off from school. In addition to these designated PD days, CACS teachers are involved in daily PD from 3:00-4:30 pm after students are dismissed (see *Attachment 3b-Sample Weekly Teacher Schedules*).
- The last day of school for teachers will be Friday, June 29, 2018.
- The school year will be broken into three marking periods:
 - The first marking period ending on or about December 1, 2017
 - The second marking period ending on or about March 2, 2018
 - The third marking period ending a week before the last day of school.
- Every report card is distributed to parents at individual parent teacher conferences after the end of each marking period

Attachment 4:

Discipline Policy

Introduction: Circle Academy Charter School (CACS) holds to the idea that responsible behavior, respect for others and oneself, self-discipline and thoughtful action emerge from a culture of positive expectations and respect developed through valued relationships within the community. CACS will strive at all times to maintain a culture in which all stakeholders respect one another and in which students care about maintaining positive relationships with teachers and peers. CACS will establish a school culture that promotes positive values, habits and character traits for all students and that supports the academic, emotional and developmental needs of students in a variety of ways.

CACS' approach to student discipline is consistent with that of the New York City Department of Education's Final Draft Citywide Behavioral Expectations to Support Student Learning (NYCDOE Discipline Code). . The NYCDOE Discipline Code emphasizes that schools should create a culture that promotes desirable behaviors and outcomes, stating that "Each school is expected to *promote a positive school climate and culture that provides students with a supportive environment in which to grow both socially and academically*" and that "Schools are expected to take a proactive role in nurturing students' pro-social behavior." CACS is thus committed to promoting positive student behavior and implementing a progressive disciplinary program that supports students in learning from their mistakes and adopting pro-social behaviors.

Notwithstanding CACS' emphasis on a positive and supportive approach to discipline, the school recognizes the need for clear rules, expectations and consequences and has established the following Discipline Code. This Discipline Code will also outline the procedures and policies regarding notice and due process for students and their families. CACS has also adopted *the Student Bill of Rights and Responsibilities* developed by the NYCDOE, which is incorporated by reference into the Discipline Code. The CACS Discipline Code and Student Bill of Rights and Responsibilities will be distributed to students and parents at the beginning of each school year.

The CACS Discipline Code: The following Student Discipline Code, including the policy for disciplining students with disabilities, sets forth the policy of CACS regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. The draft CACS Student Discipline Code is adapted from the NYCDOE's Citywide Standards of Discipline and Intervention Procedures which, while not legally applicable to charter schools, has provided a framework that is philosophically consistent with CACS' approach to student discipline. Should CACS be authorized, its Discipline Code will be examined and modified, as needed, by the founding Board and reviewed by legal counsel before final publication in the Student Handbook and its distribution to families and other members of the school community.

DRAFT CACS Discipline Code

CACS' Discipline Code is designed to hold students accountable for their behavior. The standards set forth in the Discipline Code apply to student behavior that occurs: a) in school during school hours; b) before and after school, while on school property; c) while traveling on school vehicles; d) at all school-sponsored events; and e) on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. The CACS Discipline Code also applies to misbehavior involving communication, gestures and/or expressive behavior, including oral, written and/or electronic communications such as texting, e-mailing, and social networking.

Student infractions are grouped into five levels based on the severity of the infraction. These levels are: (1) Uncooperative/Noncompliant Behavior; (2) Disorderly Behavior; (3) Disruptive Behavior; (4) Aggressive or Injurious/Harmful Behavior; and (5) Seriously Dangerous or Violent Behavior. The table below outlines examples of infractions and the range of possible disciplinary responses at each level. Whenever possible and appropriate, the school’s response to misconduct should begin with the lowest level of disciplinary response and should include appropriate guidance interventions (e.g. parent outreach, guidance conferences, individual/group counseling and/or referral to community-based organizations (CBOs) for after-school programming, etc.). Disciplinary responses may include in-school disciplinary actions such as exclusion from extra-curricular activities or communal lunchtime (provided that no such actions can occur during class time or result in a student missing instruction), removal from a classroom by a teacher to a location within the school where they will be provided with continued educational services, short-term suspension, long-term suspension and, in a very narrow and clearly-defined set of extraordinary circumstances, expulsion.

<p><i>Level 1 Infractions – Uncooperative/Noncompliant Behavior</i></p>
<p>Infractions include: Being late for school; Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper); Failing to be in one’s assigned place on school premises; Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway); Engaging in verbally rude or disrespectful behavior; Wearing clothing or other items that are unsafe or disruptive to the educational process; Posting or distributing material on school premises in violation of written rules; Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission</p>
<p>Guidance interventions include: Parent outreach; Intervention by counseling staff; Guidance conferences; Positive Behavioral Interventions and Supports (PBIS); Referral to a CBO.</p>
<p>Range of Possible Disciplinary Responses: Admonishment by school staff;; Student/teacher conference; Reprimand by appropriate supervisor (e.g., teacher, Principal); Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a suspension may be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)</p>
<p><i>Level 2 – Infractions – Disorderly Behaviors</i></p>
<p>Infractions include: Smoking; Gambling; Using profane, obscene, vulgar, lewd, or abusive, language or gestures; Lying or giving false information to school personnel; Misusing property belonging to others; Engaging in or causing disruptive behavior on the school bus; Leaving class or school premises without permission of supervising school personnel; Engaging in inappropriate or unwanted physical contact (grades K-3 only); Violating the CACS Internet Use Policy, e.g., using the school’s system for non-educational purposes; Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student</p>

to substitute for one's self to take a test; or securing copies of the test or answers to the test in advance of the test); Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution).

Guidance interventions include: Parent outreach; Intervention by counseling staff; Guidance conferences; PBIS; Individual/Group counseling; Referral to a CBO.

