

Letter of Intent: Contact Information Form

Created Friday, January 31, 2014

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Circle Academy Charter School

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Queens: CSD 27

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Michelle Pascucci	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Parent
- Community Resident

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Michael Estep	718-296-3905	news@circleacademycharter.org	www.circleacademycharterschool.org

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	88	88	88	88	88
1st	5-7	66	88	88	88	88
2nd	6-8	0	66	88	88	88
3rd	7-9	0	0	66	88	88
4th	8-10	0	0	0	66	88
5th	9-11	0	0	0	0	66
Total		154	242	330	418	506

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	None
Partner Organization 1	None
Partner Organization 2	None

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Lead or Co-Applicant)

(No response)

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

Letter of Intent: Circle Academy Charter School

I. Applicant Information

- a. *Applicant information:* : Michelle M. Pascucci [REDACTED]
- b. *Media Contact:* Michael R. Estep; phone: 718-296-3905; e-mail: news@CircleAcademyCharter.org
- c. *Applicant Founding Group:* Each person listed below is a member of the Circle Academy Charter School (CACS) Applicant Team. Each of these individuals, ***with the exception*** of Irene R. Kouba, Vanessa A. Dominick and Dr. Ann Marie Ginsberg, will be a Trustee.

Name	Relevant Experience/Skills
Irene R. Kouba	Irene 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.
Vanessa A. Dominick	Vanessa is Assistant to the Educational Director and Special Education Teacher at Parsons Preschool in Jamaica Queens and has extensive experience teaching students with disabilities (SWD). She has expertise in early childhood education, special education and elementary education. She also brings her relationships in the Queens preschool community—i.e. potential feeders of students—to CACS.
Dr. Ann Marie Ginsberg	<i>Ann Marie brings more than 25 years of experience in K-12 education in high needs school districts at the school and district level, and she will be the Principal of CACS.</i> She was a successful Principal at the Turtle Hook Middle School in Uniondale, NY—i.e. a school with a student population similar to that expected of CACS. She is Adjunct Professor at DeVry University, where she focuses on blended learning strategies and integrating technology into the classroom. Ann Marie has been the leader of the CACS Planning Team’s Academic Committee, and she has facilitated training for Planning Team members in Blended Learning, the Workshop Model, Habits of Mind and other strategies and practices that will be used at CACS. Ann Marie brings to CACS extensive knowledge in blended learning, curriculum development, data analysis and K-12 school administration.
Nathaniel Fields	Nathaniel is President of the Urban Resource Institute (URI), a nonprofit organization providing health and human services, including educational programs, for more than 20 years to victims of domestic violence, persons with disabilities and persons afflicted with addiction or alcoholism. He brings to CACS extensive leadership experience and a successful track record of organizational management, strategic planning and nonprofit governance.
Jonathan Diamond	Jonathan 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.
Michelle M. Pascucci	Michelle is a parent and resident of CSD 27. She also brings to CACS more than 20 years of experience in financial management and administration for large not-for-profit organizations, as well as business management experience.
Nicole Morris	Nicole is a speech-language pathologist/director for the Emmanuel Place for Speech and Language Development. She brings to CACS expertise in special education, particularly in the area of speech and language services.

David Esfhani	David is Executive Director/CFO of the North Side School in Queens. David brings to CACS his expertise in school finance. He also has experience in school facility acquisition and expansion and real estate development as the President of Operations of D&R Ventures LLC.
Richard Bernstein	Richard is the President/Owner of E-rate Consulting LLC and former Principal of the Cedarhurst campus of the Hebrew Academy School of Academic Excellence (HASE). He has extensive experience in project based learning, educational technology and nonprofit administration.
Marianne Gonzalez, Esq.	Marianne 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.

- d. *Proposed Board of Trustees:* The response to *I.c.* above indicates which Applicant Team members will serve on the initial Board of Trustees along with their relevant experience and skills.
- e. *Replication or Network Information:* Not Applicable
- f. *Application History:* This is the first application submitted by CACS or its Applicant Team. No member of the Applicant Team has been involved in developing an application for a charter school.

II. Proposed Charter School Information

- a. *Proposed School Name:* Circle Academy Charter School (“CACS”)
- b. *Proposed school location:* New York City, Queens, CSD 27. The CACS applicant team is not requesting to be sited in school district facilities as it has identified non-district facilities that are appropriate to house the K-5 school community.
- 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. 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.**
- d. *Management/ Partner Organization:* CACS will not have a management or partner organization.
- e. *Proposed School 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.
- f. *School Overview:* 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’ 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.

CACS' **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' 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. Other key design elements include:

- An **extended school day** and **extended school year** that support supplemental instruction, project-based learning, extensive enrichment activities and year-round learning.
- 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.
- A commitment to infusing the research-based principles of **Habits of Mind** into academic programs and school culture to ensure that all students develop the skills, attitudes and dispositions that enable them to succeed in college, in careers and in meaningful civic life. Teachers at CACS will engage in professional development provided by Habits of Mind co-creator Bena Kallick in a unique "social learning" environment that combines direct and online instruction with Facebook-like social media-supported professional dialogue. Habits of Mind will be integrated across the curriculum to support students in developing critical success skills.
- **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' approach to professional development will be blended, combining imbedded coaching and technical assistance with social media-supported synchronous and asynchronous professional conversations.
- A school climate that is **cooperative, safe, healthy, equitable and supportive**, in which all adults will model the behavior and attitudes expected of students and all school stakeholders will contribute to building and maintaining a positive school environment. CACS will establish a family-friendly school environment that promotes parent and family communication and involvement in the life of the school. CACS is committed to creating and maintaining a community partnership with all school stakeholders.

g. *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.

Academically, children have struggled in CSD 27: in 2012, 54%, 55% and 58% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS ELA exam and 60%, 67% and 71% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS Math exam. Black and Hispanic students were consistently outperformed by their White and Asian counterparts on both these exams. In addition, the percentages of ELLs in the district who met proficiency standards in ELA were significantly less—by an average of 36 percentage points—than their English proficient classmates. The percentages of SWD meeting standards on the ELA and math test were on average 38 and 32 percentage points less than their non-disabled peers. The disparity between the achievement of economically disadvantaged students and their non-economically disadvantaged counterparts is also striking with the percentage of disadvantaged students who met ELA and math standards in 2012 being on average 19 and 13 percentage points less than their more well-off peers on the ELA and math tests, respectively. ***The 2013 assessment results for students in CSD 27 are even more devastating, with very low scores and persistent achievement gaps.*** Among students in all tested grades, only 27% were proficient in ELA and 30.5% were proficient in math. Only 15.5% and 15.7% of African American students, respectively, were proficient in ELA and math, as compared to 43.3% and 46.7% of White students. A remarkably low 4.1% of ELL students were proficient in ELA, and only 9.5% of ELL students were proficient in math.

Clearly, CSD 27 needs strong public school options. 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.

III. Enrollment and Retention of Students with Disabilities (SWD), English Language Learners (ELLs) and Students Eligible for Free and Reduced Priced Lunch (FRPL).

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.

CACS will 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 Team, particularly those members who are affiliated with preschools serving SWD. CACS will reach out to community leaders including clergy, elected officials, nonprofit administrators, directors of preschools and Head Start programs and others who serve a non-English speaking and/or economically disadvantaged as well as SWD constituency. 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 CBOs (especially Head Start and pre-school programs serving low income children, ELLs and SWD). 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, SWD 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 SWD.

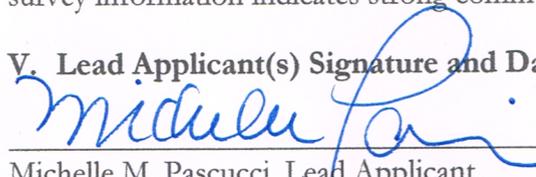
First and foremost, CACS will successfully retain students representing special populations through its highly responsive school model that promotes individualization and extensive parental support and engagement in the school's academic approach and school life. Also, CACS will employ a comprehensive academic intervention program designed to ensure that SWD, ELLS and FRPL meet and exceed NYS Common Core Standards. 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 SWD, CACS will have a Special Education Coordinator and 2 special education teachers (1 in each grade span K-2 and 3-5) to work with classroom teachers and to provide Special Education Teacher Support Services (SETSS) in a push-in or pull-out setting to students with disabilities mandated to receive SETSS. CACS will also contract with outside providers for related services not provided by the school's staff. For ELLs, the ELL program will ensure that LEP students/ELLs receive necessary services. There will be two ELL Specialists in the elementary school allowing the ELL team to spend concentrated time in specific grades (i.e. one ELL Specialist for K-2, the second ELL Specialist for 3-5). They will provide teachers with specific strategies like sheltered instruction to support ELLs (and former ELLs) in reading and math skills and also in acquiring content knowledge on a daily basis. In addition, ELL Specialists will provide direct instructional support to ELLs in a push-in and pull-out model and build the capacity of classroom teachers to support ELLs. FRPL students may fall into a number of categories, including ELLs and SWD and will receive services accordingly. CACS will also have on staff two reading specialists (one for each grade span, K-2 and 3-5) who will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address struggling students' academic needs. The reading specialists will also support classroom teachers in incorporating research-based interventions in their classroom teaching to support struggling students.

IV. Public Outreach and Community Support

CACS has engaged in extensive public outreach efforts throughout CSD 27 and the geographical area of Queens Community Board 9 (CB 9). 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. Since April 2013, members of the Applicant Team have had a series of positive telephone calls and meetings with the leadership of CB 9, CSD #27 and other community leaders, including pastors and priests at prominent Woodhaven houses of worship. Additional presentations at CB 9 and community forums have been scheduled to occur throughout February and March 2014. Members of the Applicant Team had a very positive meeting with the Woodhaven Residents Block Association in June 2013 and another presentation is scheduled to occur in February 2014. The Applicant Team has spoken with representatives of 18 preschools in CSD 27, and promotional materials about the school have been distributed to parents at each school. CACS' outreach has included and will continue to include distribution of news releases to Queens community newspapers, and articles will be published following submission of this Letter of Intent. CACS is also distributing surveys to parents and community residents, and early review of survey information indicates strong community interest and support.

V. Lead Applicant(s) Signature and Date Signed



Michelle M. Pascucci, Lead Applicant

01-31-14

Date

Your Choice: Round 1 or Round 2 Submission Deadline

Created Wednesday, March 05, 2014

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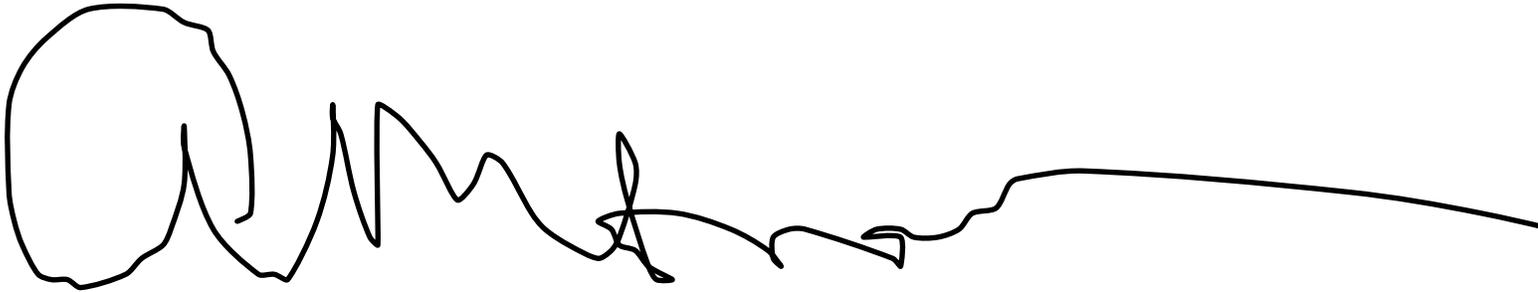
Circle Academy Charter School

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Dr. Ann Marie Ginsberg.

A handwritten signature in black ink, appearing to read "Ann Marie Ginsberg". The signature is highly stylized and cursive, with a large initial "A" and a long, sweeping tail that extends across the width of the page.

Signature of the Co-Applicant, . (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name	Circle Academy Charter School
Applicant Name(s)	Michelle M. Pascucci
Applicant(s) Email Address	[REDACTED]
Applicant(s) Contact Telephone Number	[REDACTED]
Public Contact Name	Michael R. Estep
Public Contact Email Address	news@circleacademycharter.org
Public Contact Telephone Number	718-296-3905
District of Location	CSD 27
Opening Date	August 31, 2015
Proposed Charter Term	5 years
Proposed Management Company or Partners	NA
Proposed Replication of Successful School or Model	NA
Projected Enrollment and Grade Span During Charter Term	K-5, 512 students
Projected Maximum Enrollment and Grade Span	K-8, 776 students

Application Summary

Mission Statement: 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.

CACS' Objectives: CACS' primary objectives are to: a) provide a comprehensive, CCLS-aligned educational program for students in grades K-8 that ensures that all students achieve at least grade-level proficiency or better in all subjects and prepares them for entry into and success in competitive New York City (NYC) high schools; b) employ a blended learning instructional model that establishes an effective personalized learning environment for each student; c) use a variety of data to continuously identify each student's current academic status and needs in relation to individual goals and objectives, thereby enabling teachers to differentiate instruction to support each student's success; d) provide students with rich and engaging learning experiences, including technology-supported, project-based and inquiry-based learning experiences, in core academic subjects, as well as in music and the arts; e) promote continuous learning on the part of all school stakeholders through effective instruction for students and targeted professional development for educators; and f) support the development of habits, skills and dispositions for all students that form the foundation of success in school and in life through infusion of the research-based *Habits of Mind* into the school's culture.

CACS' Key Elements: Among the key design elements of CACS are:

- A **Blended Learning Model** that creates a personalized learning environment for each student. **Teacher-directed “face-to-face” learning** and **teacher-facilitated online learning** will be tailored to help each student achieve personal learning objectives detailed in his or her Personal Learning Plan (PLP). The CACS blended learning model will include a “flipped learning” component in which students can access lessons and learning resources remotely at home and other off-campus locations to support and build upon classroom learning.
- An **extended school day** that supports supplemental instruction, PBL and extensive enrichment activities, and an **extended school year**, with additional enrichment opportunities for students, along with remediation for students achieving below grade level and additional professional development opportunities for teachers to improve the quality of teaching and learning throughout the school.
- A school-wide commitment to a **robust data culture whereby data is used to drive academic programs and differentiate instruction**. CACS will use a variety of strategies and tools to identify and/or design CCLS-aligned curricula and to establish rigorous Student Learning Objectives (SLOs) in all subjects. All teachers will be engaged in the collection and analysis of a variety of data to identify and address individual student learning needs.

- 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**” (**HOM**) across the school curriculum. Working closely with HOM co-creator Dr. Bena Kalick 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 members engage in targeted professional development tailored to address needs and professional growth objectives; and c) parents and families participate in ongoing learning activities that support them in helping their children succeed.
- A **school culture and climate that is cooperative, safe, healthy, equitable and supportive**, in which all adults will model the behavior and attitudes expected of students and all students, teachers, administrators and parents will contribute to building and maintaining positive school climate.

Students CACS will Serve: CACS will enroll students in grades K-1 in its first year and will grow to serve students in grades K-5 during its first term. Upon renewal, it will grow to serve students in grades K-8. CACS will enroll 88 kindergarten students and 72 1st grade students in its opening year. Thereafter, each entering class will consist of 88 kindergarten students. CACS will be located in the Woodhaven neighborhood of CSD 27 and 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. In the 2013 NYS assessments, among students in all tested grades, only 27% were proficient in ELA and 30.5% were proficient in math. In addition, there were significant achievement gaps between minority students and White students and between ELL and English-proficient students. CACS will provide a much needed public school option, and the only charter school option in the center west portion of the district.

Instructional Staffing and Management Design: CACS will hire a strong and experienced Principal who will direct the activities of the school, with oversight by the school’s Board of Trustees. The Principal will be the instructional leader of the school. In CACS’ third year, the school will hire a Director of Curriculum and Instruction will work in coordination with the Principal to provide curricular support and professional development to teachers throughout the school. To support the establishment of a school-wide “Data Culture” in which all teachers are empowered to analyze student data to identify and address individual student needs, CACS will hire a full-time Data Coordinator and invest in extensive data management resources. CACS will also hire a Special Education Coordinator, a Director of Operations and an instructional staff comprising highly qualified grade and subject area teachers, special education teachers, ESL teachers, reading specialists and a math specialist.

Institutional Partnership: CACS does not have an institutional partner, nor will it be affiliated with a charter management organization.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Circle Academy Charter School
 Proposed School Location (District) CSD 27

I hereby certify that the founding 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 founding 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 founding 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."⁶

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application.⁷
- 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 under this subpart,⁸ 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.⁹

Signature of Applicants:	<i>Michelle Pasucci</i>
Date:	<i>march 20, 2014</i>
Print/Type Name:	<i>Michelle Pasucci</i>

⁷ N.Y. Education Law § 2854(2)(a)

⁸ ESEA § 5203(b)(3)(J)

⁹ ESEA § 5203(b)(3)(K)

⁹ ESEA § 5203(b)(3)(N)

**The Circle Academy Charter School
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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

Mission Statement: 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.

CACS' Objectives and How They Further the Goals of Education Law 2850(2): CACS' primary objectives are to: a) provide a comprehensive, CCLS-aligned educational program for students in grades K-8 that ensures that all students achieve at least grade-level proficiency or better in all subjects and prepares them for entry into and success in competitive New York City (NYC) high schools; b) employ a blended learning instructional model that establishes an effective personalized learning environment for each student; c) use a variety of data to continuously identify each student's current academic status and needs in relation to individual goals and objectives, thereby enabling teachers to differentiate instruction to support each student's success; d) provide students with rich and engaging learning experiences, including technology-supported, project-based and inquiry-based learning experiences, in core academic subjects, as well as in music and the arts; e) promote continuous learning on the part of all school stakeholders through effective instruction for students and targeted professional development for educators; and f) support the development of habits, skills and dispositions for all students that form the foundation of success in school and in life through infusion of the research-based *Habits of Mind* into the school's culture. By accomplishing these objectives, CACS will further each of the following goals of NYS Education Law 2850(2):

- 1) ***Improving student learning and achievement.*** CACS will provide a challenging, CCLS-aligned educational program that promotes excellence and supports all students in reaching their academic potential. CACS' academic program is designed to target individual student needs through analysis of a variety of data—including data from state assessments, student portfolios and ongoing formative assessments—and to differentiate instruction to address each student's needs. To this end, CACS will establish for each student a Personal Learning Plan (PLP) that will identify annual individual student growth targets and that will be reviewed and modified on an ongoing basis, based on student progress towards meeting the annual growth targets. Student learning, growth and achievement will be monitored continuously during each student's time at the school, and instructional interventions will be tailored to maximize student success.
- 2) ***Increasing learning opportunities for all students, including students who are at-risk of academic failure.*** CACS will provide a variety of academic supports and learning opportunities tailored to the needs of all students, including at-risk students, English language learners (ELLs) and students with disabilities (SWDs). CACS' instructional program and blended learning model are designed to identify and address student needs and to support individualized instruction. Direct, teacher-facilitated classroom instruction will also use the workshop model, which has a strong record of demonstrated effectiveness in promoting academic achievement for at-risk students, ELLs and SWDs. In addition, 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 and reading specialists

- 3) ***Using innovative teaching methods.*** At the heart of CACS' academic program is a commitment to providing each and every student with personalized instruction and support to ensure that he or she achieves at high levels and builds a foundation for success in high school, in college and in life. CACS students will receive more hours of instruction than students in most traditional NYC public schools through an extended day and extended year program. CACS will use a Blended Learning Model that supports differentiated instruction and addresses individual student needs and learning styles. The Blended Learning Model will combine teacher-facilitated online instruction with direct teacher-guided instruction using the Workshop Model and Project-based Learning (PBL). Differentiated instruction will be targeted to address individual student needs identified through extensive and ongoing collection and analysis of assessment and other data and to achieve student growth and achievement targets set forth in each student's PLP. In addition, the school will engage students in daily academic enrichment activities that will enable them to explore new interests such as creative and nonfiction writing and arts while reinforcing ELA, cooperative learning, communication and other critical skills.
- 4) ***Creating diverse professional opportunities for teachers, administrators and all school personnel.*** CACS will ensure that ongoing professional development is provided to all teachers, administrators and school staff through an annual Summer Professional Development Institute, embedded professional development through Professional Learning Communities (PLCs) and the comprehensive use of online communities and social learning resources to support ongoing collegial communication and collaboration among educators at the school. CACS will support its embedded professional development program with unique social media-based resources to engage teachers in flipped online instruction and ongoing Facebook-like professional dialogue. CACS' professional development model will establish and nurture a continuously learning community of educators.
- 5) ***Providing parents, families and students with expanded educational opportunities and supports.*** CACS is committed to engaging parents and families in the education of their children. To this end, CACS will communicate frequently with parents and families about student progress and school events via parent-teacher conferences, "take-home" documents, e-mails, website announcements and telephone robo-calls. CACS will also facilitate workshops and "special events" at least quarterly to showcase student work and to help parents and family members understand the CACS academic model and curriculum, PLPs, "homework help" strategies and the Habits of Mind. All of these activities are designed to help parents support their children's education.
- 6) ***Creating a positive learning environment where educators can teach and students can learn.*** CACS will maintain a small school culture in which students and teachers interact meaningfully, students work collaboratively with teachers and peers and students are thoroughly supported by teachers and administrators. CACS' blended learning environment and school-wide data-culture will enable teachers to differentiate instruction and support students in learning at their own pace and in their own learning style. Students will be encouraged to communicate and work with teachers and other students during and beyond the school day through e-mail, web-based projects and social learning experiences. Student feedback regarding the school program will be actively solicited and collected through use of the Tripod Student Survey instrument, and such feedback will inform academic programming and teaching practice throughout the school. In addition, students' families will be integrated into the life of the school as actively engaged members of the broader learning community.

- 7) *Meeting measurable student achievement goals and establishing a performance-based accountability system throughout the school.* Accountability is at the heart of the CACS program design. Each year, student achievement and growth targets will be established on a grade-level, classroom and individual student basis. Each student will have a Personalized Learning Plan (PLP), which will be reviewed and modified frequently to support attainment of achievement and growth targets. CACS teachers will also establish rigorous Student Learning Objectives (SLOs) for each subject. Student achievement and growth will be monitored continuously through an analysis of a variety of student data. Also, a “multiple measures” teacher and principal evaluation system that includes consideration of student outcomes and quality of instruction will produce information used to reach a number of human capital management (HCM) decisions, such as professional promotion, professional development and retention.

B. Key Design Elements

The CACS academic program is designed to provide a challenging CCLS-aligned academic program that prepares all students to succeed in school and in life. By so doing, it will further the purposes of the NYS Charter School Law and support the reform agenda of the New York Board of Regents. CACS will educate students in grades K-5 in its initial charter term—and ultimately enroll students in grades K-8—from Community School District 27 (CSD 27). At CACS, students will receive high-quality instruction tailored to their individual needs and learning styles. They will also be active and valued members of a school community that promotes collaboration and supportive interaction among students, teachers, administrators, parents and the broader Woodhaven community. CACS will recruit and hire highly effective teachers and provide them with ongoing professional development. Among the key design elements of CACS are:

- A **Blended Learning Model** that creates a personalized learning environment for each student. **Teacher-directed “face-to-face” learning** and **teacher-facilitated online learning** will be tailored to help each student achieve personal learning objectives detailed in his or her Personal Learning Plan (PLP). For core academic subjects and the arts, CACS will utilize a **“Rotation Model”** of blended learning in which students move—at the teacher’s direction within each given course—between online learning that is self-paced with active teacher support and traditional “face-to-face,” teacher-guided instruction utilizing the Workshop Model. Students will have access to classroom computers and will engage in online/multimedia learning activities for part of class several times per week. The CACS blended learning model will include a “flipped learning” component in which students can access lessons and learning resources remotely at home and other off-campus locations to support and build upon classroom learning.
- An **extended school day** that supports supplemental instruction, PBL and extensive enrichment activities, and an **extended school year**, with additional enrichment opportunities for students such as newspaper article writing, creative writing, dance and technology-related projects, along with remediation for students achieving below grade level and additional professional development opportunities for teachers to improve the quality of teaching and learning throughout the school.
- A school-wide commitment to a **robust data culture whereby data is used to drive academic programs and differentiate instruction.** A key benefit of the Blended Learning model is that technology-enriched instruction and assessment will provide a comprehensive and

diverse set of data that will be used by teachers to identify needs, personalize instruction and establish “real-time” interventions as necessary for each student. CACS will use a variety of strategies and tools to identify and/or design CCLS-aligned curricula and to establish rigorous Student Learning Objectives (SLOs) in all subjects. All teachers will be engaged in the collection and analysis of a variety of data to identify and address individual student needs. School-based data teams and PLCs will analyze data and support teachers in creating and delivering lessons designed to address individual student needs.

- 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” (HOM)** across the school curriculum. Working closely with HOM co-creator Dr. Bena Kalick 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 that addresses their needs and learning styles, as established through ongoing analysis of data; b) teachers and school staff members engage in targeted professional development tailored to address needs and professional growth objectives established through analysis of and dialogue about evaluation data; and c) parents and families participate in ongoing learning activities that support them in helping their children succeed.
- A **school culture and climate that is cooperative, safe, healthy, equitable and supportive**, in which all adults will model the behavior and attitudes expected of students and all students, teachers, administrators and parents will contribute to building and maintaining positive school climate. CACS will promote ongoing and productive communication and collaboration among teachers, administrators, parents, families and students.

C. Enrollment, Recruitment and Retention

CACS will enroll students in grades K-1 in its first year and will grow to serve students in grades K-5 during its first term. Upon renewal, it will grow to serve students in grades K-8. Enrollment in the first charter term is reflected below:

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
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

Rationale for Selecting Enrollment Size and Growth Strategy: CACS will enroll 88 kindergarten students and 72 1st grade students in its opening year. Thereafter, each entering class will consist of

88 kindergarten students. With a student population of only 160 in the first year—i.e. four classes of 22 kindergarten students and three classes of 24 first grade students—CACs will be able to establish structures that promote and facilitate peer support, foster supportive faculty-student relationships and set the tone for the growth of the school. CACS will establish within a relatively small learning environment the practices and protocols that will promote data-driven instruction, PLCs to improve teachers practice and additional supports for students. At the end of the first year, CACS will have established the foundation for a positive and school culture characterized by communication and respect and for an effective academic environment characterized by the use of data to influence decision-making. CACS will enroll students in grades K-5 in its first charter term and, eventually, will continue to grow by one grade per year during its second charter term until it enrolls students in grades K-8. This growth strategy will enable CACS to provide consistent instruction, to establish supports for students transitioning from elementary to middle school grades and to prepare students for entry into and success in rigorous high school programs.

CACS' enrollment plan assumes a relatively low annual attrition rate, with available seats being filled immediately from the waiting list, through additional recruitment and/or the next enrollment lottery.¹ The enrollment targets allow for small 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), thus ensuring that each student will receive personal attention and individualized instruction. CACS' small class sizes will also ensure that 6th and 7th grade students are supported as they acclimate to middle school.

Recruitment Plan and Strategy to Meet Regents Enrollment Targets: CACS will employ a comprehensive strategy each year to inform families in the greater Woodhaven and CSD 27 communities about its programs and to recruit students. During the pre-opening period, CACS will develop and ratify a short-term (i.e. 1st-year) and long-term (i.e. ongoing) student recruitment plan. These plans will outline strategies to leverage the experiences and relationships of CACS' Trustees, Founding Group members and contacts to support the school's student recruitment campaigns. The plans will also outline strategies to reach out to diverse groups of parents and to follow up aggressively regarding family inquiries or responses to correspondences with telephone, e-mail and in-person communication. The process of developing these plans will include a thorough review of the school's community outreach efforts to date, including all community outreach during the school design and application development process. The purpose of this review will be to identify, communicate with and engage the continued support of families, organizations and others that Founding Group members have worked with before. The student recruitment plans will also seek to leverage the experience of several Founding Group members with high-quality pre-schools in Woodhaven and throughout Queens, along with their relationships and contacts with pre-school administrators and teachers and with families of pre-school students.

Recruitment efforts will commence upon the approval of the school's charter and will be ongoing throughout each year. CACS will hold a series of family information events each year to inform the community about the school and its programs and to recruit students and families. CACS will also

¹ The founders of CACS recognize that new students who replace students leaving the school during the academic year may need additional instructional and counseling supports and interventions to help them adapt to the school's culture and meet the school's rigorous academic expectations. Diagnostic tests will help identify specific student needs, and plans for providing targeted support will be developed and integrated into each new student's PLP.

engage in paid advertising through city-wide newspapers and local press in multiple languages, as well as local saturation marketing through such “on the ground” methods as flyers, storefront posters 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. The strategy will focus on meeting and exceeding Regents-established targets for SWDs, disadvantaged students and ELLs,² including:

Proactive efforts to identify and recruit SWDs—CACS will reach out to community-based organizations (CBOs) and public agencies that serve and/or advocate on behalf of SWDs and other persons with disabilities. The school will seek to have these organizations sponsor presentations and meetings that enable it to communicate directly with parents and families of SWDs and to explain how their children will be served by its academic program and academic, developmental and social-emotional supports. CACS will also make proactive efforts to invite and support the attendance of parents of children with disabilities to family information events that it will hold at the school and throughout the community. CACS’ outreach to families of SWDs will emphasize the school’s supportive academic model. CACS’ 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. As the school progresses from its first operating year, parents and family members of SWDs enrolled in the school will be encouraged and supported in communicating with and answering the questions of parents of prospective students with SWDs. In implementing its strategies for reaching out to, recruiting and enrolling SWDs, CACS will leverage the experience and contacts of its Trustees and Founding Team members, including Vanessa A Dominick, a Special Education Teacher and Assistant to the Education Director of the Parsons Pre-School (which recruits and enrolls a large percentage of SWDs), and Nicole Morris, a speech pathologist and Director of the Emanuel Place for Speech and Language Development, along with other Founding Team members who are or have been affiliated with pre-schools that enroll significant numbers of SWDs. Also, with the assistance of charter school support organization the Center for Educational Innovation-Public Education Association (CEI-PEA), several Founding Group members will soon meet with representatives of the New York Center for Autism Charter School to learn more about its successful strategies for recruiting and serving SWDs. Each year, the school’s efforts to recruit SWDs will be reviewed and revised, as necessary.

Proactive efforts to identify and recruit ELLs and economically disadvantaged students—CACS will 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 Founding Team, particularly those members who are affiliated with preschools serving significant numbers of students who are economically disadvantaged and/or ELLs. CACS will also reach out to community leaders including clergy, elected officials, nonprofit administrators and others who serve a non-English speaking and/or economically disadvantaged constituency. All recruitment and application materials will be available in the predominant languages of each community within CSD 27. CACS representatives will host family information sessions *within* the identified communities—such as in houses of worship and local CBOs (especially

² CACS’ plans and assumptions regarding enrollment targets generally and by targeted student population are based on data from the SED Enrollment Target Calculator. Each year, CACS will review these targets and revise, as necessary. CACS also defines “economically disadvantaged students” as students who qualify for free or reduced lunch.

pre-school programs serving low income and ELL children). CACS will develop advertisements and marketing materials in multiple languages and will distribute its marketing materials in a variety of places to ensure that information about the school reaches all parts of the community. CACS will also make its lottery materials available in Spanish and other languages, as appropriate. CACS administrators and bilingual staff, along with bilingual volunteers, will make phone calls to parents of ELL students who express interest in or have questions about the school and will help ELL parents fill out paperwork. As the school progresses from its first operating year, parents and family members of ELLs enrolled in the school will be encouraged and supported in communicating with and answering the questions of parents of prospective ELL students. CACS' outreach efforts will also include alliance-building with CBOs, community leaders, public agencies and communities of faith that represent, work with and/or advocate on behalf of ELLs, immigrants and low-income families. In addition, CACS' community outreach efforts have included alliances with local elected officials. CACS will continue to work closely with representatives and community liaisons of these elected officials to reach out to ELL families and community members and to recruit ELL students.

Retention Plan and Strategy to Meet Retention Targets: The most critical components of CACS' 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' 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 interviews with CEI-PEA, the New York Charter Center and other organizations that work extensively with NYC charter schools, Founding Team members were advised that three of the biggest challenges charter schools have faced regarding retention of students, including disadvantaged students, ELLs and SWDs, are: a) inadequate support for students to ensure that they remain engaged in learning and that they understand and meet the academic expectations of the school; b) insufficient differentiation of instruction resulting in students losing motivation and failing to achieve; and c) inadequate communication with parents and families and failure to keep parents and families informed about and involved in their children's education and in school activities. CACS will address these challenges proactively to ensure adequate enrollment and meet or exceed the retention targets. Specifically:

- **CACS will provide a variety of supports to ensure that students are engaged and meeting the school's high expectations**, including blended learning environments that support differentiated instruction provided in a style and at a pace that suits the needs of each student. Students and their parents will engage in orientation activities at the beginning of each year to ensure that they understand the school's expectations of them and the supports and resources that will be available to help them. 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, CACS will have one ICT classroom per grade, 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) in a push-in or pull-out setting to students with disabilities mandated to receive SETSS. CACS will also

contract with outside providers for related services not provided by the school's staff.

- 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). The ELL team will spend concentrated time in specific grades (i.e. one in each grade span K-2 and 3-5) and will provide classroom teachers with strategies like sheltered instruction to support ELLs (and former ELLs) in reading and math and in acquiring content knowledge on a daily basis. Also, ELL Specialists will provide direct instructional support to ELLs in a push-in and pull-out model and build the capacity of classroom teachers to support ELLs.

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. Also, Habits of Mind will be integrated throughout the curriculum to strengthen students' critical thinking, cooperative learning and effective study skills and to ensure that students acquire habits, attitudes and dispositions that support their academic success. In addition, CACS will address the "summer learning gap" frequently experienced by students by providing students with a comprehensive schedule of engaging online learning opportunities that students may access during summer vacation months.

- **CACS will differentiate instruction to address student needs and learning styles identified through ongoing analysis of a variety of data.** CACS will establish a school-wide "data culture" in which all teachers and instructional administrators are actively and constantly involved in the collection, analysis and use of student data to design curricula, ensure alignment with CCLS, identify individual student needs and target instruction to address such needs. Indeed, each student will have a Personalized Learning Plan (PLP) that identifies individual needs, gaps and learning styles and sets forth strategies to address them. The PLPs will be reviewed and modified, as needed, each year. For SWDs, the PLPs will incorporate information from and requirements of IEPs so that individualized instruction is tailored to the needs of each SWD. In addition, CACS will provide daily academic enrichment activities that will provide students with opportunities to reinforce academic skills and content knowledge through interesting and engaging learning experiences.
- **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 with their child's education is the primary factor in maintaining the student in the charter school. CACS further understands that simply delivering a high quality instructional program is not sufficient to ensure parental and family confidence in and satisfaction with the school and that frequent, ongoing two-way communication with parents about the school's programs and culture, their children's progress and how the school and parents can work collaboratively to help students succeed is absolutely essential. CACS will strive to establish personal relationships with the families of its students through a combination of strategies and activities including: a) parent-family-student orientation activities at the beginning of each school year in which parents and families will be informed about the school's instructional program, the blended learning model, PLPs, Habits of Mind and other aspects of the school, and will have opportunities to meet with their children's teachers; b) at least twice-monthly communication to all parents and families from the Principal in the form of newsletter and "robo-call" providing news about the school, upcoming events and other important information; c) at least twice-monthly "coffees" or other informal events in

which the Principal will meet with parents, talk about school issues and events and listen to parents ideas and concerns; d) providing opportunities for parents to participate in the development of their children’s PLPs and sharing the PLP of each student with his or her parent in a mailing; e) at least quarterly individual Parent-Teacher conferences; e) frequent written student progress reports, with detailed descriptions of the grading process and how student assessment and other data were used to determine the student’s grades; f) at least monthly meetings or presentations for parents and families focusing on specific aspects of the school— e.g. “Curriculum Night,” “Understanding the Habits of Mind” and “Helping Your Child Succeed,” with opportunities for parents to meet with teachers and administrators; g) the school will create parent List-serv (and/or encourage and support parent leaders in developing List-servs) and will promote two-way electronic communication involving teachers and parents via e-mail and on the school’s website; h) cultivating the development of a Parent Council and Parent Teacher Association; and i) soliciting and reviewing parent feedback through a school-based survey at least annually, as well as through the annual NYC DOE Parent Satisfaction Survey.