Range of Possible Disciplinary Responses: Admonishment by school staff; Student/teacher conference; Reprimand by the Principal or other appropriate administrator; Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher.

Level 3 Infractions –Disruptive Behavior

Infractions include: Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability; Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel; Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules; Knowingly possessing property belonging to another without authorization; Tampering with, changing, or altering a record or document of the school by any method, including computer access or other electronic means; Engaging in inappropriate or unwanted physical contact; Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs); Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others; Posting or distributing libelous material or literature, including posting such material on the internet.

Guidance interventions include: Parent outreach; Intervention by counseling staff; Guidance conferences; PBIS; Individual/Group counseling; Referral to a CBO; Conflict resolution; Community service (with parental consent); Referral to appropriate counseling services

Range of Possible Disciplinary Responses: Admonishment by school staff; Student/teacher conference; Reprimand by the Principal or other appropriate administrator; Parent conference; In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime); Removal from classroom by teacher; Suspension for 1-5 days

Level 4 Infractions—Aggressive or Injurious/Harmful Behavior

Infractions include: Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet); Engaging in physically aggressive behavior other than minor altercations, which creates a substantial risk of or results in minor injury; Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others; Engaging in behavior on the school bus

which creates a substantial risk of or results in injury; Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying), as well as physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing or taunting; Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature; Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens and/or drug paraphernalia; Taking or attempting to take property belonging to another or to the school without authorization, without using force or intimidating behavior; Falsely activating a fire alarm or other disaster alarm; Making a bomb threat; Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury; Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury; Inciting or causing a riot; Possessing or selling a weapon; Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs..

Guidance interventions include: Parent outreach; Intervention by counseling staff; Guidance conferences; PBIS; Individual/group counseling; Conflict resolution; Community service (with parental consent); Referral to a CBO; Referral to appropriate counseling services.

Range of Possible Disciplinary Responses: Parent conference; In-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime); Removal from classroom by teacher; Suspension for 1-5 days; Suspension that results in continued suspension for a fixed period of 6-10 school days.

Level 5—Seriously Dangerous or Violent Behavior:

Infractions include: Starting a fire; Threatening to use or using force to take or attempt to take property belonging to another; Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents; Using extreme force against or inflicting or attempting to inflict serious injury upon students or others; Planning, instigating, or participating with another or others, in an incident of group violence; Engaging in threatening, dangerous or violent behavior that is gang-related; Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity; Selling or distributing illegal drugs or controlled substances and/or alcohol; Possessing or selling any weapon, other than a firearm; Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others; Using any weapon, other than a firearm, to threaten or to attempt to inflict injury upon school personnel, students, or others; Using any weapon, other than a firearm, to inflict injury upon school personnel, students, or others; Possessing or using a firearm.

Guidance interventions include: Parent outreach; Intervention by counseling staff; Guidance conferences; PBIS; Individual/group counseling; Conflict resolution; Community service (with parental consent); Referral to a CBO; Referral to appropriate counseling services.

Range of Possible Disciplinary Responses: Parent conference; In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime); Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times

during a semester, a suspension may be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher; Suspension for 1-5 days; Suspension that results in continued suspension for a fixed period of 6-10 school days; Suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days; Expulsion; Referral to appropriate law enforcement agency.

SHORT TERM SUSPENSIONS

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of 1-5 days. This disciplinary response can be applied by the Principal to any student who has committed any of the infractions cited as eligible for a short-term suspension in the table above, with the understanding that guidance interventions should be considered in lieu of or along with the suspension based on the individual circumstances of the incident and the student's disciplinary record.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and will follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, the Principal will immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension will be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also will be provided by telephone. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference will be in the dominant language or mode of communication used by the parents or guardian. The parents or guardians of the student and the student will have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with CACS' complaint process, which will be distributed to parents and guardians at least once each year.

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 five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. These disciplinary responses can be applied by the Principal to any student who has committed any of the infractions cited as eligible for a long-term suspension or expulsion in the table above, provided that appropriate due process is observed and with the understanding that guidance interventions should be considered in lieu of or along with any long-term suspension based on the individual circumstances of the incident and the student's disciplinary record. Students subject to long-term suspension or expulsion may also be subject to external disciplinary measures including a referral to the appropriate law enforcement authorities. In addition, any student who commits acts previously described as causes for short term-suspension may be subject to a long-term suspension at the Principal's discretion if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also will immediately notify the student's parent(s) or guardian(s) in writing. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also will be provided by telephone. Such notice will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she will personally conduct the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal will appoint a designee to handle any investigation, hearing and determination.

Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this law and as defined by 18 USC § 921, includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal will refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal will refer any pupil 16 years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Instruction During Removal

CACS will ensure that alternative educational services are provided to any child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

STUDENT RECORDS

CACS will maintain written records of suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed. CACS will comply with all relevant legal requirements regarding data collection and management and submit that information to NYSED by required deadlines.

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, CACS will implement the following disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, and has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] CACS will comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations will govern.

If a student with a disability is being considered for a suspension or removal, the following due process protections will be provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that CACS proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, CACS must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, will be made by the Principal.

CACS will maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student will not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the

student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement.

CACS will work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) the commission of any infraction resulting from the student's disability; (3) the commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

Also, CACS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to: (1) convene a CSE meeting within 10 school days to make a manifestation determination; (2) convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan; (3) provide the student's parent with a copy of their procedural due process rights; and (4) work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. CACS also will provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, will make the service determination. During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a) (2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, CACS will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child will remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and CACS agree otherwise.

DIGNITY FOR ALL STUDENTS ACT (“DIGNITY ACT”) POLICY

CACS' Board of Trustees (“Board”) is committed to providing a safe and productive learning environment that promotes respect, dignity and equality among its students, faculty, administration and other school stakeholders. In accordance with NYS' Dignity Act, CACS will address incidents of harassment and/or discrimination of students that impede students' ability to learn promptly and appropriately. This includes bullying, taunting or intimidation in all their myriad forms.