Assessment of Community Support: Evidence Supporting a Demand for CACS: Based on its assessment of community interest, the Founding Group is confident that there is sufficient community support for the school and that it will achieve its enrollment targets. Throughout the development of the charter application, members of the Founding Group solicited input from diverse community stakeholders in Woodhaven and CSD 27, including parents of pre-school and elementary school students, administrators and educators at community-based pre-schools, leaders of faith-based communities, elected officials and representatives of non-profit organizations and agencies that provide health and social services to people in CSD 27. Parent input and evidence of parental support was obtained through meetings, interviews and surveys with parents at several day cares and pre-schools in Woodhaven and CSD 27. Additional community input was obtained during presentations about the school at the Woodhaven Residents’ Block Association and Queens Community Board 9. The response from parents and community members has been overwhelmingly positive, with many parents of children in day care and pre-school expressing a strong desire to enroll their children in CACS. Also, several prominent leaders of communities of faith shared and/or permitted members of the Applicant team to share information about the school with their congregations, and the response from parents and other congregants was very positive. In addition, the response from community leaders who met with Founding Group members, including the leadership of the Woodhaven Business Improvement District (which has cited improving educational outcomes for children and youth in Woodhaven as a major priority in seeking to improve economic conditions in Woodhaven), has been universally positive. Such widespread parental and community support for CACS is consistent with the overall community demand for high-quality charter schools—e.g. for the 2013-14 academic year, there were 352 applications for only 98 charter school seats in CSD 27 and 5,791 applications for only 1,038 charter school seats in Queens.

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 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 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 SWDs, 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 Free or Reduced Lunch.

Academically, children have struggled in CSD 27: in 2012, 54%, 55% and 58% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS ELA exam and 60%, 67% and 71% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS Math exam. Black and Hispanic students were consistently outperformed by their White and Asian counterparts on both these exams. In addition, the percentages of ELLs in the district who met proficiency standards in ELA were significantly less—by an average of 36 percentage points—than their English proficient classmates. The percentages of SWDs meeting standards on the ELA and math test were on average 38 and 32 percentage points less than their non-disabled peers. The disparity between the achievement of economically disadvantaged students and their non-economically disadvantaged counterparts is also striking with the percentage of disadvantaged students who met ELA and math standards in 2012 being on average 19 and 13 percentage points less than their more well-off peers on the ELA and math tests, respectively. *The 2013 assessment results for students in CSD 27 are even more devastating, with very low scores and persistent achievement gaps.* Among students in all tested grades, only 27% were proficient in ELA and 30.5% were proficient in math. Only 15.5% and 15.7% of African American students, respectively, were proficient in ELA and math, as compared to 43.3% and 46.7% of White students. A remarkably low 4.1% of ELL students were proficient in ELA, and only 9.5% of ELL students were proficient in math. Clearly, CSD 27 needs strong public school options. While there are currently two charter schools in the community, 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.

Woodhaven is an economically-challenged community, and expanding educational opportunities is the key to improving economic outcomes for Woodhaven families. In 2013, one in four 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 the Woodhaven and surrounding communities, CACS will help to reverse this cycle of educational and economic failure and prepare these children for success.

E. Public Outreach

CACS has engaged in extensive public outreach efforts throughout CSD 27 and the geographical area of Queens Community Board 9 (CB 9). In designing its outreach strategy, the Founding Group was determined to employ a mix of direct communication with parents and community-based leaders, dissemination of written materials about the school to parents and community members and technology-supported communications (e.g. website and social media). Its public outreach initiatives have included:

- Since April 2013, members of the Founding Group have had a series of positive telephone

calls and meetings with the leadership of CB 9 and CSD #27. The Chairperson of CB 9 board and 14 board members are residents of Woodhaven. CACS Founding Group members have spoken and met with officers and board members of CB9 several times, and disseminated information about the school to the board and members of the public at the CSD9's February 11, 2014 board meeting. The Founding Group made an extensive presentation about the school at CB 9's March 11 board meeting. Founding Group members also had telephone conversations about the school with all of the CB 9 board members who reside in Woodhaven in February 2014. The Founding Group has reached out to the leadership of CSD 27 and has sent periodic updates concerning the schools development i.e. Letter of Intent, etc.

- The Founding Group has spoken with representatives of 18 preschools in CSD 27, and promotional materials about the school have been distributed to parents at each school. CACS expects to recruit pre-school students for its kindergarten classes, so establishing and building on relationships with administrators, teachers and parents of students at pre-schools and day care programs in Woodhaven and CSD 27 is a key part of the school's community outreach strategy. The Founding Group contacted and spoke with administrators and parents of students at CLC Day Care, St. Luke's Nursery Center, My Precious Moments Daycare, Little Leaders Day Care, Elsa Child Care, M&D Day Care and Peekaboo Day Care in Woodhaven, as well as Little Apple Preschool, New Deal Daycare and Afterschool Program, Rise and Shine Day Care, A Second Home Family Day Care, My Little Folks Nursery and Preschool, Kids Come First Day Care, ABC Kiddieland Inc, Day Care, VIP Day Care Center and the Rich Haven Day School in CSD27 communities near Woodhaven.
- Members of the Founding Group had meetings about the school with the Woodhaven Residents Block Association (WRBA) in June 2013 and February 2014. Members of the Founding Group also communicated separately with the President of the WRBA. An additional follow-up meeting took place in late March 2013 with the President. The Founding Group is scheduled to make a full presentation about the school at the April 2014 Town Hall meeting.
- The Founding Group reached out to leaders of communities of faith in Woodhaven and other areas of CSD 27, including pastors and priests at prominent Woodhaven houses of worship. Members of the Founding Group met in February and March 2014 with Pastor Dan Shafer of the All Nations Baptist Church, which has served the Woodhaven community since 1896, and he agreed to work with the Founding Group to share information about CACS with families in his congregation. Meetings were also held in February and March 2014 with the Reverend Dr. Calvin Rice of the New Jerusalem Baptist Church. Dr. Rice provided opportunities to make presentations at his church on several occasions. Additional contacts were made with the Reverend Rocco Cotroneo, pastor of the Jesus Revival Church of Woodhaven and the Reverend Dr. Norman Whitmore Jr, Rector at the All Saints Episcopal Church in Woodhaven. Meetings and/or telephone conversations were held in February and March 2014 with leaders of other faith-based communities in CSD 27. All of the faith leaders who met or spoke with members of the Founding Group are supportive of the school and have agreed to share information about the school with families in their congregations and community. Over twenty significant communities of faith in Woodhaven were provided individual information packets about CACS for distribution at their information centers and/or during public services.
- A member of the Founding Group met in August and October 2013 with Arlene Annunziata, Secretary of the WRBA and board member of the Greater Woodhaven

Development Corporation. In addition, the Founding Group reached out to the Woodhaven Business Improvement District (BID). The membership of the BID includes Woodhaven business and property owners, Woodhaven community leaders and local and statewide elected officials. The Founding Group has been in communication with the leadership of the BID, including Ms. Maria Thomson, who is a CB 9 board member, President of the BID and Executive Director of the Greater Woodhaven Development Corporation. The Founding Group also made a presentation to the BID's board in February 2014, and it has worked with the BID to disseminate fliers and other information about CACS across the Woodhaven community through its member businesses.

- 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 attracted 65,747 people (unique users) and 235,836 total impressions content of the page.
- CACS reached out to several Queens-based local newspapers, including the Leader Observer, the Queens Courier, the Queens Chronicle, the Queens Tribune, the Times Newsweekly and the Forum South. The Queens Chronicle and Queens Tribune published featured articles about the school during March 2014.
- CACS through its outreach efforts distributed 5000 information packets prior to the submission of this application. Each packet had flyers, a copy of the outreach survey and information focused to recipients i.e. day care parents, faith community members, etc.

Attachment 2: Evidence of Community Outreach and Public Review Process

Attachment 2a: Evidence of Support for Restart (NA)

F. Programmatic and Fiscal Impact

Projected Programmatic Impact: CACS will not have a negative programmatic impact on traditional public schools in CSD 27. CACS will open with 154 students and will have only 506 students enrolled at the end of its first charter term, which constitutes roughly 1% of the district enrollment. There are only two charter schools in CSD 27, both of which are located in the Far Rockaway section of the district.³ One of the existing charter schools (Peninsula Preparatory Charter School) has had a troubled history and may not remain open in the next few years. CACS will therefore provide a much-needed alternative public school educational opportunity for elementary and middle school students in CSD 27, and especially for students in Woodhaven and the surrounding community. Moreover, with nearly 6,000 applications for roughly 1,000 charter school seats in Queens in 2013—and 352 applications for only 98 charter school seats in CSD 27—the introduction of another charter school in the borough, and especially in the district, will not adversely affect any charter school's enrollment. 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 any 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 slight reduction in enrollment at

³ A third charter school is scheduled to open in CSD 27 (probably in Jamaica) in 2014.

such nonpublic schools. However, CACS will most likely appeal to families of students who would otherwise enroll in traditional public schools, since the charter school program will offer a clear and effective alternative to the district’s underperforming traditional public schools.

Also, CACS will work hard to maintain positive relationships with traditional public schools in Woodhaven and CSD 27. To this end, representatives of the CACS Founding Team have met with representatives of CSD 27 during the application development process. CACS will share its effective practices with traditional public school teachers and administrators, and it will work with any interested traditional public school teachers and administrators to identify and explore possible issues where collaboration would be appropriate and helpful.

Projected Fiscal Impact:

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

Year	# of Students	Per-Pupil Allocation	Projected Per Pupil Cost to District	Estimated Add'l Costs to District (e.g. SPED funding)	Total Projected Funding from District	Total District Budget ⁴	Projected Impact
2015-16	160	\$13,527	\$2,164,320	\$312,473	\$2,476,793	\$21,535,092,000	0.01
2016-17	248	\$13,527	\$3,354,696	\$491,030	\$3,845,726	\$22,181,144,000	0.02
2017-18	336	\$13,527	\$4,545,072	\$669,587	\$5,214,659	\$22,846,578,000	0.02
2018-19	424	\$13,527	\$5,735,448	\$848,143	\$6,583,591	\$23,531,975,340	0.03
2019-20	512	\$13,527	\$6,925,824	\$1,026,699	\$7,952,523	\$24,237,934,600	0.03

For purposes of this analysis, it is assumed that the NYC DOE 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 the NYC DOE, including special education funding. The number of CACS students in Year 1 will be 160, and the financial impact on the school district 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 NYC School District to CACS which represents approximately 0.03% of the district’s overall budget, still a tiny amount.

II Educational Plan

CACS’ educational plan will achieve several critical NYSED and Board of Regents goals for student learning and student performance results by: a) using a CCLS-aligned blended (and in some instances flipped) model of instruction; b) supporting student growth through academic enrichment; and c) establishing a school-wide data culture that will drive the setting and achievement of student learning targets, differentiated classroom instruction, teacher and Principal evaluation, professional development and the school accountability. CACS’ academic program will create a personalized learning environment for each student through a balance of traditional teacher-directed instruction, teacher-facilitated online learning and project-based learning (PBL). Each student will have a

⁴ According to the statistics from the Broad Prize for Urban Education (<http://www.broadprize.org/asset/2007NewYorkBrief.pdf>), the NYC School District had a \$17 billion budget in 2007 exclusive of pension and debt service. Assuming a 3% increase in the budget in each successive year, by 2015-16 the NYC School District budget would be approximately \$21.5 billion.

Personal Learning Plan (PLP), which will include up-to-date state and local assessment data, portfolio student work, student learning targets, information about student learning styles and strategies to help each student achieve his or her learning targets, as well as grade-level state and college/career readiness targets. Progress towards meeting these targets will be measured frequently, and instructional strategies and practices will be modified as required based on analysis of data. In addition, the school will support students in developing foundational thinking, learning and study skills through the integration of the research-based “Habits of Mind” across the school curriculum. CACS’ commitment is that students will leave the school prepared for entry into and success in high-performing and/or competitive high schools and will have developed the skills, habits and dispositions that will support their success in life.

A. 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 ratified in November 2012.⁵

Student Achievement Goals

English Language Arts (ELA) and Mathematics

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

Absolute Measure 1: Each year, at least 75% of students in NYS-tested grades will be proficient (i.e. score 3 or 4) on the NYS ELA and Math tests.

Absolute Measure 2: Each year, at least 75% of all accountability subgroups of students in NYS-tested grades will be proficient on the NYS ELA and Math tests.

Absolute Measure 3: Annually, a minimum of 75% of students in grades K-5 will score at or above grade level according to Fountas and Pinnell Benchmark Reading Assessment.

Absolute Measure 4: Each year, CACS will achieve a score of “B” or better for Student Performance (Attainment) on the NYC Progress Report.

Comparative Measure 1: Each year, the percentage of CACS students in NYS-tested grades who are proficient on the NYS ELA and math assessments will exceed the state and district averages.

Comparative Measure 2: Each year, the percentage of all accountability subgroups of students in

⁵ All performance goals based on NYS assessment scores will be reviewed with SED and revised, as necessary, to address anticipated changes in SED’s expectations and/or Performance Framework resulting from the new state assessments. Last year’s state assessments were the first to align with the CCLS and, according to SED, scores from the 2012-2013 NYS assessments will now be considered “baseline” scores against which future student performance will be measured. Upon release of the 2012-13 scores, State Education Commissioner John B. King, Jr. stated “These proficiency scores do not reflect a drop in performance, but rather a raising of standards to reflect college and career readiness in the 21st century,” and he noted that the scores will not be used to negatively impact district, school, principal, or teacher accountability. Accordingly, performance objectives for new charter schools may need to be adjusted to reflect the official understandings and expectations regarding school performance on the new state exams.

NYS-tested grades who are proficient on the NYS ELA and math assessments will exceed the state average.

Value-Added Growth Measure 1: Each year, the unadjusted Mean Growth Percentile (MGP) for all students in NYS-tested grades on the NYS ELA and math assessments will exceed the state average.

Value-Added Growth Measure 2: Each year, the unadjusted MGP for all accountability subgroups of students in NYS-tested grades on the NYS ELA and math assessments will exceed the state average.

Value-Added Growth Measure 3: Each year, the number of students in NYS-tested grades who are proficient on the NYS ELA and math assessments will increase by at least 5%.

Value-Added Growth Measure 4: Each year, the number of students in all accountability sub-groups in NYS-tested grades who are proficient on the NYS ELA and math assessments will increase by at least 5%.

Value-Added Growth Measure 5: Each year, CACS will achieve a score of “B” or better for Student Progress (Growth) on the NYC Progress Report

Science, Social Studies, Music and Art

Goal—CACS students will demonstrate competency in the understanding and application of scientific reasoning and the social sciences, and they will achieve rigorous Student Learning Objectives (SLOs) in Music and Art

Absolute Measure 1: Each year, at least 75% of students in NYS-tested grades will be proficient on the NYS Science test and the NYS Social Studies test (if offered).

Absolute Measure 2: Each year, at least 75% of all accountability subgroups of students in NYS-tested grades will be proficient on the NYS Science and Social Studies assessments (if offered).

Absolute Measure 3: Each year, at least 75% of students will be proficient in music and art, as defined by achieving rigorous school-established SLOs in each subject.

Comparative Measure 1: Each year, the percentage of students who are proficient on NYS Science and Social Studies assessments will exceed the state and district average.

School Accountability Goal

Goal and Absolute Measure—CACS will be in “Good Standing” and achieve its federal Adequate Yearly Progress (AYP) Targets

B. School Schedule and Calendar

CACS will operate on a 190-day calendar year, providing an additional two weeks of class time compared to the typical NYC public school calendar. CACS will also have a school day that is longer than the traditional public school day in NYC, with extended ELA and math blocks each day and a daily period of academic enrichment (with remediation for those students who require it). Also, each Friday, students will be dismissed early to provide a weekly four-hour opportunity to engage in collaborative planning, curriculum development, PLC work and professional development. At the beginning of each school year, teachers will participate in a three-week “flipped and blended” Professional Development Institute, with one week spent doing independent online activities and engaging in asynchronous professional dialogue with their peers and another two weeks spent on-site at the school engaged in workshops, lectures and collaborative work in PLCs.

Attachment 3a: Sample Weekly Student Schedule and Sample Weekly Teacher Schedule

Attachment 3b: Proposed First Year Calendar

C. Curriculum and Instruction

CACS' Commitment to an effective Blended Learning Model—The CACS is committed to implementing a CCLS standards-aligned, data-driven blended model of instruction focused on providing authentic learning experiences through direct teacher-guided instruction and technology-enriched learning. When designing the blended learning model, the Founding Team and Academic Committee reviewed and adapted the findings of recent research highlighting the power of integrating educational technology into educational programming, 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.”⁶

*CACS defines Blended Learning as a formal education program in which each student learns in part through facilitated online delivery of content and in part through face-to-face instruction **and** in which instruction is differentiated to address the needs, interests and learning styles of each student. In CACS’ academic program, teachers will deliver instruction through a variety of methods and using a variety of resources to address individual student needs and learning styles.*

A key benefit of CACS’ blended learning model is that technology-enriched instruction and assessment will provide a comprehensive and diverse set of data that will be used by teachers individually and in PLCs focusing on analysis and use of student data (i.e. Data Teams) to identify needs, personalize instruction and establish “real-time” interventions as necessary for each student. Through strategic and data-informed integration of technology-enhanced learning experiences into classroom instruction, in coordination with teacher-facilitated “face-to-face” instruction, CACS will establish an educational ecosystem that systematically delivers ***the right lesson(s) to the right student(s) at the right time***. In addition, research strongly suggests that CACS’ effective use of blended learning will result in increased student motivation.⁷

CACS’ use of blended learning strategies and practices is consistent with the NYSED vision of the future of K-12 education. NYSED Deputy Commissioner for P-12 Education Ken Slentz has been very clear about the role that online and blended learning will play in the successful implementation of the *Regents Reform Agenda* noting, among other things, that a relatively new Commissioners Regulation allows for credit through blended coursework that: a) is aligned with the applicable NYS learning standards for the subject area in which instruction is provided; b) provides for documentation of student mastery of the learning outcomes for such subjects; c) provides for

⁶ 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

⁷ (Berson, 1996; Lipscomb, 2003; Pye & Sullivan, 2001; Scheidet, 2003; Wellman & Flores, 2002; Yang, Chen, N.S., Chen, A.S., 2002)

instruction by or under the direction and/or supervision of a certified teacher or, in the case of a charter school, of a permissible non-certified teacher of the subject area in which instruction is to be provided; d) includes regular and substantive interaction between the student and the teacher providing direction and/or supervision; and e) satisfies the unit of study and unit of credit requirements in the Commissioner's Regulations. CACS' approach to blended learning is consistent with the regulations, guidance and programs emerging from the blended learning-related EdTech initiatives of NYSED (<http://www.p12.nysed.gov/technology/Online/online.html>) and will be grounded in research on promising practices in blended learning for at-risk students.⁸

While the specific process and practice of blended learning at CACS will vary from subject to subject and even from student to student, based on PLP data regarding student performance, achievement targets and learning styles, the school will generally use a "*Rotation Model*" of blended learning in which students move between online learning that is self-paced with teacher support and traditional "face-to-face," teacher-guided instruction utilizing the *Workshop Model*. Students will have access to classroom computers and/or iPads⁹ and will engage in online and multimedia learning activities for part of each day's class. CACS' blended learning model will typically have students rotating to or from the online/digital learning "station" to or from a face-to-face, teacher-guided instructional "station" (which could include small group instruction, group projects, tutoring and individual pencil and paper assignments)—sometimes as a class and sometimes in groups. As the school collects more data regarding each student and further develops each student's PLP, it is expected that the blended learning model will be converted to one in which a student rotates from station to station on an individually customized schedule developed by the teacher to address identified needs and other data from the PLP. Specific components of the CACS blended learning model include:

- ***The blended learning model's technology-enriched learning component***—CACS will use online curricula and learning resources that are aligned with NYS CCLS and consistent with the regulations, guidance and programs emerging from the blended learning-related EdTech initiatives of NYSED (<http://www.p12.nysed.gov/technology/Online/online.html>). CACS' technology-enriched curricula and learning resources will be grounded in research on best practices in blended learning for at-risk students. Online instruction will be integrated into academic programs, as both a primary and supplemental instructional practice. 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

⁸ CACS' use of and approach to blended learning is also consistent with the federal vision of the future of K-12 education. U.S. Secretary of Education Arne Duncan has stated that "blended learning empowers educators and enables students in ways that were unimaginable just a few years ago," and that "The best combination [for effective instruction] is great teachers working with technology to engage students in the pursuit of the learning they need."