The key principle in the Dignity Act relates to material incidents of harassment and discrimination, particularly those that are based on a student's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or

expression), or sex. CACS believes that harassment and discrimination on the basis of economic status is equally intolerable. CACS recognizes that all acts of discrimination and harassment, whether in person or through the use of electronic means or information technology (“cyberbullying”), are detrimental to student learning and achievement. Such behavior affects not only the students who are its targets, but also those individuals who participate in, and witness such acts. To this end, **CACS prohibits all forms of discrimination and harassment, including, but not limited to, bullying, taunting or intimidation, including isolation, against students by students or employees on school property and at school-related and extra-curricular events or activities including transportation to/from school and school-related functions.** CACS recognizes that constitutional issues may arise regarding charter schools’ restriction of student speech, when regulating in these areas (*e.g.*, bullying, cyberbullying and sexting), but that student expression that materially and substantially disrupts the work and discipline of the school may be regulated and prohibited. CACS’ Student Discipline Code (the “Code”) is intended to reflect these standards and ideals and to incorporate prohibited conduct under the Dignity Act.

CACS will post this policy and the Code on its website, and distribute the Code and a summary of the Dignity Act Policy to each student and family at least annually.

Policy Definitions:

"School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section one hundred forty-two of the vehicle and traffic law.

"School function" means a school-sponsored extra-curricular event or activity.

"Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to bullying, cyber bullying, sexting or other conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Bullying" means a series of acts or a single act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

"Cyberbullying" means online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily

limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to “*sexting*”); pretending to be someone else in order to make that person look bad.

“*Discrimination*,” while not specifically defined in the Dignity Act, includes any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission and/or access to programs, facilities and services based on the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.

“*Material incidents of discrimination and/or harassment*” means a single incident or a series of related incidents where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct with or without physical contact and/or by verbal threats, intimidation or abuse, of such severe or pervasive nature that: a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Material incidents of harassment and discrimination would include, but are not limited to: threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

“*Disability*” means: a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; b) a record of such an impairment; or c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“*Gender*” means a person’s actual or perceived sex and includes a person’s gender identity or expression.

“*Sexual orientation*” means a person’s actual or perceived heterosexuality, homosexuality or bisexuality.

“*School climate*” means the quality and character of school life. School climate promotes or complicates meaningful student learning. Two aspects of school climate, commitment to school and positive feedback from teachers, have been shown to affect students’ self-concept.

“*Sexting*” means sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email.

Students’ Right - No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the CACS reserves the right to discipline students who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of CACS students within the educational system; or 3) is

reasonably believed to pose a danger to the health and safety of CACS students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC) - The Principal will designate, and the Board will approve, a staff member to be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. This staff member will be known as the DAC. CACS will make the contact information of the DAC available to all school personnel, students and parents/guardians of students through posting on the CACS website and in the school's main office. Also, at least annually, the DAC's name and contact information will be provided to parents/guardians by a mailing or other notice sent home with students. If the DAC vacates his or her position or is unable to fulfill the responsibilities of the position, the Principal and Board will designate a successor or interim DAC within thirty (30) days of the date that the position was vacated.

Reporting and Investigating - Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Principal. A staff member who witnesses harassment or who receives a report of harassment shall inform the Principal. The Principal shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by CACS to investigate allegations of harassment. Investigation of allegations of harassment shall follow the procedures utilized for complaints of harassment within CACS. In instances where criminal liability is possible, the Principal and/or DAC will notify appropriate law enforcement agencies promptly and cooperate fully with any criminal investigation.

Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

No Retaliation - The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and CACS policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Guidelines and Training – All administration, staff and faculty are expected to maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or economic status. They are also expected to confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Administration, staff and faculty are also expected to address personal biases that may prevent equal treatment of all students in the school or classroom setting, as well as to timely report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention.

CACS' Principal is authorized and directed to prepare administrative guidelines:

1. To be used in annual school training programs to discourage the development of discrimination or harassment, and that are designed to:

- a. Raise the awareness and sensitivity of school employees to potential discrimination or harassment
- b. Provide students and staff with the specific highlights of the Dignity Act provisions, such as the prohibition against discrimination and harassment and the identity and availability of the school's DAC.
- c. Enable employees to prevent and respond to discrimination or harassment.

2. Relating to the development of nondiscriminatory instructional and counseling methods

CACS will provide training to faculty, staff and administration regarding the Dignity Act and the school's policies. This training will be consistent with the requirements of the Dignity Act and the guidance provided by NYS Education Department.

Curriculum – CACS recognizes the importance of integrating the principles of the Dignity Act into its curriculum in an age-appropriate manner. CACS will incorporate into its educational program instruction targeted at prevention of harassment and discrimination prohibited by the Dignity Act in an effort to protect the civil rights and health and safety of its students. Such curricula shall support the development of a school environment that is free of discrimination and harassment including, but not limited to, instruction that raises awareness and sensitivity to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and economic status. Such instruction shall be provided in an age-appropriate manner. The DAC will be a part of the development of such curricula.

Dissemination, Monitoring and Review – This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on CACS' website. Also, each year, as part of the annual review of the school's Student Discipline Code, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

Reporting of Incidents – CACS shall submit to the Commissioner of Education an annual report of material incidents of discrimination and/or harassment that occurred in such school year in accordance with Education Law § 15 and applicable regulations, through the BEDS system or other form designated by the Commissioner of Education.

Attachment 5b: Proposed By-laws

ARTICLE I: NAME

The name of the Corporation is the Circle Academy Charter School (hereinafter “the School” or “the Corporation”).

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Trustees (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the General Municipal Law, the New York Public Officers Law, the Corporation's Charter and these By-laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and any limitations noted in these By-laws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws.

C. Election of Trustees.

1.Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2.Eligibility. The Board may elect any person who is eligible under the General Municipal Law and other applicable laws, rules and regulations, is not an employee of the Corporation, who is at least 18 years old and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.

3. Term of Office.

a. The Trustees elected shall be divided into two classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class at the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the second annual meeting of the Board and the second class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the By-laws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the By-laws or other Board action

4. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the

applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the location of Circle Academy Charter School or at such other place as the Board may select by resolution or amendment of the By-laws. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary and made available to the public at the School.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate provided however that the location of any board meeting shall be open to the public and comply with the requirements of Article 7 of the New York Public Officer's Law (hereinafter referred to as the "Open Meetings Law").

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees and Officers, making and receiving reports on corporate affairs, and transacting other business.

C. Regular Meetings. Regular Meetings shall be held at least once every calendar month on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given to the public in a manner consistent with the Open Meetings Law and shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time of the meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe, and the location of such site shall be included in the public notice of the meeting. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or participating by live video-conferencing shall not vote. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (Chaired by the President); a Finance Committee (Chaired by the Treasurer); and an Academic Accountability Committee.

3. Authority of Board Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: a) the election of Trustees; b) filling vacancies on the Board or any committee which has the authority of the Board; c) the fixing of Trustee compensation for serving on the Board or on any committee; d) the amendment or repeal of By-laws or the adoption of new By-laws; and e) the appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these By-laws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial

requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation's money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "President"), a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. Vice President. At the request of the President, or in the event of the President's absence or disability, the Vice President shall perform the duties and possess and exercise the powers of the President, and the Vice President shall have such other powers and perform such other duties as the Board may assign to the Vice President

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe, including presiding over Board meetings when neither the President or Vice President are able to do so.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of

account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance and Operations Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove or suspend any Trustee or Officer in accordance with Section 226(8) of the Education Law and other such applicable sections of the Education Law and the Not-for-Profit Corporation Law. Such removal or suspension will take effect by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all members of the Board.. Any Trustee or Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board and permitted by law (including such applicable provisions of the General Municipal Law, the Education Law and the Not-for-Profit Corporation Law). "Self-dealing transaction"

means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)").

Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Treasurer, Board Secretary or Principal, or any other duly designated person that the Board has authorized. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Conflict of Interest. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could

reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

E. Interpretation of Charter. Whenever any provision of the By-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the Charter authorizer.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Circle Academy Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

_____, Secretary Dated: _____

Attachment 5c: Code of Ethics

Circle Academy Charter School (hereinafter called “CACS” or “the School”) has developed and enacted a formal Code of Ethics and embedded Conflict of Interest Policy. In accordance with this Policy, the Trustees, officers and employees of CACS shall at all times be in compliance with the following:

1. The Board of Trustees (the Board) shall conduct and direct the affairs of CACS and exercise all such powers subject to the applicable limitations of the New York Education Law, the New York Not-for-Profit Law, the New York General Municipal Law, CACS’s Certificate of Incorporation and CACS’s By-laws. The Board may delegate the management of the activities of CACS to others, so long as the affairs of CACS are managed and its powers are exercised under the Board’s ultimate jurisdiction.

2. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except as provided under CACS’s By-laws with respect to: a) any transaction or other conflict of interest between the Trustee (or any affiliate or immediate family member of the Trustee or any entity or association in which the Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and CACS, on the other hand; b) indemnification of a Trustee uniquely; or c) any other matter with respect to which applicable law or CACS’s Code of Ethics would make it impermissible for such person to participate in discussion or approval of such matter.

3. A Trustee, officer or employee of CACS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which CACS is a party and in which one or more of the Trustees, officers or employees has a material financial interest. Notwithstanding the foregoing, the following transaction is not a self-dealing transaction and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of CACS, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

4. A Trustee, officer or employee of CACS shall not disclose confidential information acquired by him or her in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he or she shall not disclose information about any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any Trustee, officer or employee from making any disclosure required by law, including, but not limited to, disclosure in connection with any judicial or administrative proceedings.

5. A Trustee, officer or employee of CACS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any

action by CACS with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services.

6. Any Trustee, officer or employee of CACS, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall make a prompt, full and frank disclosure on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest, and shall be made prior to the Board or Committee acting on the matter. The term "interest" means a pecuniary or material benefit accruing to a Trustee, officer or employee.

7. Any Trustee, officer or employee representing any not-for-profit corporation proposing to do business with CACS (whether or not for compensation) shall disclose the nature and extent of his or her relationship with the not-for-profit entity.

8. No Trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with CACS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that the exceptions set forth in the General Municipal Law shall apply. No Trustee, officer or employee of a for profit corporation, limited liability corporation or partnership having a business relationship with CACS involving the provision of educational management services shall serve as a voting member of the Board of Trustees.

9. Trustees, officers or employees of any single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

11. No Trustee, officer or employee of CACS shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No Trustee, officer or employee of CACS shall, after the termination of service or employment with CACS, appear before the Board or any committee of the Board in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

12. Trustees shall make all appropriate financial disclosures, in writing, whenever a grievance of conflict of interest is lodged against them and such disclosures shall be noted in the official

minutes of the Board.

13. Other than solicitation of donations to CACS or another not-for-profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly accept any gift from any person associated with CACS in any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. A Trustee, officer or employee shall not accept or receive any single gift or privilege in connection with CACS worth \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given. In addition, ordinary personal gifts from relatives, members of a household or others who may be associated with CACS (e.g. holiday gifts) are permitted and are not considered “gifts” for purposes of this Code of Ethics.