⁹ Technology has changed dynamically over the last several years, and the CACS Founding Team fully expects that it will continue to change at a rapid pace. Consequently, it must be understood that the references in this application to current technology will be updated and revised as technology evolves. While laptops and iPads may be effective ways to engage students now, it is possible, perhaps probable, that new technologies developed or improved upon during the charter term may provide better learning opportunities for CACS' students. Under the leadership of the school's Director of Information (DOI), CACS will monitor developments in general technology and instructional technology on an ongoing basis and will make appropriate recommendations for change.

PLPs, create individualized instructional strategies and determine the most effective ways that online and multimedia instruction can support each student’s learning. Where appropriate, instruction may be “flipped,” where students will engage in online learning activities or homework prior to classroom instruction or discussion regarding the relevant topic.¹⁰

- ***The blended learning model’s use of the Workshop Model and Project-based Learning in its face-to-face instructional component***—CACs’ teachers will also provide direct and teacher-guided instruction and facilitation of project-based learning activities aligned with NYS CCLS and designed to address identified student needs. Such direct teacher-guided instruction will be delivered within the general framework of the Workshop Model. The Workshop Model is based on Howard Gardner’s theory of multiple intelligences and Benjamin Bloom’s work regarding strategies to help individuals to engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. The Workshop Model is research-based and is currently used by several NYS-approved charter schools.¹¹ CACS’ approach to instruction will place students squarely at the center of all learning. It will not rely on lecturing or skill drilling but, instead, will employ strategies and practices designed to make sure that each and every student is engaged in learning and interacting with instruction and materials appropriate to their specific and respective proficiency levels. CACS’ use of the Workshop Model is designed to access the range of ways that children learn and acquire knowledge—from watching and listening to the teacher model a skill to hands-on and project-based learning opportunities. Teachers will integrate technology-based learning tools and resources including Smart Boards, iPads and digital video cameras into standards-based learning experiences.

The CACS Data Culture—At the center of CACS’ academic program, differentiated instruction practices and blended learning model is a commitment to establishing a school-wide “Data Culture” in which in which all teachers and administrators are able and empowered to collect, analyze and use a variety of data effectively to identify and address individual student needs. CACS recognizes that using data in itself does not improve teaching, and that improved teaching comes about when teachers implement sound teaching practices grounded in cultural proficiency and a thorough understanding of the subject matter and how to teach it. The use of data, however, is a critical tool in improving teaching and learning by guiding educators in identifying student needs and learning styles, in creating and implementing appropriate lessons and interventions and in understanding student thinking and ways of making content accessible to each and every student. 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 Data Coordinator, for developing targeted and standards-aligned lessons and interventions to address specific needs identified through review

¹⁰ The CACS Founding Team is aware that some of its students will probably lack home access to computers, high-speed internet access or other resources necessary to engage effectively and equitably in “flipped” coursework and assignments. CACS will work proactively to “level the field” for such students by providing after-school and weekend access to its computers, by working with local community-based non-profit organizations that can provide students with access to technology and by providing students with access to computers during each day’s Enrichment Block. CACS also intends to explore such options as “Affordable Internet Access @ Comcast,” which provides a low-cost internet package for families who qualify for free or reduced meals.

¹¹ E.g., Challenge Preparatory Charter School, VOICE Charter School, Hebrew Language Academy Charter School, Our World Neighborhood Charter School, Evergreen Charter School and the Future Leaders Institute Charter School.

of the data. CACS teachers and administrators will be supported in their use of data through PLCs and a comprehensive Data Warehouse. Specifically:

- **The Data Coordinator**—CACS will hire a Data Coordinator to 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 assessment and other data and will work with the Principal, the Director of Curriculum and Instruction (DCI) and teachers to coordinate the process of developing student PLPs. The Data Coordinator will train teachers in the use of school technology and the analysis of student assessment data, and he/she will be the person primarily responsible for establishing and nurturing a school-wide data culture.
- **PLCs**—CACS will establish and use PLCs to design and implement protocol-driven team interactions to identify individual student needs, support collaboration among educators 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.”¹²ⁱⁱ CACS’ PLCs will meet regularly and will be empowered to study student data, sharpen curricula and support each other’s efforts to teach effectively. CACS’ teachers, administrators and instructional staff members will meet in collaborative teams to be trained and supported in: a) building a shared foundation for data use; b) analyzing a variety of student data on an ongoing basis; c) identifying areas of strength and challenge for each student (as well as for cohorts of students); d) generating solutions and interventions based on a clear and shared understanding of student needs; e) assessing the impact of each solution and intervention; and f) disseminating information and effective practices throughout the school community. At CACS, PLCs will focus and maximize the efforts of all teachers, administrators and instruction staff to integrate effective use of data into classroom instruction and all school programs. PLCs will also help teachers to differentiate and target the instruction and support they provide so that all students can achieve.
- **The Data Warehouse**—To support educators in using data effectively, CACS will make available to them a comprehensive data warehouse that will include the following tools:
 - **Data Tracking, Analysis & Reporting Tools** to provide comprehensive student records including test scores and demographic data from which school leaders and teachers can run reports and perform analyses of student performance, statistics and other aspects of classroom and school “health”; and
 - **Curriculum Development & Formative Assessment Tools** to map curriculum, develop and implement formative assessments and create and maintain PLPs.

Planning—Beginning in the pre-opening period, the CACS Founding Team will participate in the development of a comprehensive curricular scope and sequence for each subject area. To support the Principal, DCI and teachers in creating a viable scope and sequence, the Founding Team will form volunteer planning teams in each subject and/or grade level made up of two-to-four educators and curriculum development specialists from outside of CACS. To this end, the Founding Team has commenced discussions with CEI-PEA to recruit a panel of NYC-based educators with experience in curriculum development, aligning curricula with the CCLS and implementing CCLS-aligned

¹² DuFour, Richard, Rebecca DuFour, Robert Eaker, Thomas Many. *Learning by Doing: A Handbook for Professional Learning Communities at Work, Second Edition*. Solution Tree, 2010.

curricula in charter school classrooms. The Founding Team expects that the volunteer educators will be teachers and coaches who have participated successfully in CEI-PEA's federally-funded Partnership for Innovation in Compensation for Charter Schools (PICCS) projects, which has been highly effective in supporting teachers from more than 30 schools in developing standards-aligned curricula, lessons and classroom assessments.¹³ Each volunteer educator will have had experience using the above-described curriculum development and formative assessment tools and will support CACS staff in learning to use the technology and in employing the technology to develop CCLS-aligned curricula and adapt the curricula to address the requirements of each student's ILP. In the school's first year, CACS and the volunteer educator teams will have developed a curricular scope and sequence for each subject in grades K-2. Following the pre-opening period, the volunteer teams will continue to work with the Principal, DCI and teachers to design an engaging, challenging and NYS CCLS-aligned scope and sequence for each grade that the school will serve.

Integration of Habits of Mind: CACS is committed to instilling in each students the Habits of Mind, as developed by Dr. Bena Kalick and Dr. Art. L. Costa. The purpose of integrating Habits of Mind into its curriculum and academic programs is to ensure that students develop the habits, behaviors, attitudes and dispositions that foster success in school and in life. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. The Habits 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 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 Habits of Mind into lessons and coursework. The key objective is to help students understand, internalize and master the Habits of Mind as they proceed through school. Teachers will be supported in integrating Habits of Mind into their lesson planning and classroom instruction through professional development, including participation in a social learning institute designed and delivered by Dr. Bena Kalick.

Proposed Literacy and ELA Curriculum: Cross-curricular literacy, which includes both reading and writing in the content areas, will be a critical focus of the CACS curriculum. 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. To this end, CACS' professional development initiatives will be designed to support all teachers in improving students' ELA skills within the context of specific content instruction and Professional Learning Communities (PLCs) comprising ELA teachers and non-ELA teachers 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 throughout the curriculum. Regarding the school's ELA program, CACS' ELA teachers will deliver instruction using a balanced literacy approach, as reflected through use of the Reading and Writing

¹³ www.piccs.org

Workshop instructional model. The Workshop model will begin in the early grades and continue through middle school grades. CACS' ELA curriculum will support achievement of NYS CCLS by offering students the opportunity to learn and internalize reading, writing, speaking, language, and listening skills. At the K-3 level, CACS will adapt *Wilson's Foundations* program and supplemental instruction in phonics to support students in developing foundational reading and writing skills. CACS will also use *Wilson Reading* across all grades. In upper elementary and middle school grades, developing student writing skills will be a central emphasis of the ELA program and curriculum. Classes will have a strong focus on the Writing Workshop instructional model that emphasizes mini-lessons modeling what is taught, independent practice time and conferences with teachers. At CACS, a strong emphasis will also be placed on the writing process, making certain that writing goes through all steps in the process, including drafting, peer reviewing and publishing. In the school's English classes, students will be exposed to diverse and challenging 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 also use computers to access literature and nonfiction content (including historical and current events-related documents coordinated with instruction in social studies and other topics).

In addition, CACS will support students in developing skills necessary for effective writing in the 21st Century by providing instruction in handwriting and computer keyboarding at the K-5 level. Such instruction in handwriting will help students develop note-taking and similar academic and college-ready skills. Such instruction in keyboarding will help students develop foundational college and career-ready skills and, importantly, prepare students at the earliest ages to think, communicate and take assessments online, in anticipation of NYS exams (starting at 3rd grade).¹

Proposed Math Curriculum: CACS' math curriculum will be aligned with the NYS CCLS and Core Curriculum. Students at CACS will work in small groups based on analysis of benchmark data and ongoing assessment data and PLP objectives. They will rotate between stations, and each student will participate in teacher-led small group instruction, independent and collaborative practice (e.g. math games and problem-solving) and personalized online instruction. Classes at all grade levels will incorporate teacher modeling with discovery learning and problem solving. All students will have opportunities to work independently (with direction and support from teachers) with others and to conference virtually and face-to-face on their understanding of math concepts and skills. CACS will use the Envision Common Core curriculum in grades K-6, an award-winning, CCLS-aligned interactive math curriculum that fits perfectly within the blended learning framework of CACS. CACS expects to use focusMath for students in grades 7 and 8, subject to a process of research and curriculum selection that will be facilitated by the Principal with substantial teacher input during the last year of the first charter term.

Proposed Science Curriculum: CACS will provide students with rich, engaging and interactive science and integrated STEM experiences that promote active learning, intellectual curiosity and understanding of real-life science and STEM applications. At the heart of CACS' science curriculum is a belief that the best way for students to appreciate the scientific enterprise, learn important scientific concepts and develop the ability to think critically is to actively construct ideas 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 and the state Technology Learning Standards. Science and integrated STEM instruction will focus on providing hands-on, project-based learning experiences. CACS will use the FOSS science

program, a research-based science curriculum for grades K–8 that was developed at the Lawrence Hall of Science, University of California at Berkeley through an ongoing, 20-year old project designed to improve science education and engage students in scientific discovery. FOSS is designed to achieve three important instructional goals.

1. Scientific Literacy— Since the quality of life will be significantly influenced by science and technology in the 21st Century, it is critical that all citizens are scientifically literate. A key objective of CACS’ science program is to prepare students to be able to make thoughtful, informed decisions appropriate to their age and experience. FOSS provides all 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 scientific and technological world.

2. Instructional Efficiency—CACS believes that hands-on science is intrinsically fun and interesting for students. FOSS is designed to make hands-on science engaging for teachers as well as students. Specifically, FOSS provides teachers with a complete, flexible, easy-to-use science program that: a) reflects current research on learning, including collaborative learning, student discourse and embedded assessment; and b) uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multisensory methods.

3. Systemic Reform--FOSS is designed to meet community science-achievement standards and societal expectations for the next generation of citizens. FOSS is a major 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. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. FOSS’ focus is consistent with CACS’ core beliefs about science and STEM instruction, and it can be adapted by teachers and PLCs to integrate a variety of blended and technology-supported learning experiences. Indeed, CACS’ blended learning approach to science instruction, anchored by use of the FOSS program, will free teachers to design and implement creative, differentiated and technology-supported learning experiences for students that access the entire universe of information, experts and resources available on the internet and through use of digital tools. For 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 critical STEM content and the practical uses of STEM in a diverse group 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.¹⁴

Proposed Social Studies Curriculum: Cross-curricular literacy Social studies instruction at CACS students will ensure that all students have the ability to make informed and reasoned decisions for the public good as responsible and compassionate citizens of a diverse democratic society in an

¹⁴ To this end, the CACS Founding Team has reached out and will continue to reach out to science-oriented organizations, associations, university programs and agencies to identify and invite experts to participate in its science, integrated STEM and other academic programs.

interdependent world. At CACS, students of all ages will explore rigorous social studies content in an in-depth, inquiry-based manner. The Social Studies curriculum will be aligned with the NYS CCLS and Core Curricula. CACS' Social Studies instructional program will adapt key elements of the Workshop Model to ensure that integrate mini-lessons, facilitated independent reading, independent student work and facilitated group lessons, read-alouds or guided/independent inquiry. The digital component of CACS Social Studies curriculum will be built around the school's use of the highly effective, CCLS-aligned *Social Studies: Alive Program*. CACS selected the Social Studies Alive online curricula because it is effective in engaging students in the study of Social Studies through interactive learning games at the elementary level 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, analysis of and discussion about primary historical documents, as well as virtual "field trips" to places of important cultural and historical significance into their classroom learning experiences. It will also enable CACS students to talk with and learn from a variety of experts from outside the school through webinars, SKYPE video-calls and other interactive digital resources.¹⁵

D. Assessment System

CACS will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results. As discussed elsewhere in this application, 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, improve and differentiate instruction. The school's blended learning model will support this process, as will the school's use of a data warehouse and data management tools and the school's hiring of a full-time Data Coordinator.

CACS will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Also, using backwards design techniques and working in PLCs, teachers will create high quality, NYS CCLS-aligned assessments with each item purposefully aligned to a specific learning objective. To support this effort, CACS teachers will review and, where appropriate, use and/or adapt NYS' CCLS-aligned modules on the ENGAGE-NY website.

Diagnostic Assessments: CACS will use diagnostic assessments to determine the knowledge, skill levels and interests of incoming students and to identify signs of special needs as part of CACS' Response to Intervention (RTI) process. Diagnostic assessment will be the first step in developing each student's PLP.

- **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.
- **Reading Inventory:** CACS intends to use Fountas and Pinnell. The test will be administered at the beginning of each year, at mid-year and at the end of the year to measure

¹⁵ Ibid

student growth over the course of the school year.

- **New York State Identification Test for ELLs (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. Students will also be taught how to use formative feedback to maximize their own learning.

- **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 ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- **Observation:** Teachers will be expected to 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.
- **Computer-Based Assessments and Digital Formative Assessment Tools:** One of the criteria for selecting computer-based content providers for CACS' blended learning program is built-in assessments that offer immediate feedback. Online assessment will enable teachers and students to assess mastery and pace instruction appropriately. Moreover, online assessments can be accessed by parents at-home (or in public libraries and other places with public computers and internet access) who can monitor student learning, as well as by instructional administrators to support evaluation of programs and teachers. In addition to using assessments included in the school's online learning programs (e.g FOSS assessments), the Principal and Data Coordinator will work with teachers on an ongoing basis to identify and use developmentally appropriate digital tools for formative assessment.

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

- **Reading Inventory:** Teachers will use quarterly reading inventories to measure student progress in reading levels. Where appropriate and as determined by the Principal (with input from the DCI, Special Education Coordinator and/or others), designated students may be assessed more frequently.
- **NWEA MAP:** The MAP uses an equal interval RIT scale, which provides student performance 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’s science exam in 4th grade (and Social Studies exam if offered).
- **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 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.

In addition CACS will use the Terra Nova complete Battery as part of the assessments for early elementary grades. In addition, CACS will review and consider using the assessments posted on the Reading/Writing Workshop website.

E. Performance, Promotion and Graduation Standards

Students in NYS-tested grades will advance from one grade to the next with a minimum grade of 2 on applicable NYS exams considered a passing grade. Though a grade of 3 or 4 will be the general standard for promotion to the next grade, a minimum grade of 2 will also 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.

Students may be retained in their grade at the end of the year if they fail to meet any one of, or combination of, the criteria listed below. The Principal has ultimate discretion, based on a recommendation from the appropriate teacher, the DCI and/or the Special Education Coordinator, to make a decision for a student’s promotion in cases in which NYS assessment scores in ELA, Math and Science fail to match previous student achievement as documented through classroom assessments and teacher observations of classroom work.

Grades K-2

- A student in Grade K and 1 must read on at least a Reading Level of D or K, respectively, and perform at an average Math level of Basic, Proficient or Advanced based on performance on approved assessments—i.e. end of unit assessments, interim online assessment—and teacher review of student work.
- A student in Grade 2 must have a Reading Level of N or above, an average Math Level of at least Basic.

Grades 3-5

- A student in Grades 3, 4 and 5 must read on at least a Reading Level of Q, T and W, respectively.

- A student in Grades 3, 4 and 5 must have scored at least a 2 on the grade level NYS ELA and math test.
- A student in Grades 3, 4 and 5 must perform at an average Math level of at least Basic.

Grades 6-8

- A student in Grades 6, 7 and 8 must have scored at least a 2 on the grade level NYS ELA and math test.
- A student in Grades 6-8 must have an average English level of at least Basic, an average Math level of at least Basic, an average Science Level of at least Basic and an average Social Studies level of at least Basic.
- A student in Grade 8 must have scored at least Basic on the Grade 8 science exit project.