14. No Trustee, officer or employee shall invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

15. No Trustee, officer or employee may engage in a related party transaction unless it is determined expressly by the Board to be fair, reasonable and in CACS’ best interest. A related party transaction is defined as any transaction, agreement or other arrangement in which the related party has a financial interest and CACS is a participant. Any interested Trustee, officer or employee must disclose all material facts, in writing, to the Board and may not participate in any deliberations or voting regarding the transaction. Related party transactions will be valid only if approved by a majority vote of all Board members present. The Board may approve such transactions only when they are at fair market values or better for CACS and when the Board has considered alternative transactions. The Board must document the basis for approval of any related party transactions.

16. No Trustee, officer or employee shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No Trustee, officer or employee shall, after the termination of service or employment with CACS, appear before the Board or any Committee of the Board in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the charter education corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

17. A Trustee, officer or employee of CACS shall never ask a subordinate, student or a

parent of a student to work on or give to any political campaign.

18. No Trustee, officer or employee may intimidate, retaliate or otherwise conduct reprisals against anyone who has in good faith reported a suspected violation of a law, regulation or any provision of this Code of Ethics or who has participated in or cooperated with any investigation of such a suspected violation.

19. All Trustees, officers and employees of CACS will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to: a) Theft or inappropriate removal or possession of property belonging to CACS or otherwise used by the School; b) Falsification of documents; c) Possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace or while on duty; d) Use of tobacco or tobacco products on School grounds; e) Insubordination or other disrespectful conduct; f) Violation of safety or health rules; g) Sexual or other unlawful or unwelcome harassment; and h) Excessive absenteeism or any absence without notice.

All Trustees, officers and employees of CACS will be given a copy of the Code of Ethics upon commencement of their association with CACS.

In accordance with the General Municipal Law, any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. Any Trustee, officer or employee who willfully and knowingly violates the provisions of the Code of Ethics may be guilty of a misdemeanor. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be suspended or removed from office or employment in the manner provided by law and by the by-laws of CACS.

Attachment 8a: Hiring and Personnel Policies and Procedures

All hiring decisions are the responsibility of the Board of Trustees, which may be delegated to the Principal. Notwithstanding such delegation, all hiring decisions must be approved by the Board of Trustees. The recruitment, selection, and hiring of all Circle Academy Charter School (CACS) employees will be governed by pertinent federal, state and local laws and regulations, including US Equal Employment Opportunity Commission guidelines and the federal statutes that fall within the scope of EEOC oversight. All teachers and other instructional staff will meet the requirements for “highly qualified” teachers and staff required by the NCLB Act.

Individuals who wish to apply for a position will be required to submit a resume and an CACS employment application. CACS’s Principal or designee will review all submissions and determine which candidates are best suited for the school based on their qualifications. The Principal or designee will conduct interviews with teacher and non-teacher candidates and notify each person of their status once a decision is made. The candidate selection process will also include checking of references and other appropriate investigation regarding each candidate’s education and experience. Candidates who are offered employment will receive written notice from CACS.

Principal

The Board will select the Principal on an application and interview basis. Selection of administrators will be based on proven experience in educational leadership, educational vision for and experience improving academic achievement of low-income and/or minority students. The Principal reports directly to the Board of Trustees and supervises all CACS staff. The Principal shall act as the instructional leader at the school and shall be responsible for helping students achieve the outcomes outlined in the school’s educational program. The Principal will also be expected to teach or co-teach classes during his or her tenure.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience, including administration experience in a traditional public or charter school
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Understanding of and experience in blended learning, the workshop model, the Danielson Framework for Teaching and other key elements of the school program
- Demonstrated ability to coordinate an academic program emphasizing personalized learning
- Understanding of charter school law and related laws, regulations and guidelines
- Demonstrated success as a classroom teacher with a minimum of 5 years teaching experience.

Candidates will meet the following minimum requirements:

- Valid New York State Administrative Credential, or equivalent
- Valid New York State Teaching Credential, or equivalent

- Management experience in an urban public K-12 high school serving economically disadvantaged at-risk students, with preference for candidates with experience in urban charter schools and experience in urban middle and high schools
- At least three years of demonstrated experience managing a successful district or charter public school, charter management organization or similar nonprofit organization, including experience in program development, instructional leadership, staff hiring and training, budget development and management, compliance reporting, fund development, staff management and human resources development and public relations
- Demonstrated ability to work effectively with Trustees, educators and diverse groups of school stakeholders and a successful track record of designing and implementing innovative educational programs
- Understanding of relevant laws, regulations and requirements affecting NYS charter schools and ability to work effectively with partner organizations and the authorizer;
- e) strong skills in strategic planning and implementation of school programs
- At least a Master's degree in education, educational administration and/or a related field, as well as appropriate certifications
- Understanding of and commitment to the mission, programs and principles of the CACS.

The Principal's responsibilities will include:

- Facilitating communication between all school stakeholders.
- Hiring all other employees according to the mission, philosophy, and obligations defined in the charter, with Board approval and in accordance with Board policies and employment contracts.
- Overseeing the day-to-day operations of the school.
- Organizing professional development.
- Assisting with student discipline.
- Reporting to the Board of Trustees on the progress of the school in achieving educational success.
- Assisting with preparing grants, facilitating fundraising, and/or obtaining loans.
- Maintaining a balanced budget and drafting an annual budget proposal for Board review.
- Overseeing the development and implementation of all programs.
- Teaching or co-teaching classes on a regular basis

Director of Curriculum and Instruction (DCI)

The DCI will be selected on an application and interview basis and will report directly to the Principal. Selection of this administrator will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial skills, and interest and commitment to educational reform. The DCI will oversee operations and will direct the activities of the guidance department and student support services of the school.

The DCI must possess:

- Excellent communication and community-building skills

- Administrative experience, including administration experience in a traditional public or charter middle and/or high school
- Extensive knowledge of curriculum development, especially in a blended learning environment
- A record of success in developing teachers
- Experience in performance assessment
- Demonstrated success as a classroom teacher with a minimum of 2 years teaching experience.

The DCI must meet all of the following minimum requirements:

- Valid New York State Administrative Credential, or equivalent
- Valid New York State Teaching Credential, or equivalent
- Completion of an appropriate graduate degree or the completion of college level work beyond the undergraduate degree and the expectation of completion of a graduate degree within one year of hiring.
- Administrative experience in an urban charter or traditional K-12 public school
- Experience with developing and implementing student discipline programs
- Appropriate credentials, certifications and experience
- Experience working effectively with teachers and diverse school stakeholders; e) experience managing student support services
- Understanding of the NYS Charter School Law and other relevant laws and regulations
- Experience with data-driven decision-making and effective use of data to design and improve school programs.

Responsibilities for the DCIs include:

- Working with teachers and other instructional staff to develop and enhance standards-aligned curricula and to support effective classroom instruction
- Facilitating communication between school stakeholders.
- Organizing and providing extensive professional development, in coordination with the Principal.
- Assisting the Principal in preparing reports to the Board of Trustees on the progress of the school in achieving educational success.
- Assisting with preparing grants, facilitating fundraising, and/or obtaining loans.
- Teaching or co-teaching classes on a regular basis
- Supporting the Principal in school-wide planning, managing day-to-day activities at the school and developing policies related to student discipline and school culture.

Special Education Coordinator

Reports directly to the Director of Curriculum and Instruction

Responsibilities include:

Committee of Special Education

- Liaison between CSE and the lower level school.
- Coordinate the provision of services with the CSE of each student's district of residence
- Facilitate all CSE meetings conducted for any child at the K-5 level.

Scheduling and Planning

- Coordinate inclusive special education program and ensure compliance with IEPs and 504 plans
- Coordinate and oversee special education services making certain they will be provided in accordance with the IEP
- Interact with the student's district of residence through monthly written reports (i.e. report on the goals and progress of student work) throughout the school year
- Alert and inform teachers, related service providers, and parents of IEP meetings
- Conduct ongoing written and phone communication with the CSE in order to participate in any meetings that the CSE conducts for the children at the school to ensure that any changes or modifications made in any child's IEP will be properly reported and implemented
- Ensure that all special education records are effectively maintained and that timelines for initial evaluations, re-evaluations, and triennials and annuals are met
- Monitor and inform parents of children with IEPs of their progress towards IEP goals on a frequent, ongoing basis
- Formally inform parents of children with IEPs of their child's progress towards IEP goals three times a year through written reports relating directly to the IEP goals
- Create goals and differentiate curriculum with all teachers and related staff who have responsibility for implementing a student's IEP
- Collaborate with staff developers, curriculum directors and teachers to differentiate units of study
- Meet weekly as a curriculum team with the Principal and DCI to debrief on curricular changes, updates, etc. that have come up during the week at all planning meetings with consultants, teachers, and other administrative members.
- Participate and support grade team curriculum and planning meetings with teachers on a weekly basis in order to discuss ongoing modifications and adaptations to implement in their classroom curriculum to best meet the needs of the children with IEPs, ELLS and Title I students.
- Meet with teachers to discuss the goals for each child to ensure the classroom teachers have a full understanding of each child's progress
- Support classroom teachers with instructional and behavioral strategies and adapt curriculum materials and assessments for students with and without IEPs
- Oversee and conduct NYS Identification Test for ELLs (NYSITELL) and NYSELAT assessments in collaboration with ESL Teacher
- Develop and implement special education policies and procedures related to RTI process and referrals for special education evaluations
- Monitor and oversee student management needs, assessment procedures, and data collection for students with disabilities
- Collaborate with DCI, under the direction of the Principal, to establish guidelines for Special Education and Intervention teacher evaluation.
- Attend weekly meetings with DCI and other administrators
- Meet with parents and classroom teachers to discuss students' progress

- Collaborate with administrators to create agendas for staff meetings and professional development workshops
- Develop and manage ICT protocols and overall structure and implementation. Lead weekly meetings to discuss instructional and strategies to ensure classroom success

Child Study Team (CST)

- Review, Revise and Implement CST protocols and overall process, maintain detailed records and lead weekly meetings to discuss instructional and behavioral strategies to ensure student success
- Oversee and manage CST
- Propose specific strategies and concrete action plans for students at risk
- Observe the teaching of and provide feedback for teachers implementing interventions
- Model interventions for classroom teachers

Collaborative Responsibilities:

- Collaborate with grade team teachers to plan for intervention groups
- Participate in grade team meetings
- Collaborate with the Director of Elementary School Curriculum and Instruction to plan for special education and intervention teacher coaching and instruction
- Report to Lower Level School Principal bi-weekly on Special Education and Intervention Teachers instruction, coaching goals, support, concerns, needs etc.
- Collaborate with classroom teachers and write assessments for tracking progress and re-grouping of intervention groups – baseline and final

Intervention Groups:

- Utilize assessment data to formulate student groups and plan targeted small group instruction

Management

- Directly supervise and evaluate special education teachers, reading specialists, ESL Teacher and related service providers
- In collaboration with the DCI, formally and informally observe classroom teachers' curriculum and instruction differentiation as well as modification implementation in all elementary grades

Staff Training

- Train staff at the beginning of each school year to ensure that all members understand the requirements and responsibilities relating to the education of students with disabilities, ELLs and Title I Students
- Create and lead professional development workshops for teachers during the summer professional development period and during professional development during the school year.
- Staff training will include: procedures for referring a student to be evaluated by CSE, development of a student's IEP, procedures and methods for implementing the goals of a student's IEP, evaluation of a student's progress toward meeting IEP goals and

objectives, reporting requirements to parents and CSE, importance of confidentiality of all records pertaining to a student's IEP file, methods and techniques for implementing disciplinary actions for student's with IEPs, Response to Intervention, and CST.