Students with IEPs

Promotional criteria for students with IEPs is defined as standard or modified based on their IEP. A decision regarding a student with a disability is made based on the following factors:

- A student's progress toward meeting their IEP goals.
- Determination of whether retention is in the best interest of the child in light of his or her disability.

F. School Culture and Climate

CACS will establish a culture and school environment that is safe and supportive, that promotes positive values, habits and character traits for all students and that supports the academic, emotional and developmental needs of students. 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 help students develop the skills, habits and dispositions that contribute to being successful, productive and impactful members of the school community and society as a whole. Central to this commitment is the integration of Habits of Mind into the school's curriculum and culture. Indeed, CACS will support students in developing the lifelong habits of persistence, managing impulsivity, listening with understanding and empathy, thinking flexibly (e.g. considering the input of others and willingness to consider the impact of choices on oneself and others), questioning and posing problems, applying past knowledge to new situations, thinking and communicating with clarity and precision, finding humor, thinking interdependently and remaining open to continuous learning. By so doing, CACS will help its students thrive in a school-wide community of learners.

As described in the Student Discipline Policy, the school's approach to discipline will promote positive, pro-social behaviors among all school stakeholders. 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. To this end, all adult members of the CACS community will model the behavior and attitudes expected of students and all students, teachers, administrators and parents will contribute to building and maintaining positive school climate.

Attachment 4: Student Discipline Policy

G. Special Populations

The CACS academic program is specifically designed to accelerate the achievement of at-risk students. CACS' blended-learning model, use of the workshop model, data-driven instructional practices and daily opportunities for remediation and intensive academic support will ensure that

CACS is able to identify and address the needs of all of its students. CACS is committed to addressing the specific needs of SWDs and ELLs, with the institutional belief that with appropriate and effective supports all students will thrive. The range of interventions available at CACS will include: a) an integrated co-teaching classroom in each grade; b) computer-based programs for remedial and accelerated learning; c) small group instruction; d) push-in and pull-out services by certified special education staff and contractors; and e) a daily enrichment/remediation period in which students can receive tutoring and other instructional services tailored to their needs.

Response to Intervention (RtI): CACS will have a proactive approach to 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. Accordingly, it will establish a RtI program is designed to quickly catch students before serious failure occurs and design interventions to put them back on track to academic success. It is a cycle that provides intervention options of varying intensity that are linked to specific learning needs. The RTI process at CACS follows these steps:

1. Estimate the academic skill gap between the student and typically-performing peers.
2. Determine the likely reason(s) for the student's poor academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and to modify the intervention, as necessary.
5. If the student fails to respond to multiple well-implemented interventions, refer to CSE for evaluation.

CACS' RTI program will be coordinated by the Principal and, once the DCI is hired, collaboratively by the Principal and DCI. The Principal and/or DCI will train teachers in its implementation during the Summer Professional Development Institute and throughout the school year. Grade team meetings and PLCs will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observations and records, assessment results from computer-based programs, behavior and discipline data, and parent input. To this end, the Data Coordinator will work closely with teachers as they conduct these discussions. The result will be the creation of intervention plans for CACS' at-risk students. The RTI model will utilize the common three tier approach:

Tier 1 - High-Quality Classroom Instruction: Teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom. CACS' blended-learning model and use of the workshop model—combined with frequent assessment and analysis of student data to identify needs—will support effective and targeted support within the classroom.

Tier 2 - Targeted Interventions: CACS will have trained and certified special education teachers and reading specialists on staff who can provide push-in and pull-out one-on-one and small group targeted interventions. Also, teachers and other instructional staff will be able to provide tutoring to struggling students during the daily enrichment/remediation period.

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 instruction using Wilson's Foundations and online instructional programs, students who require intensive one-on-one reading instruction may be provided additional, long term instruction using Foundations or similarly

intensive reading 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 a successful RTI program, and CACS' blended-learning program is well suited to monitoring the achievement of individual students, identifying specific needs and providing personalized instruction to address these needs.

SPECIAL EDUCATION

CACS will provide special education services and support to ensure that its special education students can master the general curriculum and participate in extracurricular and other nonacademic activities to the maximum extent possible.

Identification: CACS' RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Special Education Coordinator (or, during the first two years of operation, a designated Special Education teacher) will convene a Child Study Team (CST) comprised of a special education teacher, a general education teacher and, as appropriate, a reading specialist, ESL teacher or other specialist to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. CACS will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. CACS will strive from its first days to establish an effective working relationship with CSE staff so that they are aware of CACS' programming, blended learning model and student supports for at-risk learners. In addition, CACS staff will work closely with parents to involve them throughout 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 students with disabilities. 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. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Staffing: CACS will have certified special educators, including an ICT special education teacher for each grade. A Special Education Coordinator will be hired starting in the third year of operations. A full time social worker will be hired in the first year of the program. In the case of students with IEPs that require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers.

Logistics: During the first two years of the school's operation, a special education teacher will be designated to administer the special education program within the school and serve as the primary liaison to the CSE. Following this period, the school will hire a Special Education Coordinator who will assume those responsibilities. 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 New York State Alternate Assessment), and required services. Special education 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. 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 special education teachers and instructional staff.

Services: CACS will provide instruction for SWDs in the least restrictive environment and will employ an inclusion model (with an ICT classroom in each grade) that will enable them to receive many of their required services within the general education classroom. Either direct or indirect special education 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' blended-learning model supports the scheduling of pull-out services for students who require them 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.

Reviews: CACS will conform to all laws and regulations regarding the regular review of IEPs. If the Special Education Coordinator or designated special education teacher and support staff members 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 effectiveness of its special education program by disaggregating student performance data and reviewing progress toward goals of students with IEPs. Modifications to the special education program will be made, as necessary, to improve its effectiveness.

ELL STUDENTS

The CACS educational program is designed to support the academic achievement of ELL students. Specifically, CACS' blended learning model and its commitment to data-driven differentiated instruction will support effective instruction for ELL students.

Identification: The school will use NYSED's process for identifying students who are ELLs. Before the school year begins, the school will administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student's native language is other than 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, the school will administer the New York State 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. The 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, the school may hire or contract with additional persons with ESL experience to better address them.

Services: CACS intends to use structured English language immersion to help ELLs achieve English language proficiency as quickly as possible. The CACS blended learning model will support the immersion program. Using computers and headphones students can both see and hear the English language and practice speaking and writing. The computer initially targets student learning with differentiated, individualized lessons that enables them to learn at their own pace and to focus on specific skills. At the same time, classroom teachers will facilitate online and direct face-to-face instruction and support ELL students in build capacity to read and write in English and master content For students who require more intensive interventions, the school will be prepared to provide additional push-in support and/or intensive pull-out instruction.

Accessibility: CACS will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community.

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.

III. Organization and Fiscal Plan

A. Applicant(s)/Founding Group Capacity

The Founding Group: As demonstrated in the table below, CACS' Founding Group comprises 11 individuals who contributed to the development of the charter school program, organizational plan and application. Members of the Founding Group have worked together for more than two years to design the school program, communicate with the community, research effective educational practices, visit successful charter schools, access expert guidance from a variety of sources and prepare the application. Specifically:

- a) Designing the charter school program: The CACS academic program and organizational design was developed by the CACS Planning Committee, which comprises all of the members of the Founding Group, with support from a variety of educational experts, charter school educators and advisors. The process of designing the charter school's academic program was facilitated by an Academic Committee that currently comprises Dr. Ann Marie Ginsberg, Vanessa Dominick, David Esfhani, Irene Kouba and Nicole Morris. In monthly meetings that began in 2012, they discussed and outlined the philosophy, academic goals, mission statement and key educational program elements of the school. The Academic Committee also researched and discussed strategies for integrating Habits of Mind, PLCs and protocol-based meetings and communications into the programs and culture of the school. The Founding Group also created an Operations Committee to help design the organizational structure, management plan, operations plan and financial management plan. The Academic Committee and Operations Committee communicated frequently with the full Planning Committee and the 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 CACS Planning Committee and Academic Committee designed and implemented a public outreach campaign to build awareness of the proposed school among parents, community leaders and other community stakeholders. As part of the process of designing the outreach campaign, each member of the Founding Group was asked to identify his or her professional and community-based affiliations, contacts and associations that could be leveraged to promote and share information about CACS. The Founding Group then reached out to the identified people and organizations. In many instances, initial telephone calls led to meetings and presentations to inform them and the greater public about the school. Founding Board members were kept apprised of community outreach activities and results through reports at monthly meetings.
- c) Researching effective educational practices: Under the leadership of Dr. Ginsberg, the Planning Committee and Academic Committee engaged in research regarding the effective educational practices that are key components of the CACS program, including extended day/year programming, blended learning, teacher-student looping, use of protocols in professional

communication, PLCs, data-driven instruction and the Danielson Framework for Teaching. Beginning in October 2013, the members of the Academic Committee engaged in “book club” discussions during their monthly meetings regarding *The Power of Protocols* by Dr. Joseph McDonald and *The Habits of the Mind* by Dr. Art Costa and Dr. Bena Kalick, along with book excerpts and articles such as Teachers Teams That Get Results (Gregory & Kuzmich), Thoughts from Professional Learning Communities (DuFour) and Key Thoughts and Concepts in a PLC (DuFour) Dr. Ginsberg and the Academic Committee also engaged in research and discussions about the curriculum and specific instructional programs, assessments and resources.

- d) Accessing information and guidance from charter school educators and experts: Members of the Founding Group spoke with charter school leaders and engaged in site visits at successful charter schools. Site visits to charter schools were coordinated by Dr. Ginsberg. Several Founding Group members visited the Renaissance Charter School, a highly successful K-12 charter school in Queens, and spoke at length with its Principal, Stacy Gauthier. They also visited the Hellenic Classical Charter School, a successful K-8 school in Brooklyn, and spoke about a wide range of issues with its Principal, Christina Tettonis. In February, 2014, Dr. Ginsberg conducted a conference call meeting and scheduled a visit to the E.L. Haynes Public Charter School, an award-winning elementary and middle grade charter school in Washington DC. At the E.L. Haynes Public Charter School, the Academic Committee members will meet with staff members responsible for instruction, technology and administration of the school’s innovative blended learning model. The Academy Committee members will also visit Ingenuity Prep Charter School, a new blended learning charter school in Washington DC currently serving pre-K-K students (with plans to become a pre-K-8 charter school), where they will discuss with school leadership and teachers the school’s blended learning model and first year challenges and best practices. Also, the Founding Group has worked with individuals affiliated with Challenge Preparatory Charter School over the course of designing the school program and developing this application on issues related to management of school operations and finance. In addition to speaking with successful charter school educators, the Founding Group was advised by the Center for Educational Innovation-Public Education Association (CEI-PEA), a NYC-based national nonprofit organization that has been deeply involved with charter schools for more than 20 years and has helped develop more than 40 NYS charter schools, and by JPS Solutions LLC (JPS Solutions), a consulting firm that has advised charter schools throughout NYS during charter application development, program implementation and charter renewal. Through its relationship with CEI-PEA and JPS Solutions, the Founding Group has had access to charter school leaders and charter school advisors working in CEI-PEA’s federally-funded Partnership for Innovation in Compensation for Charter Schools (PICCS) and Network of Independent Charter Schools projects. Discussions with these educators and experts strongly influenced the development of CACS’ proposed teacher and principal evaluation systems, professional development program and data-driven decision-making processes. Also, Dr. Ginsberg participated in several webinars including the NYC Charter Center’s “Charter 101” and Education Week-sponsored webinars on instruction and blended learning.
- e) Developing the charter application: The process of writing the charter application was led by Dr. Ginsberg and Mr. Esfhani, with substantive participation, input and assistance from the other members of the Founding Group, the Academic Committee, CEI-PEA and JPS Solutions. As drafts of academic program sections of the charter application were developed, they were shared with the Academic Committee. Draft sections of the application related to operations were shared with the Operations Committee. All sections of this proposal were shared with members of the Founding Group, each of whom had the opportunity to review the drafts and made recommendations, and were approved by the Founding Board.

The table below lists and describes the members of CACS' Founding group:

Name	Relevant Experience/Skills
Irene R. Kouba	Irene brings to CACS more than 28 years of experience in administration of educational programs for pre-K-5 students, including programs for SWDs. 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.
Vanessa A. Dominick	Vanessa is Assistant to the Educational Director and Special Education Teacher at Parsons Preschool in Jamaica Queens and has extensive experience teaching SWDs. She has expertise in early childhood education, special education and elementary education. She also brings her relationships in the Queens preschool community—i.e. potential feeders of students—to CACS.
Dr. Ann Marie Ginsberg	<i>Ann Marie brings more than 25 years of experience in K-12 education in high needs school districts at the school and district level, and she will be the Principal of CACS.</i> She was a successful Principal at the Turtle Hook Middle School in Uniondale, NY—i.e. a school with a student population similar to that expected of CACS. She is Adjunct Professor at DeVry University, where she focuses on blended learning strategies and integrating technology into the classroom. Ann Marie has been the leader of the CACS Planning Team's Academic Committee, and she has facilitated training for Planning Team members in Blended Learning, the Workshop Model, Habits of Mind and other strategies and practices that will be used at CACS. Ann Marie brings to CACS extensive knowledge in blended learning, curriculum development, data analysis and K-12 school administration.
Nathaniel Fields	Nathaniel is President of the Urban Resource Institute (URI), a nonprofit organization providing health and human services, including educational programs, for more than 20 years to victims of domestic violence, persons with disabilities and persons afflicted with addiction or alcoholism. He brings to CACS extensive leadership experience and a successful track record of organizational management, strategic planning and nonprofit governance.
Jonathan Diamond	Jonathan 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.
Michelle M. Pascucci	Michelle is a parent and resident of CSD 27. She also brings to CACS more than 20 years of experience in financial management and administration for large not-for-profit organizations, as well as business management experience.
Nicole Morris	Nicole is a speech-language pathologist/director for the Emmanuel Place for Speech and Language Development. She brings to CACS expertise in special education, particularly in the area of speech and language services.
David Esfhani	David is Executive Director/CFO of the North Side School in Queens and President/Lead Consultant of Next Step Services, a management consulting firm that advises educational organizations, non-profit organizations and for-profit organizations regarding expansion, technology integration and designing technology to support online and blended education. David brings to CACS his expertise in school finance, educational and nonprofit management and technology. He also has

	experience in school facility acquisition and expansion and real estate development as the President of Operations of D&R Ventures LLC.
Richard Bernstein	Richard is the President/Owner of E-rate Consulting LLC and former Principal of the Cedarhurst campus of the Hebrew Academy School of Academic Excellence (HASE). He has extensive experience in project based learning, educational technology and nonprofit administration.
Marianne Gonzalez, Esq.	Marianne 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.

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’ By-laws, which are attached hereto. 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 By-laws. While the Board may delegate day-to-day management and other activities of the School 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. Among the Board’s responsibilities are: 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, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and evaluating the performance of the Principal; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. With respect to its role as liaison to the authorizer, representatives of the Board will communicate frequently with the NYSED Charter School Office (and/or so authorize the Principal), prepare all required reports, 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 material changes in the school’s programs or operations are approved by the authorizer before they are enacted, in strict compliance with the Charter School Act and relevant regulations, including the recently published “Revision Guidelines” developed by NYSED.

The Board will comprise no less than five and no more than 15 members, and it will include the following officer positions: President, Secretary and Treasurer. Initial officers will be elected at the first meeting of the Board of Trustees. Trustees will serve staggered three-year terms. Trustees will be elected to the Board by a majority vote of the Trustees then in office. Any Trustee elected to fill an unexpired term will serve until the next election. A Trustee may resign at any time and, in such instance, a new member may be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the Board include anything that is in violation of the school’s Conflict of Interest policy, Code of Ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity. Subject to the revised New York Charter School Act (Charter School Act), no school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve as a voting member of the Board. Also, at no time will more than 40% of Trustees be employees of a single organization. In addition to meeting

all legal requirements, Trustees will be expected to demonstrate commitment to the mission, goals and programs of CACS. The qualifications for service on the CACS Board of Trustees will include being at least 18 years of age and having experience and expertise in a professional or civic area that would benefit the Board and the School.

The founding Board of Trustees comprises the following members:

Trustee Name	Voting Yes/No	Position on Boardⁱⁱⁱ	Length of Initial Term
Richard Bernstein	Yes	Member	3 years
Jonathan Diamond	Yes	Member	2 years
David Esfhani	Yes	Member	3 years
Nathaniel Fields	Yes	Member	1 year
Marianne Gonzalez	Yes	Member	2 years
Nicole Morris	Yes	Member	1 year
Michelle M. Pascucci	Yes	Member	2 years

Board meetings will be held monthly at the school and will be open to the public, in full compliance with the Open Meetings Law, the Charter School Act and CACS’ by-laws. The agenda for each meeting will be prepared by the President in consultation with the Chair of each committee and the Principal. A majority of voting Board members will constitute a quorum. A vote by a majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. As governed by the By-Laws, the Board will govern CACS and have final authority for its policies and operations. The Board will have 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 what the Board expects from the committee. The Board will have three standing committees—i.e. An Executive Committee chaired by the President, a Finance and Operations (F&O) Committee chaired by the Treasurer and an Education 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 of the Executive Committee will include: a) meeting to draw up an agenda for each meeting of the full Board; b) making decisions on behalf of the full Board as needed which cannot wait for the full Board or on matters delegated to the Executive Committee by the Board; c) maintaining effective communication with the committees of CACS’ Board; d) coordinating the annual planning and budget process of CACS in conjunction with the Finance and Operations Committee and the Principal; e) responding to the call of the Board president or Principal for emergency meetings to deal with special problems between regular Board meetings; f) annually submitting objectives as part of the planning and budgeting process; g) annually evaluating its work as a committee and the objectives it has committed itself to and report on same to the Board; and h) reporting to the Board at regular meetings of the Board in a manner determined by the Board.

2) F&O Committee: Responsibilities of the F&O Committee will include: a) preparing annual

budgets for the school 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 based on the forecasts; c) reviewing grant proposals and as necessary, recommend action by the Board; d) reviewing all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board; e) submitting annually objectives as part of the planning and budgeting process; f) evaluating annually its work as a committee and the objectives it has committed itself to and report on same to the Board; g) arranging for an annual audit with submission of same to the Board; and h) reporting to the Board at regular Board meetings.

- 3) Education Committee: The Education Committee will focus on program planning, curriculum, professional development and other matters related to the school's academic program. The Education Committee, in consultation with the Principal, will: a) review instructional programs and student achievement; b) monitor the school's progress in implementing the instructional program and achieving student achievement outcomes; c) review the status of certified teachers and teacher assistants and monitor annually 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 Title I and entitlement grant forms; f) meet periodically to discuss the academic program and its implementation including student outcomes, certification status of staff and any problems identified; and g) provide a report at each Board meeting.

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 by the Board President based on an annual self-evaluation completed by all Board members. CACS realizes that, even for board members with prior experience serving on non-profit or corporate boards, exercising the responsibilities and obligations of a charter school Trustee requires training and ongoing support. Accordingly, CACS will ensure that training is provided to the board as a whole and that additional training and support will be provided to individual board members to address needs identified through self-assessment, reviews by the Board president and recommendations by outside consultants. To this end, the Founding Group has initiated a dialogue about board training and the board trainer selection process with CEI-PEA and expects to consult with the NYC Charter Center, as well. An appropriate portion of Charter School Program (CSP) 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 collaboratively developing, ratifying and implementing formal policies that will define how the board operates and addresses any issues that may arise. Such "governance by policy" will ensure consistent and effective governance over the life of the school. In addition, all new Board members will participate in an orientation that includes written orientation materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and information and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board President and the Chairperson of any Committee on which the new Trustee will serve. Board professional development for all members will also focus on ensuring that Trustees understand their legal and financial obligations (e.g. duty of loyalty, duty of care) as well as the laws and regulations that govern how a Board may do business (e.g. the Open Meetings Law).

Attachment 5a: Trustee Biographical Information

Attachment 5b: By-laws

Attachment 5c: Code of Ethics

C. Management and Staffing

The following description of CACS' organizational plan sets forth the management and staffing structure of CACS that will be established over the course of the charter term. The roles and responsibilities of the Board are described in the Governance section of this narrative and in the By-laws. Day-to-day management and instructional leadership of CACS will be the responsibility of the **Principal**, with oversight by the Board of Trustees. The Principal will work closely with, and report directly to, the Board of Trustees. The Principal will be hired formally by the Board immediately upon the authorizer's approval of the school. The Principal will provide reports on the academic and operational progress of the school at each regular Board meeting. The Principal is responsible for ensuring that the school adheres to its mission, that its goals and objectives are achieved and that it is operationally and financially sound. The Principal is responsible for managing the daily internal affairs to ensure smooth and effective instructional and operational practices. ***Most importantly, the Principal is the instructional leader of the school.*** The Principal hires (with Board consent and oversight) and manages all school staff and, in coordination with the Board, oversees all instructional programs. As described elsewhere in this application narrative, 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/alignment, professional development and "data culture" initiatives will be designed and led by the Principal, in coordination with the Director of Curriculum and Instruction. The Principal will serve as a central leadership figure within the school and the local community. The Principal will also oversee implementation of the school's student discipline policy by the Director of Curriculum and Instruction. Also, with direction and consent of the Board, the Principal will communicate and interact on behalf of the school as needed with the charter authorizer.

CACS has selected an outstanding educator, Dr. Ann Marie Ginsberg, to serve as its Founding Principal, following an extensive process of recruitment, "vetting" and involvement of the proposed Principal in the design of the school and the leadership of the Academic Committee. The Principal selection process included: a) alignment by the Founding Group of the mission, goals, objectives and instructional philosophy of CACS with a set of desired qualifications and experience for Principal candidates; b) outreach to identify suitable candidates; and c) Founding Group interviews of identified candidates. The Founding Group developed an interview protocol that was used to assess the skills, experience and appropriateness of each candidate who emerged successfully from the initial screening process. Once the Founding Group decided on Dr. Ginsberg as the "final cut" candidate, a second interview with Dr. Ginsberg was conducted. In this 2-hour interview, a small panel of consultants with extensive charter school experience asked questions about the prospective Principal's experience, understanding of the mission and proposed programs of the school and ability to lead a high-performing charter school. At the conclusion of the interview, the panel endorsed the Founding Group's decision to appoint Dr. Ginsberg as the Founding Principal. Following the appointment of Dr. Ginsberg as Founding Principal, she assumed leadership of the Academic Committee and spent the last six months, has been engaged in the design of the school and the development of this charter application.

CACS' Founding Principal is Dr. Ann Marie Ginsberg. Dr. Ginsberg has more than 25 years of experience in K-12 education in high needs school districts at both the school and district-wide

level, and she has a record of success in working effectively with teachers and improving student achievement. Dr. Ginsberg was Principal at the Turtle Hook Middle School in Uniondale, NY—i.e. a school with an ethnically, culturally and economically diverse student population similar to that expected of CACS—from 2007 until 2010. During her tenure at Turtle Hook, the school won several awards and grants, including: a) the Tilles Arts Initiative grant; b) a federally-funded GEAR-UP grant that supported students with enrichment opportunities in the arts, literacy and career and college-bound planning; and c) a New York State Emerging Character Education Award recognizing the school's innovative program infusing the core virtues into the curriculum. Prior to her tenure at Turtle Hook, she held several school-wide and district-wide positions at public school districts, including Chairperson of Fine and Performing Arts at the Carle Place UFSD; Director of Fine Arts at the Massapequa UFSD, Associate Principal at the William Paca Middle School in Mastic Beach, NY and Music Teacher at Sacred Heart Academy in Hempstead and at public schools in Carle Place and Valley Stream, NY. Dr. Ginsberg has served as President and Executive Board member of the NYS Council of Administrators of Music Educators and an Advisory Board member to the Nassau Music Educators Association. She has also published or co-published several scholarly articles. Since August 2013, she has been working with the Founding Team to design the proposed charter school. Dr. Ginsberg chairs the Academic Committee and presents reports on its progress to the proposed Founding Board at its monthly meetings. Dr. Ginsberg is currently being certified in the Danielson Framework for Teaching and will be certified well in advance of the opening of the school. She has helped to design the school's curriculum and teacher and principal evaluation systems. She has also led the collaborative effort to design the school program, data culture initiatives and professional development program. Dr. Ginsberg earned her Doctorate in Education Leadership and Technology from Dowling College.

In selecting Dr. Ginsberg to as Founding Principal of CACS, the Founding Group considered her experience with technology in education and the professional development of pre-service and early-service teachers and how it would contribute to the implementation of CACS' blended learning model and academic program. Dr. Ginsberg is currently an Adjunct Professor at Devry University where she teaches a course on blended learning and integrating technology into the classroom. She was an educational consultant in the area of educational technology for a publisher of middle school textbooks. Also, during her tenure at Turtle Hook Middle School, Dr. Ginsberg conducted numerous technology workshops for teachers that demonstrated how technology could be integrated effectively into classroom instruction. Workshop topics included use of interactive whiteboards, instructional Prezis, student response clickers, creating Wordles and using digital surveys (i.e. SurveyMonkey). Under her leadership, the school created and piloted an innovative ESL iPod project to support instruction for the school's fast-growing ESL population. Dr. Ginsberg also had a monthly Podcast on the school's website to keep families and the community informed about school issues and events. In the area of new teacher development, she spearheaded several initiatives to recruit, induct and new teachers at Turtle Hook Middle School, and she was Director of Field Placement at Hofstra University, where she coordinated student teaching programs for the School of Education.

Dr. Ginsberg will be supported by an **Instructional Leadership Team** comprising a **Director of Curriculum and Instruction (DCI)**, a **Data Coordinator** and a **Special Education Coordinator (SPED Coordinator)**. The Principal will also be supported by a **Director of Operations (DOO)**.

- **The DCI** will work closely with the Principal and instructional staff to support curriculum development, alignment of curricula with Common Core Learning Standards, training and embedded professional development for teachers and implementation of the academic program.

The DCI will report directly to the Principal. The DCI will work with teachers and the Data Coordinator to facilitate curriculum mapping, lesson planning and the development and ongoing improvement of rigorous Student Learning Objectives (SLOs) for all grades and subjects. The DCI will work with the Principal, teachers and the Data Coordinator to develop and implement a PLP for each student. The DCI will work with the Principal to design and implement a professional development academy to be held at the beginning of each school 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 also be responsible for implementing the school's student discipline policy, in coordination with the Principal.* The DCI will be certified in the Danielson Framework for Teaching by the start of the second year of operations 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 be hired prior to the opening of the school and will report directly to the DCI. He or she 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 assessment and other data and will work with the Principal, the DCI and teachers to coordinate the process of developing student PLPs. 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 train teachers in the use of school technology and the analysis of student assessment data, and he or she will be the person primarily responsible for establishing and nurturing a school-wide data culture. The Data Coordinator will be evaluated by the Principal with input from the DCI. 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 successfully in charter schools.
- **The DOO**—A full-time DOO will be hired prior to the opening of the school and will be responsible for planning, coordinating and supervising the day-to-day business operations of the school, including supervising the enrollment, transfer and related processes for students; maintenance of student records and files; preparation of reports to the Board and the state; completion of Consolidated Applications; oversight of purchasing, payroll, expense records and other financial activities; maintenance of the school's website; coordination of budget development and monitoring of the school budget; oversight of facilities-related matters; maintenance of insurance; preparation and maintenance of 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 highly-competent appropriately credentialed candidates with experience managing the operations and business affairs in at least one public K-12 school (preferably a NYS charter school).
- **The SPED Coordinator**—A full time SPED Coordinator will be hired prior to the start of CACS' first year of operation and will be responsible for overseeing all special education programming and services at the school. The SPED Coordinator will report directly to the DCI,

and his or her responsibilities will include managing and providing professional development to special education teachers, supporting special education teachers and non-special education teachers in addressing the needs of students with disabilities, 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 special education. In selecting a SPED Coordinator, CACS will seek a highly-competent, appropriately credentialed individual with experience overseeing successful special education programs in K-12 charter or traditional public schools.

Teachers will be hired in all subjects over the course of the charter term. CACS expects to hire only NYS-certified teachers¹⁶ and will endeavor to develop a faculty that is diverse, both culturally and experientially (e.g. a healthy mix of experienced teachers and teachers who are relatively new to the profession; teachers with prior experience teaching in charter schools, etc.). The qualifications that CACS will seek in teacher candidates are described in the “Job Descriptions” section of the Personnel Policies attachment.

CACS will strive to recruit and sustain a high-quality and high-performing faculty and staff through the establishment of a **human capital management system (HCMS)** that ensures:

- **Recruitment**—Ongoing recruitment of teachers who are likely to thrive in the CACS school environment, including advertising, participation in teacher recruitment events and leveraging relationships of Founding Team and school leadership members with teachers and educational institutions with teacher preparation programs. CACS will employ *a year-round recruitment strategy*, including: a) participation in teacher fairs across New York and the Northeastern U.S.; b) building relationships with colleges and universities across NYS to identify and recruit outstanding new teachers from among each school’s student populations and to establish pre-service training opportunities that will enable CACS to identify and recruit promising new teachers; and c) working with established networks of teacher candidates such as Teach for America, as well as nonprofit educational service providers that work with New York City charter schools such as CEI-PEA, the NYC Charter School Coalition and the NYC Charter School Center. The recruitment process will include a review of resumes and other pertinent documents, interviews with the Principal and DCI and thorough background checks to ensure that information provided by the candidates is accurate. Once a candidate successfully 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 determine which candidates will be given offers to join CACS’ faculty.
- **Induction**—Effective induction of new teachers, where professional development for new teachers is focused on ensuring their smooth and successful transitions into the culture and high-academic-expectations environment of CACS and where new teachers have opportunities to be mentored by more experienced teachers. In addition to mentoring, new teachers at CACS will be provided opportunities for common planning time with other teachers, and part of each year’s Professional Development Institute will be devoted to addressing issues relevant to new and less-experienced teachers—e.g. classroom management, the CACS school culture and Habits of Mind.
- **Targeted and ongoing Professional Development for all teachers**, including a Professional Development Institute prior to the start of each school year, social learning-based

¹⁶ CACS’ hiring practices will at all times be compliant with laws and regulations regarding teacher certification in NYS charter schools.

professional development “learning paths,” embedded professional development, peer review and PLCs. (The 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 Associate Teachers to Classroom Teachers to Master Teachers by consistently being “Effective” or “Highly Effective” as measured through CACS’ teacher evaluation system. Teachers will also have opportunities to assume “leadership” positions within the school—e.g. Mentors, PLC Coaches and Data Coaches,
- **A Culture of Professional Collaboration** in which all school stakeholders have opportunities to work together to support the academic achievement of students. Teachers will collaborate with one another in PLCs and will engage in peer review and frequent shared planning sessions. Professional collaboration will be facilitated by the school’s use of social learning resources that enable teachers and other school stakeholders to communicate with one another and share video, prezis and other media with one another to support one another and develop effective lessons and learning experiences for students.
- **A Fair, Transparent and Data-driven Evaluation Process for teachers, instructional administrator and the school leader.** As detailed later in this narrative, teachers will be evaluated by the Principal each year using a process that includes multiple measures including student academic achievement/growth measures and professional growth measures (assessed using rubrics based on the Danielson Framework for Teaching). 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: Personnel Policies and Procedures

Attachment: Resume of Principal

C1. Charter Management Organization

CACS does not intend to contract with a Charter Management Organization

Attachments: Charter Management –related Documents (NA)

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 (NA)

D. Evaluation

CACS will collect and review a variety of data 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 of Trustees, 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 charter 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 others, to ensure that the items reviewed and discussed by Board members provide a clear organizational picture of the school. Such data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic assessments, assessment results and upcoming school and community events or performances. The packet will include a financial section that may include Accounts Payable over 30 days, cash on hand, checks over \$5,000 requiring Board approval and relevant reports generated from the accounting software. Also, CACS will undergo an independent audit of the financial statements to be conducted annually by a CPA selected by the Board.

Trustee performance will be assessed twice-annually (Autumn and Spring) through a self-evaluation process that all Trustees will participate in. This process will be facilitated by an outside consultant with experience in guiding Boards effectively through self-evaluations and with expertise in helping Boards analyze the results of self-evaluations to improve their governance practices. 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 charter agreement and charter law. Each Trustee will also evaluate the work of the Board over the prior period and identify challenges, needs and areas in which the Board should focus its recruitment, training and planning efforts. The self-evaluation will use an assessment survey instrument that is anonymous and administered online. It is expected that the initial self-evaluations will use instruments similar to or 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, with support from the expert consultant, will adapt or change the self-assessment tool to improve the self-assessment process. Also, following each survey, the Board will discuss survey results at a regular meeting or a retreat and set goals for individual Trustees and for the Board as whole.

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 that is set within the four HEDI ranges, as exemplified in the table below.

Rating	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

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. CACS will implement the following processes for measuring student growth and professional practice:

- 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 (APPR). CACS will establish rigorous **Student Learning Objectives (SLOs)** in each subject. These SLOs will be tied directly to student achievement and growth measures and aligned with NYS CCLS standards and requirements. At the outset of each school year, teachers will work with the Principal and/or designates to establish rigorous growth targets as measured through a “pre-test” and “post-test” using assessment(s) that are approved by the Principal. Progress made towards meeting annual student and classroom growth targets on the approved 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, SLO’s will be tied to performance targets in ELA and math on state assessments.
 - For teachers of subjects that are not tested by NYS (e.g. Music, Art, Health and Physical Education)¹⁷, SLOs will be based on school-developed or third-party assessments.¹⁸
- Professional Practice**—CACS’ teacher evaluation system will assign 60 points to measures of professional practice. To this end, CACS will establish a comprehensive approach to measuring professional practice for teachers 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).¹⁹ The Danielson Framework will guide all Professional Performance Measures

¹⁷ The CACS Founding Team recognizes that NYS is developing state assessments in Physical Education and Art and intends to create assessments for all subjects. As these assessments are released, CACS will integrate them into its assessment and teacher/school leader evaluation systems.

¹⁸ The CACS Founding Team is currently engaged in discussions with CEI-PEA, a national nonprofit educational organization, to establish a framework for designing and staffing volunteer panels that will review, screen and make recommendations regarding SLOs in non-NYS-tested subjects. CEI-PEA is currently establishing similar panels to evaluate assessments and SLOs for charter schools in the federally-funded *Partnership for Innovation in Compensation for Charter Schools (PICCS)*.

¹⁹ In implementing teacher evaluations, 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*.

for teachers. Using the Danielson Framework, the Principal²⁰ 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 over the course of each 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.

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. In addition, CACS will use the **Tripod Student Survey Assessments** each year to help assess student perceptions of the academic program and school culture, to help gauge student satisfaction with the school’s programs and to provide additional data for consideration in establishing teacher professional growth objectives and designing professional development for teachers. Tripod student survey assessments, developed by Dr. Ronald Ferguson of Harvard University and provided in partnership with Cambridge Education, are designed to capture key dimensions of classroom life and teaching practice as students experience them, first-hand in real time. CACS instructional administrators and staff will be trained in the use of these assessments and will administer them each year.

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 blended and flipped approach, thus enabling teachers to participate in professional development activities on-site at the school and remotely from their homes and elsewhere and to engage in ongoing professional dialogue with colleagues through the use of social

²⁰ As stated in the section of this narrative discussing staffing at CACS, CACS’ proposed Founding Principal is now being certified in the use of the Danielson Framework for Teaching and will be certified in the use of the Danielson Framework for Teaching prior to the opening of the school.

media.²¹ 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 PLP 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.) Over the course designing the school program and developing this application, the Founding Team led by the Academic Committee established a framework for professional development at CACS that includes: a) an annual Professional Development Institute prior to the start of each year that will include interactive workshops on-site at the school, online activities and learning experiences and online and “in-person” 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). More specifically:

- a) **Professional Development Institutes (“Institutes”)**—P prior to the start of each year, a three week Professional Development Institute will be held for all CACS teachers and instructional staff. The Institute will employ a “flipped blended” model in which teachers will engage in online learning activities, projects and professional dialogue for one week prior to participating in a two-week series of professional development activities on-site at the school.²² In addition to strengthening teachers’ content knowledge, classroom management skills and understanding of promising practices in blended and flipped learning, implementation of CCLS, integration of Habits of Mind and other key areas, the Institute will provide CACS teachers with opportunities to meet and develop and/or 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 substantial 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:

²¹ The Academic Committee has engaged in an extensive process of identifying and learning about various social learning resources that it can use to support synchronous and asynchronous online instruction and professional dialogue among teachers and instructional staff. This process included research, discussions with New York State charter school leaders currently using social learning resources and “trial runs” in which Dr. Ginsberg used specific social learning resources and reported about her experiences to the Academic Committee. 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 dialogues among teachers and instructional staff. Critically, the EduPlanet platform enables CACS teachers to participate in CACS-developed and third-party-developed “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.

²² In keeping with the “blended” approach to professional development, teachers will be encouraged to access online resources and to engage in online professional dialogue throughout the entire three week Institute.