Administrative

- Complete state mandated VESIDCAR reports related to special education service delivery
- Monitor and oversee all procedures, data collection, and resources relating to working with students with disabilities used by charter school personnel
- Ensure all procedures relating to working with students with disabilities are kept in compliance with all reporting requirements by the Individuals with Disabilities Education Act (IDEA) as well as Families Educational Rights Privacy Act (FERPA).
- Maintain data collection protocol for teachers to access student IEPs and records
- Maintain all documentation from CST conferences and interventions
- Receive and process Home Language Surveys
- Enter students with IEP's data every three months into the per pupil database
- Create and maintain a lending resource area of instructional tools, modification supports, professional development books, and articles for classroom teachers
- Oversee and Manage the Special Education budget, ELL budget, and Intervention budget in a fiscally responsible way
- Purchase classroom supplies including classroom sensory tools and professional development resources for all grades
- Purchase Special Education supports and curriculum

Enrollment

- Inform families at open houses and other events about the services CACS provides children with special needs, ELLs and Academically At-Risk students
- Participate and help to facilitate CACS open houses and related events

Community

- Lead parent workshops related to special education, ESL and academic support at home – effective teaching methods for students with special needs and various learning styles
- Attend workshops and conferences on various topics to support the growth of the school, Special Education and Intervention department and teacher professional development

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.
- Must be “Qualified” under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Masters Degree in Special Education
- Appropriate state certifications.
- At least three years of experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful.

- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with a variety of reading intervention programs and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Demonstrated ability to communicate and work effectively with parents.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Teachers

Teachers will be selected based on an evaluation of their teaching experience, the degree of subject matter expertise and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low-income students and English language learners is a strong qualification for employment. Teachers will be expected to be "highly-qualified" as defined by No Child Left Behind, except as permitted by the Charter Schools Act and other relevant laws and regulation. Accordingly, teachers will be expected to possess their NYS teaching certificate and have a demonstrated record of extended and successful study in their grade or subject area at the undergraduate level, but all teachers will receive additional training in literacy and ELL instruction and may be asked to continue study at the graduate level. Appropriate records of credentials held by CACS's teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

In order to recruit and attract highly-qualified teachers, CACS will advertise positions on the school's CACS website, other professional websites as well as in local New York City newspapers and other publications. CACS will reach out to and work with universities and teacher education programs in and outside of New York City to recruit teachers. CACS may also reach out to appropriate professional organizations and educational foundations such as the New York Science Teachers and the National Council of Teachers of English.

The Principal and designees will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced/emergency credentialed teachers will be hired on the basis of educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers will include:

- Preparing and implementing lesson plans that lead to student understanding of the curriculum content.

- Assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Acting as an advisor and advocate to a group of students throughout their school career.
- Working closely with fellow teachers and instructional staff on the development of and enhancement of standards-aligned curriculum and assessments.
- Carrying out ongoing forms of assessment for purposes of analysis and reflection resulting in continued improvement of teaching and learning.
- Maintaining frequent communication with students, students' families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.
- Provide an safe and effective classroom environment that reflects and facilitates the academic program.

Compensation and Benefits

All employees will earn paid legal holidays not less than those currently offered by NYC DOE for a school year of work. Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by CACS. Life, health, dental, vision, and related benefits will also be provided to full-time employees. Teacher compensation will be competitive with the compensation provided by similar charter schools. Additional compensation may be provided to teachers if they assume designated leadership responsibilities at the school.

PERSONNEL POLICY

INTRODUCTION

All personnel and employment policies and procedures of CACS set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of CACS to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further CACS's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

II. Hiring

Upon employment by CACS, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or designee. Employment qualifications as stated by an employee or prospective employee on an

employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with CACS or a prospective employee's likelihood of being hired.

III. Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the School's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual. The School also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the Principal as a condition of employment. Time off, work without pay for part-time employees may be granted by the Principal or his or her designee.

IV. Adjustments to Employee Status

The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out and Elimination of Positions

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

VI. Unauthorized Absence

An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required two-week notice (see Section VII of this chapter), with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the Principal. Such an employee will remain eligible for any salary due.

VII. Separation

- **Resignation:** An employee who wishes to resign is required to give to the Principal, in writing, a minimum of two weeks-notice prior to the desired resignation date, unless an exception is made by the Principal. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time and Attendance." If an employee fails to give a minimum of two weeks-notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the Principal. Such an

employee remains eligible for any salary due.

Termination: All employees serve at the will of the Principal, and the authority to terminate an employee is vested with the Principal or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

TIME AND ATTENDANCE

I. Work Days and Work Week

Unless otherwise provided for or as approved by the Principal, all employees are required to work a minimum of 9 hours each day, Monday through Friday. Unless otherwise provided for by the Principal, all employees are expected to work at least from 7:45 a.m. to 4:45 p.m. each work day. Additionally, classroom instructional staff are expected to work such hours that ensures the timely start of the School day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

II. Pay Periods

CACS will operate on a 2 week pay period.

BENEFITS: PAID LEAVE

I. Vacation Leave

1. Administrative Staff: Accrual

Unless otherwise provided for or as approved by the Principal, Vacation Leave for regular full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

- Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.
- No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.
- Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

2. Administrative Staff: Use

Unless otherwise provided for or as approved by the Principal, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following

provisions:

- Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.
- Unless an exception is made by the Principal, all employees must request of the Principal the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee. Denial of a leave request may consist solely of the fact that School is in session for the time period requested.
- "Comp" Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

3. Instructional Staff

Vacation Leave for regular full-time instructional employees – where “instructional employees” includes all classroom teaching staff and aides – shall be provided only when classes are not in session, and is time off work with pay. The Principal will annually prepare the school session calendar, noting which days instructional staff are not expected to report.

II. Holiday Leave

In addition to the eight weeks of Vacation Leave provided as noted, the School shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. For the school year, this includes the following holidays: Labor Day, Rosh Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year’s Day, Martin Luther King Jr. Day, Presidents’ Day, Memorial Day, and Independence Day. The school may substitute, add or delete specific holidays.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the Principal. Only employees determined to be eligible to accrue “Comp” Time Leave (see Section VII) shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

III. Weather Days and Other Closures

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

IV. Personal Leave

1. Accrual

Unless otherwise provided for or as approved by the Principal, Personal Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.

- Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.
- Unused Personal Leave may not be rolled-over from year to year.

2. Use

Unless otherwise provided for or as approved by the Principal, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.
- Unless an exception is made, all administrative employees must request of the Principal the use of Personal Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee.
- Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.
- Personal Leave is to be used in increments of one-half work day.
- Any employee whom the Principal has determined to be eligible to accrue "Comp" Time Leave (see Section VII of this chapter) may use accrued Personal Leave in increments of one-half hour.

V. Sick Leave

1. Accrual

Unless otherwise provided for or as approved by the Principal, Sick Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted five days of Sick Leave on September 1 of each year.
- Employees hired after September 1 in any given year are granted immediately upon the first day of employment a *pro rata* portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.
- Unused sick leave may not be rolled-over from year to year.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the Principal. The Principal retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave (see also Section VII , "Medical Leave").

2. Use

Unless otherwise provided for or as approved by the Principal, Sick Leave is to be used by regular full- time employees in accordance with the following provisions:

- Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal. Notice of absence from work due to illness should be provided to the Principal or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.
- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- Notice of total Sick Leave used should be provided to the Principal or his or her designee upon an employee's return to work. Sick Leave shall be used in increments of one-half work day.

VI. Overtime and Compensatory Time Leave

1. Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

2. Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Principal.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VII. Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Principal or his or her designee with a written notice of their disability, including

a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Principal on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Principal a written request prior to the beginning of each month with proof of continued disability from an attending health care provider. The School will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the Principal, will be deemed a voluntary resignation from employment.

VIII. General Leave With or Without Pay

General Leave with or without pay may be granted at the discretion of the Principal according to an orderly process established for such purpose.

IX. Principal

Leave policies for the Principal may differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

X. Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Principal or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section. Any employee called to jury duty should present to the Principal a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

XI. Statement of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the Principal or by his or her designee. Any employee may request of the Principal a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

XII. Other Leave

The Principal retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the Principal to all employees, students, and parents.

XIII. Unused Leave Accruals

Unless otherwise provided for or as approved by the Principal, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the Principal.

BENEFITS: INSURANCE

I. Medical Insurance

The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or his or her designees.

II. Dental Insurance

The Principal or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. Life Insurance

The Principal or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

IV. Vision Care

The Principal or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

V. Workers' Compensation Insurance

Injury resulting from accidents that occur while performing official duties on behalf of CACS are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Principal or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Disability Insurance

The School carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Principal or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VII. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Principal or his or her designee.

BENEFITS: OTHER BENEFITS

I. Retirement

Upon determination by the Board of Trustees, the School may submit an application join the NYSTRS and if accepted, all teachers, substitute teachers, business administrators, school counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System. The School will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

The School may, subject to approval by the Principal and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Principal.

Employees may join the deferred compensation program only on the first pay day in

September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the Principal or his or her designee.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

III. Tuition Payments

The School may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees. An employee shall submit a request for tuition or other payments in advance and in writing to the Principal, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the Principal.

Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the Principal of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

IV. Unemployment Compensation

This School contributes to the Unemployment Compensation plan administered by the State of New York.

V. Principal's Benefits

The insurance coverage and benefits package offered to the Principal may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

VI. Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement from the School for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. All requests

for travel reimbursement must appear on a form provided by the Principal or his or her designee for such purpose.

Unless otherwise provided for by the Principal, all employees traveling on approved business are required to abide by the following guidelines:

□ Transportation: The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the Principal for such purposes.

□ Lodging: Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the Principal. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Principal for such purposes.

□ Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Principal. Employees seeking reimbursement for meal expenses must list on a form provided by the Principal all reasonable and appropriate expenses.

II. Mileage

□ Business Use of Personal Vehicle: Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Principal. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the Principal.

□ Personal Use of School Vehicles: Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the Principal. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the Principal. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Principal, unless an exception is made by the Principal.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the Principal. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

IV. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the Principal or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Principal or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request. The final decision on whether to reimburse an employee for any such expenses is vested with the Principal or his or her designee.

V. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the Principal. Each employee charging any purchases to the school credit card is required to provide to the Principal or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of CACS to prohibit sexual harassment from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate CACS's commitment to maintaining a workplace environment that is free of harassment of and by its employees. It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception. CACS will also comply with all requirements of the Dignity for All Students Act (DASA).

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with CACS;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Principal, his or her designee, or any other school official with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the Principal, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Principal, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee. No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the Principal. Evaluations will be conducted by the Principal or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the Principal. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation. Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

II. Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Principal at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Principal or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Principal, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees of CACS shall not, in any way, release any information about CACS, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with CACS, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

II. Personnel Inquiries

No one in CACS other than the Board of Trustees, Principal, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of CACS.

III. Return of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Principal. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the Principal.

IV. Ban on Acceptance of Gifts

The Principal and other school employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for CACS; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the Principal, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal.

V. Change of Personnel Status

Employees are required to notify as soon as possible the Principal and any other person designated by the Principal of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by CACS.