- Online activities during the first week of the Institute 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 professional dialogue about critical subjects. Teachers will engage in online activities independently and will then share their experiences, ideas, reflections and challenges with other teachers in professional dialogues using social media resources. Teachers will be supported in their online learning with webinars facilitated by the Principal 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. At the conclusion of the week, most teachers will have prepared at least one CCLS-aligned lesson using video, audio (e.g. a podcast), Prezi or other technology-delivered vehicle.
- Activities on-site during the second week of the Institute designed to build a foundational knowledge base regarding a series of eight critical topics. Teachers will engage in workshops and discussions, attend lectures and view video and similar learning tools.
- Interactive and action learning activities during the third week designed to provide teachers with opportunities to apply the foundational knowledge acquired during the second week and demonstrate their full understanding and knowledge of each topic.

The critical topics that will be covered during the initial Institute are expected to be: a) Use of the interactive white board in kindergarten and first grade classrooms; b) Understanding and using student assessment software; c) Maximizing the iPad and laptop computers for instruction in the elementary classroom; d) Using Foundations and Handwriting Without Tears; e) the Workshop Model and effective use of the Workshop Model in ELA, Math, Science and Social Studies; f) Habits of Mind; and g) the Danielson Framework for Teaching, effective and reflective teaching practice and use of the Danielson Framework in teacher evaluation at CACS.

- b) **Embedded Professional Development**—Under the direction of the Principal and DCI, embedded professional development will be provided to teachers over the course of each year. Such embedded professional development will include: (1) Meetings at least twice-annually with each teacher to review teacher evaluation results and data, to discuss progress made towards meeting professional development objectives and to plan professional development initiatives to address specific needs and gaps; (2) Ongoing coaching and technical assistance provided by the Principal, DCI, SPED Coordinator and Data Coordinator; and (3) Establishing PLCs and supporting the work of 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 Paths” during the school year and during the Institute. Each learning path will begin with a **Virtual Introduction** to the program that will familiarize you with the platform as well as the syllabus and resources for the course. Each participant will then participate asynchronously over several weeks by completing each of the **Modules** and contributing to **Discussions**. The learning paths will typically conclude with an **Interactive Synchronous Session** facilitated by the Principal, the DCI or a content-specialist/trainer. Following the learning

path, each participant will continue to be a member of the established **Community** and can continue to engage in asynchronous professional dialogues about the learning path topic with other teachers and instructional staff.

F. Facilities

CACS will not co-locate in a NYCDOE school building. Instead it has already identified a private facility solution to meet the needs of the school in the first charter term. In the first year of its charter term, CACS will occupy a building at 85-27 91st Street. This building was the former Christ Congregational Church which is undergoing a complete rehabilitation to be retrofitted for the needs of CACS in its first year of operations. The two-story building has approximately 10,000 square feet and can fit up to 10 classrooms in addition to administrative space. The space has an outdoor play area and is also located within walking distance of Forest Park.

CACS' permanent home 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 will allow for programming space of approximately 85 square feet per pupil. The space plan for Years 2 and 5 include at *minimum*: **Year 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. **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 \$250,000 while the rent on the permanent home has been currently negotiated to be \$28 per square foot for the square footage that the school occupies in each year. The owner/developer expressed willingness to allow the School to defer \$50,000 of the first year's rent until the fifth year of operations out of recognition that CACS will be in a stronger financial position at that stage to support the rent. Therefore, in year 1 the School's rent will be \$200,000 and by year 5 the School's rent will be \$1.268 million, inclusive of the \$50,000 amount that had been deferred until that year.

Both facilities are on schedule to secure their certificates of occupancy in time for the School's needs. For the first building, the School intends to occupy the building by July 2015 and the second building by July 2016. The school does not have a residential program, and will therefore not require residential facilities.

G. Insurance

The following coverages will be secured to meet authorizer requirements: 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, Wellness 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. In accordance with Section 902 of Article 19, CACS will employ a nurse practitioner, who will serve as Medical Director and as the full-time school nurse. In the third year of operations, when the school's enrollment will be over 250 students, it is expected that the NYCDOE will provide a nurse and Medical Director. In the event that NYCDOE does not so provide, CACS will continue to meet its obligations through the employment of a nurse practitioner as Medical Director and school nurse. In accordance with Section 903, 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. In accordance with Section 904, CACS' Medical Director will perform the physical examination necessary for the health certificate if the parent or guardian requests. Also, in the event that a student does not present a health certificate (unless he or she has been accommodated on grounds of religious beliefs), the school will send a notice to the parents or guardians of the student and inform them that, if the required certificate is not furnished within 30 days of the notice, the school's Medical Director will be directed to conduct a health examination. All such notices and examinations will be done in a manner that is completely consistent with Sections 903 and Section 904 and other relevant laws and regulations. In addition, the school will request from each student a dental certificate. However, providing such a certificate is not required for school attendance. CACS will also provide screenings for vision, hearing and scoliosis as required by Section 905 and outlined in Commissioner's Regulation 136.3. Such screenings 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 members to perform a number of student health-related tasks, including 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 information and 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 commencement 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 the school hires additional school nurses, an additional school nurse (with authorization from the Medical Director) can administer medications to students.²³ 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. There will be designated faculty members who 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. The school 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/cafeteria for meal consumption. CACS will work directly with government

²³ Under limited circumstances, and only with written permission of the parents/guardians and the child's physician, a student may self-administer certain medications—e.g. insulin from an insulin pump. In these cases, the circumstances and procedures for such self-administering of medications will be described fully in the child's 504 Plan.

agencies to receive the appropriate free lunch and reduced lunch, breakfast and snack reimbursements for food service. The school will comply with any additional state, federal or local nutritional requirements and guidelines.

Transportation: CACS will not provide transportation services directly, but will partner with the NYC Department of Education’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 local district to ensure that transportation is provided for students with disabilities in compliance with IEP mandates and local and federal laws.

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 through the implementation of the school’s programs. CACS’ vision of parental and family involvement holds that parents and families must be active and empowered partners with the school’s Principal, teachers and staff to support the educational and social-emotional development of their children. To support this vision, CACS will leverage the efforts and resources of its Trustees and staff, along with those of community-based organizations in Woodhaven to ensure meaningful inclusion of parents, families and the community in the school’s activities. The school’s family and community involvement strategy includes:

- Including parents and community members in planning and school design: CACS’ Founding Group and Founding Board include residents of CSD 27. Also, the process of designing the school included public meetings with parents and community members and input from parents of pre-school students in Woodhaven. CACS will establish and support a Parent Advisory Council and a Parent Teacher Association (PTA), and it will sponsor parent and community events at least monthly, including exhibitions and performances of student work and parent discussion groups.
- 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. In addition, 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 and recommendations for ongoing school improvement. Parents will also be informed about school activities and issues through 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, Parent Council/PTA 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 PLP and will report to parents on the student’s progress towards meeting PLP objectives on a frequent basis. Parent-Teacher conferences will be held at least quarterly and

the school's Parent Council and PTA will meet at least every other month. CACS will create a parent List-serv (and/or encourage and support parent leaders in developing List-servs) and will promote two-way electronic communication involving teachers and parents via e-mail and on the school's website. In addition, the school will solicit and review parent feedback through a formal school-based survey at least annually, as well as through the annual NYC DOE Parent Satisfaction Survey.

J. Financial Management

CACS' financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of the school's funds, and to further ensure that the school 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 CACS' Board of Trustees.** CACS' Board of Trustees will have ultimate responsibility for approving such fiscal policies and providing academic, fiscal and regulatory oversight of the school. The Principal will have oversight responsibilities over the financial management of the school and thus will be responsible for the protection of 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 certified public accountant (CPA) or accounting firm. The DOO reports directly 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 and protection of student and financial records and will also oversee policies and procedures for tracking enrollment and attendance eligibility, eligibility for free- and reduced- lunch; special education services; and other services for special populations of students. CACS will contract with an independent certified public 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 financial statements would be prepared for each fiscal year and would 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 of Trustees will be responsible for hiring an independent auditor to perform an audit of the financial statements prepared by the management. The Board F&O Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor 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 its independent auditor. Upon completion of the audit, the F&O Committee will have a meeting either in person or via a teleconference with the independent 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 F&O 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 copy of the independent auditor's report to NYSED by the November deadline.

Accounting procedures including the fiscal controls of the school—CACCS is committed to developing and maintaining 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. The following explains the Internal Control System that CACCS will implement.

Internal Control Systems—The internal control structure represents those policies and procedures that affect the organization’s ability to process, record, summarize, and report financial information. This structure will be established and maintained to reduce the potential unauthorized use of CACCS 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 CACCS places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel /policies and practices. CACCS’ Board will review the fiscal reports as a part of its board meetings; 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 CACCS’ internal control structure and thus safeguard the school’s 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 would be separated among employees (Principal, DOO and Office Manager) and the contracted financial consultant (who is overseen by the Principal) whenever possible.
 - 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:** Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that CACCS expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
 - **Reconciliation Controls:** Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers.

CACCS will adopt fiscal policies and procedures that would implement the above mentioned control structures. The DOO will develop fiscal policies and procedures, with support from the contracted

accountant. An independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. These policies and procedures will be ratified by the Board of Trustees and adopted by the School no later than the end of January 2014.

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 and support from the Office Manager, 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 closely 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 will acquire a robust SIS system that will be utilized 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 special education program, the Special Education Coordinator will work closely 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

CACS' start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions. While CACS will use the accrual basis of accounting for all its financial operations, the budgets and cashflow statements contained in Attachment 9 have been prepared on a cash basis, thus major assets have not been capitalized, but rather are expensed in the year they are acquired, nor are depreciation expenses charged in the budgets. The financial plans presented for CACS are sound, as evidenced by the following revenue assumptions and comprehensive expenditure assumptions:

1. Although projected revenue sources are held flat through the school's charter, spending categories are budgeted to increase each year in almost every category. Individual salaries are budgeted to grow 3% annually while non-personnel expense unit costs grow on average at a rate of 3% to 5% annually.
2. The primary source of revenue is from school district AOE payments following each student attending CACS and is held flat through the school's charter.
3. The School's budgets include *all* administrative, operational and instructional staff necessary to support the School's comprehensive educational program.
4. Teacher salaries and benefits are comparable to those of NYS-certified teachers at similar NYC charter schools.
5. Funds are budgeted to support the cost-effective use of consultants in areas such as technology integration, accounting, Consolidated Application grant-writing and Title I Targeted Assistance to School-wide Program planning and transitioning.
6. The School assumes that it will run a net loss on the School Food program. While it will make every effort to ensure that parents of students eligible for reduced priced lunch and of students not eligible for free or reduced priced lunch pay for their children's lunch, the budgets assume that parents fall short of their obligation—a conservative (but realistic) assumption.
7. The School will be housed in a private facility—an incubator space in year 1 and its permanent home in year 2. The lease figures presented in the budget reflect the current status of lease negotiations with the owner.

8. The budget includes coverage for dissolution contingency and reserve accounts for unanticipated expenses. CACS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used for legal and audit expenses in the event of the dissolution of the charter.

In each of the five operational years beyond the start-up period, the School’s budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid—remains flat while most expenses increase at 3% and other expenses (health insurance and D&O, Property, Employee Dishonesty and General Liability insurance by as much as 8% and 5%, respectively). The budgets include special education expenses, Title I, ESL expenses, program expenses for art and music, material supplies and transportation costs due to CACS extended school year. The budget is aligned with our charter application. CACS has have incorporated all possible costs contemplated by our educational, fiscal and operational program.

The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among *Regular Education*, *Special Education* and *Other* and *Management and General* and *Fundraising*. All revenues and expenses have been allocated to each of the main categories and subcategories to the best of the planning team’s ability using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. At this stage, the percentages were best estimates as to how these expenses would break down. In certain instances, the School assumed that for school operation costs that would benefit all students, a certain percentage was allocated to general education and to special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point the School will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

Attachment 9: Budget

L. Pre-opening Plan

The table below summarizes CACS’ pre-opening plan. In addition to the tasks below, the school will engage in fundraising, including grant development, on an ongoing basis. The pre-opening plan will be reviewed and modified in consultation with NYSED upon authorization of the school’s charter.

Task	Date	Steps to Complete	Responsibility	Resources
Human Resources				
Hire Principal	Upon approval	Hire Principal establish insurance for pre-opening period	Board	Salary
Recruit and hire DCI, DOO, Data Coordinator and SPED Coordinator	Upon approval	Recruit and hire administrators	Principal/ Board	Recruitment costs and salaries
DOO		DOO		
Identify and Hire Teachers	Summer 2014 and	Recruit, conduct interviews and hire	Principal/ Board	Recruitment Budget

	ongoing	first-year teachers and establish pool of candidates for future teachers		
Identify and Hire Staff	Summer 2014 and ongoing	Begin search Complete hires for first year	Principal/ Board	Recruitment Budget
Complete and distribute Staff Handbook and other HR documents	Summer 2014 to Fall 2015	Complete drafts; Legal review and Board approval Distribution	Principal/ Board	Costs of legal review
Complete fingerprinting and background checks	As teachers are hired	Fingerprinting Background checks	Principal/ Board	Recruitment Budget
Recruitment/Enrollment				
Recruitment generally	Immediately and ongoing	Finalize recruit plan, prepare and translate materials, launch general outreach and marketing	Principal/ Board/ DOO	Budget costs for student recruitment (printing, translation, staffing, etc.)
ELL recruitment	Immediately and ongoing	Start recruitment in other languages Contact and visit community groups	Principal/ Board/ DOO	Budget costs for student recruitment
SWD recruitment	Immediately and ongoing	Contact and visit community and advocacy groups Reach out to CSE, parents, et al	Principal/ Board/ DOO	Budget costs for student recruitment
Lottery	Spring 2015 (April)	Distribute applications Applications due Conduct lottery Notify parents	Principal/ Board	Budget costs for lottery
Open houses	Late Spring-Summer 2015	Conduct open houses for admitted students	Principal/Staff	Budget costs
Enrollment	Summer 2015	Complete enrollment Identify SWDs, ELLs, F&R, etc. Obtain student records from	Principal/ DOO / Teachers/ Admin. Asst.	Budget costs

		parents, schools, etc. Secure IEPs from district		
Facility				
Identify and secure school facility	Summer 2014	Secure school facility	Board, Principal, DOO	Budget facility costs
Renovation of school facility	Summer 2014 to Winter 2014/15	Renovate school facility	Principal, DOO	Budget facility costs
Educational Program				
Curriculum and Assessment	Fall 2014 to Spring 2015	Develop and approve curriculum and assessment program	Board, Principal, DCI	Budget development costs
Professional Development	Spring 2015 and ongoing	Design initial P.D. objectives and plan Implement pre-opening P.D. sessions for all staff; Design and make preparations for initial PD Institute; Design and make preparations for Learning Paths;	Board, Principal, DCI, Data Coordinator	Budget development . costs
Finance and Operations				
Set-up	Immediately upon approval	Obtain 501c3 status, establish bank account, secure insurance	Board/ Principal/ DOO	Budget development costs
Financial Procedures	Within 30 days of approval	Approve fiscal policies/procedures, set up accounting system, identify and establish protocols to comply with reporting requirements, complete initial statement of financial controls	Board/ Principal/ DOO	Budget development costs
Student Information System (SIS)	Fall to Winter 2014	Research and obtain SIS Set up with enrolled student information	Principal/ DOO	Budget development costs

Approve annual budget	First Bd meeting	Review and approve budget	Board	Budget dev. costs
Finalize school calendar	Fall 2014	Approve calendar	Board/ Principal	Budget dev. costs
Distribute school calendar	Spring 2015	Distribute calendar	Principal	Budget dev. costs
Contract for food services	Spring 2015	Finalize contract	Board/ Principal	Budget dev. costs
Secure transportation	Spring 2015	Contact DOE OPT Inform parents of options	Principal	Budget dev. costs
Create plans	Immediately to Summer 2015	Create and implement safety plans, Dignity for All Students Plan, emergency plans, etc.; Submit to SED where required	Principal, w approval by Board	Budget costs
Establish health services	Spring and Summer 2015	Secure first aid resources, train staff, establish protocols for storing and administering medicine, establish secure records storage system	Principal/ School Nurse-Medical Director	Budget dev. costs
Governance				
Initial Bd. meeting	July 2014	Appoint Trustees and officers, ratify by-laws and code of ethics, ratify set up minutes book, establish meeting calendar, appoint committees, plan Bd training	Board	General Board expense
Legal/Admin Set-up for the Board	July 2014	Obtain board insurance, file IRS forms, create open meetings law and FOIL policies	Board	General Board expense

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 children enrolled in CACS.

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 the NYC DOE. 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 the NYC DOE 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 the NYC DOE; (2) The Principal will conduct a meeting with NYC DOE 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 identify 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 NYC DOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The DOO will notify in writing school 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 the NYC DOE 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 the NYC DOE and provided a copy of those records; and (5) CACS will conduct a final meeting with the NYC DOE 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 the NYC DOE. 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.

The school 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 and Procedures

Circle Academy Charter School (CACS) is a public school that is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public school, it 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. In 2015-16, 88 kindergarten seats and 72 seventh grade seats will be available. Each year thereafter, 88 new kindergarten seats will be available.

Application and Admission Procedures, Including Plan for Public Lottery

CACS will disseminate information 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' informational materials 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 emphasize the school's academic programming and supports for all students, including English language learners (ELLs) and students with disabilities (SWDs).

Should the number of pupils who wish to attend CACS exceed the enrollment limit, a lottery will take place to determine the school enrollment. In accordance with the New York Charter Schools Act, applications will be accepted from February 1st until April 1st of each year. The lottery conducted prior to the first operational year will accept applications from incoming kindergarten and 1st grade students. Applications for this initial lottery will be available at a location that will be determined during the first Board meeting following approval of the charter school by the NYS Education Department. Applications will also be available for download from the school's website. CACS will also accept the common charter application available on the New York City Charter Center website. After the first operational year, applications will be available in the main office of the school and on the school's website.

Applications can be completed in person, faxed, mailed or emailed as an attachment by anyone requesting an application. All completed applications must be dated to indicate receipt and must show the initials of the staff member accepting the application. Public notice will be posted regarding the date and time of the lottery once the application deadline date has passed.

The school will inform parents and guardians of all applicants and all interested parties of the rules to be followed during the public lottery drawing process, as well as the location, date and time of the public lottery drawing via mail at least two weeks prior to the drawing date. The lottery will occur on the third Wednesday of April each year at or near 6:00 pm. The drawing will be held at the school site if the school facility can accommodate all interested parties. During the lottery, a person unaffiliated with CACS will draw names one at a time until all names are drawn and will create an ordered list of all students who have submitted an application. CACS will use the ordered list to admit students using the following preferences:

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.

- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the lottery process below.
- Third preference is for all other students residing in the CSD 27.
- Fourth preference is for all students residing in CSDs outside of CSD 27.

A waiting list will be developed from the list of students that do not receive admission in the lottery. Students whose names are not selected from the list during the admissions lottery are placed on CACS' waiting list in the order that their names appear on the original list. The waiting list will be created in the order in which applicants were drawn, and will be considered should a vacancy occur during the year. When a vacancy occurs, waiting list families will be contacted, in order, by phone and e-mail (if e-mail address is available) and will be given 24 hours to return the call with intentions to enroll a student. If a family does not return the call or e-mail within 24 hours, the space will be forfeited to the next applicant on the waiting list.

Once a student has been admitted to CACS, parents 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.

Enrollment Preferences

Sibling Preference: For the purpose of satisfying the requirements of this preference, applicants are considered "siblings" if they meet one of the following criteria: (1) Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s); or (2) Children that reside in the same household that have the same legal caregiver. Legal proof of guardianship and residence is required for both instances. Any of the following documentation meets the standard for legal proof of guardianship:

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship

Any of the following documentation meets the standard for legal proof of residence:

- Apartment lease or deed, with name of parent submitting an application listed on the certificate
- An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question
- Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing

statements: a) gas utility bill; b) electricity utility bill; c) cable television bill; d) receipt of rent payment; e) paystub from employer; and/or f) bank statement.

Community School District Enrollment Preference: In order to qualify for this preference, families must present proof of residence.

Ensuring that Admissions Process Adheres to Legal Requirements

Prior to the lottery, an independent unaffiliated observer of the lottery will review the applications and assure that each application received within the February 1st to April 1st timeframe has a corresponding lottery card with the student's name on it. The lottery drawing will be performed under the observation of an independent, unaffiliated observer, who will bring the lottery cards to the lottery site in a sealed envelope following review. During the lottery, the observer will assure that the following standards were met:

- The procedures for the lottery were read aloud to the public and made available for public viewing.
- Each eligible application had a card that was placed into the lottery drum, and that no other materials were placed into the drum.
- Names of applicants were drawn directly from the lottery drum, and from no other source.
- Names were called out accurately.
- Names were recorded accurately on the lottery board and the lottery logs kept by CACS staff during the time of the lottery, according to procedures described at the lottery
- The lottery board is also open to the public as well as a lottery log that records names of applications as they are called.

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 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.

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

March 26, 2014

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

March 14, 2014

Mr. Bill Clarke
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Reference Subject: Personal Letter of Support

Dear Mr. Clarke:

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.

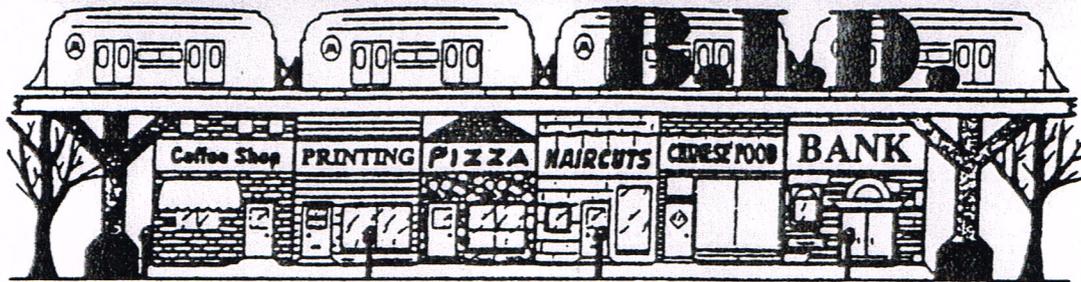
I am a firm believer that Circle Academy Charter School is profound and I know it will be an exceptional school and will dramatically improve and elevate the educational and developmental outcomes for our young people in Woodhaven. I support the school totally without hesitation or reservation.

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

March 14, 2014

Mr. Bill Clarke
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Reference Subject: Personal Letter of Support

Dear Mr. Clarke:

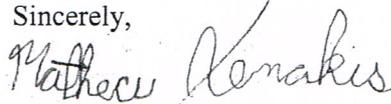
I am writing to express my personal support for Circle Academy Charter School. I believe that the proposed charter school will provide an important and exciting academic alternative for at-risk elementary and middle school students in Woodhaven. By providing rigorous, Common Core standards-based educational 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

March 14, 2014

Mr. Bill Clarke
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Reference Subject: Personal Letter of Support

Dear Mr. Clarke:

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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

March 26, 2014

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.

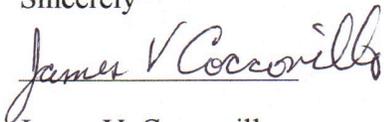
I am very happy to know that an independent charter school is being erected and will be occupied by students for a greater opportunity in an educational experience.

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



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EXECUTIVE DIRECTOR
JACOB BERELOWITZ, LMSW

EXECUTIVE PRODUCER
RALPH GONZALEZ

March 1, 2014

Mr. Bill Clarke
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

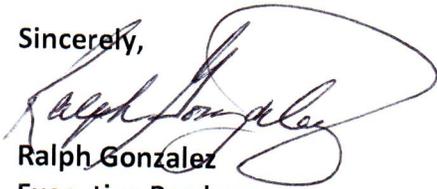
Dear Mr. Clarke:

I am delighted to write this letter of support on behalf of the charter school application of Circle Academy Charter School. I believe that Circle Academy Charter School will be asset for the families within the area of community board 9.

Though I sit on the board of CB9, this letter represents my personal and professional opinion as a promoter of social emotional learning in New York City and my desire as a member of the community. It is not intended to reflect the position of Community board 9 as I am not certain whether they have had the opportunity to express their support.

I look forward to working with and supporting the efforts of the Academy Charter schools.

Sincerely,


Ralph Gonzalez
Executive Producer

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----- Forwarded message -----

From: <RGSE90@aol.com>
Date: Wed, Mar 26, 2014 at 3:04 PM
Subject: (no subject)
To: michellep@parsonspreschool.org

I Rudy Garcia resident and community activist do support the Circle Charter School of Woodhaven Queens because it is a good addition for our children who are clamoring for an education in a very over crowded school system. A charter school will help alleviate and will also provide a great education that will help in our children's quest for learning.

Rudy Garcia
86-11 95 aver
Ozone Park NY 11416
718-843-7619

----- Forwarded message -----

From: "liplumb" <liplumb@aol.com>
Date: Mar 26, 2014 11:42 AM
Subject: I jo iaboni strongly endorse circle school I am member community board 9 representative of circle shool came to community board 9 and presented their plans for the future.
To: <michellep@parsonspreschool.org>
Cc:

I endorse the circle school
Joe Iaboni pres.
Of L I plumbing

----- Forwarded message -----

From: <RGSE90@aol.com>
Date: Wed, Mar 26, 2014 at 3:01 PM
Subject: (no subject)
To: michellep@parsonspreschool.org

I Sam Esposito of Community Board # 9 fully support the circle charter school of Woodhaven Queens. I've inquired as to the details of the school and I'm fully supporting this project. I think that a charter school would be an improvement for the continuing education of our thriving and growing community in which more seats are needed due to overcrowding and needed schooling. A charter school can only help in our quest to ensure that every student receives a great education.

Sam Esposito
Po box 261
ozone park NY 11416
718-843-7619

From: **LATCHBUDHAI @ AOL . COM** <latchbudhai@aol.com>
Date: Thu, Mar 20, 2014 at 7:08 AM
Subject: Re: Circle Academy Charter School (Proposed)
To: mpascucci@circleacademycharter.org

Your request for a Charter School in Woodhaven is an excellent plan that should be implemented without a second thought. Education helps people, especially children, to grow into invaluable community assets. I am in full support and will do my utmost to have others involve.

Latchman Budhai
Richmond Hill Representative
Queens Community Board 9 Member

LATCHBUDHAI @ AOL . COM
latchbudhai@aol.com



Planting Seeds for the Future

Sample News Releases
16 News Releases Distributed to Media Outlets
March 27, 2014

FOR IMMEDIATE RELEASE AUGUST 27, 2013

Circle Academy Charter School [Proposed] Selects Dr. Ann Marie Ginsberg as Principal

WOODHAVEN — Circle Academy Charter School [Proposed] (CACS) announced today that Dr. Ann Marie Ginsberg has been selected as the first principal for the proposed charter school. The appointment was made by the Board of Trustees and is effective immediately.

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. She was a successful Principal at the Turtle Hook Middle School in Uniondale, NY—i.e. a school with a student population similar to that expected of CACS. She is currently an Adjunct Professor at DeVry University, where she focuses on blended learning strategies and integrating technology into the classroom. Dr. Ginsberg will focus her immediate attention on leading the CACS Planning Team's Academic Committee, and she will facilitate training for Planning Team members in Blended Learning, the Workshop Model, Habits of Mind and other strategies and practices that will be used at CACS. Dr. Ginsberg brings to CACS extensive knowledge in blended learning, curriculum development, data analysis and K-12 school administration.

The proposed charter school, pending The Regents of the University of the State of New York approval, will be located in New York Community School District 27 in the Woodhaven area. CACS will submit its Letter of Intent to NYSED in January 2014. The school would open in August 2015 for the 2015-16 school year.

The mission of 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.

For more information about CACS please go to the proposed school website at: www.CircleAcademyCharter.org. Or you may email the school at: info@circleacademycharter.org.

###

Media Contact Information:

Circle Academy Charter School [Proposed]
P.O. Box 231227 Great Neck, NY 11023
(800) 698-4821 Ext 802 Media
news@circleacademycharter.org



Planting Seeds for the Future

FOR IMMEDIATE RELEASE MARCH 13, 2014

Circle Academy Charter School [Proposed] Has Determined the School's Facility Plans

WOODHAVEN — Circle Academy Charter School [Proposed] (CACS) announced today the leased locations for the new charter school. The new charter school will open in August 2015, pending The Regents of the University of the State of New York approval of the charter school's application. The charter school is NOT seeking a co-location facility arrangement with the NYC DOE.

The new charter school has made arrangements to lease 85-27 91st Street, Woodhaven, NY 11421 for the 2015-16 school year. The facility is currently being retrofitted as an educational facility. The improvements will be completed in advance of the school's first year of operation. The proposed enrollment for the first year of operation is 154 students in K and 1st grades.

The school will move to a larger permanent facility in time for the opening of the 2016-17 school year. The school has negotiated a long-term lease with the owners of the property located at 75-14 Jamaica Avenue, Woodhaven, NY 11421. The lease is contingent upon approval of the charter and proper approvals for the building to be retrofitted and expanded for use as an educational facility.

The proposed charter school submitted its Letter of Intent to NYSED in January 2014. NYSED invited CACS to submit a full charter application. It will do so in Round 1 of the 2014 Charter Application Cycle on March 28, 2014.

The mission of 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.

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###

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Circle Academy Charter School [Proposed]
P.O. Box 231227
Great Neck, NY 11023
(800) 698-4821 Ext 802 Media
news@circleacademycharter.org

Updated 03/14/14

Charter School Could Be Coming To Woodhaven

Posted on March 20, 2014 by tribune in This Week Forest Hills, This Week South Queens with 0 Comments

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

grade into the school. The school is slated to open in August 2015, according to the handout.

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

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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, PS 60 and PS 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 PS 60 and PS 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.



- Tagged
- CACS
 - Circle Academy Charter School
 - Education
 - Jamaica Ave
 - Jamaica Avenue
 - Luis Gronda
 - Martin Colberg
 - Michael Estep
 - PS
 - Reach Luis Gronda
 - Staff Writer
 - State Dept
 - Vincent Amabile Jr
 - Woodhaven Residents Block Association
 - WRBA

Leave a Reply

Your email address will not be published. Required fields are marked *

Name *

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Tuesday, May 20, 2014 • 8:30-11am
Queens College
 Student Union Building, 4th Floor,
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 RSVP to: spersaud@queenstribune.com,
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Charter school plans to open in Woodhaven

Circle Academy expects to enroll 506 students by 2020, eventually go K-8

Recommend { 33 }

Tweet { 4 }

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4

Posted: Thursday, March 20, 2014 10:30 am | Updated: 11:13 am, Thu Mar 27, 2014.

by [Domenick Rafter](#), Editor |

A new charter school is proposed to open next year in Woodhaven.

Circle Academy Charter School, whose main applicant is an Ozone Park resident, will submit its application to the New York State Board of Regents on March 28 and, if approved, will welcome its first students in September 2015 at the former Christ Congregational Church at 85-27 91 St., which has been closed for several years.

According to the charter school's application, the school will enroll K through 5 students during its initial charter term, starting with 88 kindergarten and 66 first-grade students in 2015. Each year, CACS will take in 88 new kindergarten students through 2020, when it is slated to have 506 students in grades K through 5. The school then intends to expand to K through 8, adding one grade each year, should its charter be renewed.

Preference for admission will be given to students in District 27, which covers Woodhaven, Ozone Park, Howard Beach, Richmond Hill, South Jamaica, Broad Channel and the Rockaways. The district only has two charter schools, both in the Rockaways and both with a long waiting list.

Michael Etsep, a spokesman for the charter school, said the district is in need of a new charter school option.

"[The applicants] just thought it was a natural expansion of their efforts to meet the needs of kids of the district," he said.

The lead applicant for the school is Michelle Pascucci, whose address is listed as being in Ozone Park. According to the application to be submitted, Pascucci is a parent with 20 years experience in financial management and administration for large nonprofits and business management experience.

The former church will be utilized for its first year and then the school will move into a building at 74-15 Jamaica Ave., where it will be housed permanently starting in 2016.

"We knew our building won't be ready until 2016, so we were looking for a temporary location," Etsep said. "It will meet our needs acceptably for kindergarten and first grade."

Estep said there will be a public hearing in the spring run by the state Education Department for members of the community, and the school has been doing outreach. He was at the March 11 meeting of Community Board 9 to hand out literature to board members.

The state Board of Regents is expected to vote this summer on issuing the charter.

He added that the charter school is not concerned about Mayor de Blasio's recent opposition toward charters because CACS will not be seeking a co-location within a traditional school

“We have never planned on co-location in our developments,” he said.

Ed Wendell, former president of the Woodhaven Residents’ Block Association, lives next door to the church site and said he has been in contact with the leaders of the proposed school. He said reconstruction work has been going on at the church to turn it into a school and his main concern is to work with its leaders on issues related to an open alleyway between his home and the church that has been a problem.

“They have been gutting the place out,” he said. “What I really want is to get something built to cover the alleyway between their building and mine.”

Etsep confirmed that extensive repair work has been done in the church and it will be ready to accept students next year.

“It will be all up to code for a structure of that size,” he said. “So it was a real find for us.”

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Planting Seeds for the Future

Survey Report

March 27, 2014

Total Surveys Completed 471

Response Breakdown by Type:

Print	224
Facebook	170
Website	70
Web-link	8

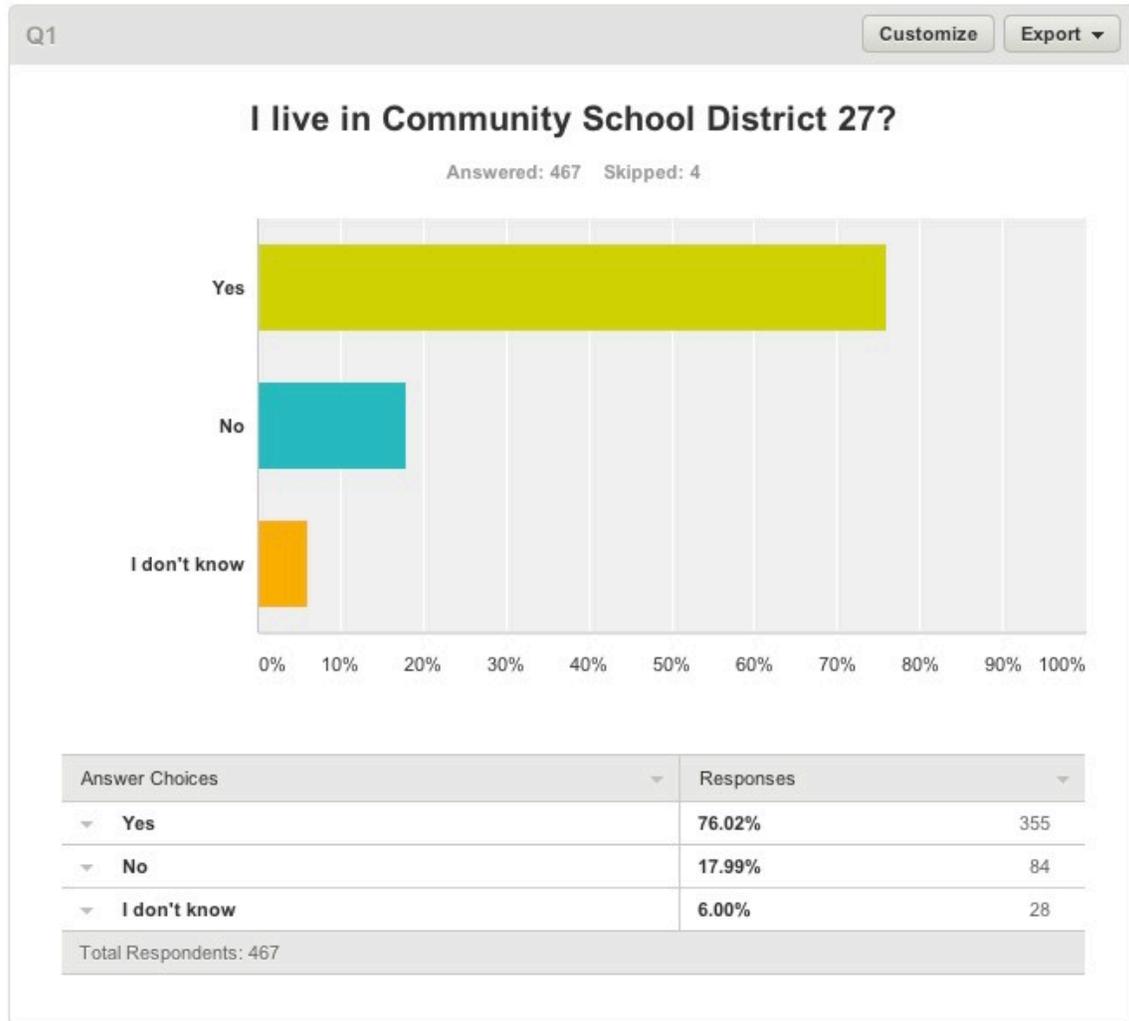
Total Print Surveys 10,000

[Distributed as a part of "individual" CACS Information Packets and sent in quality to religious organizations/day cares/not-for-profits/businesses, etc.]



Planting Seeds for the Future

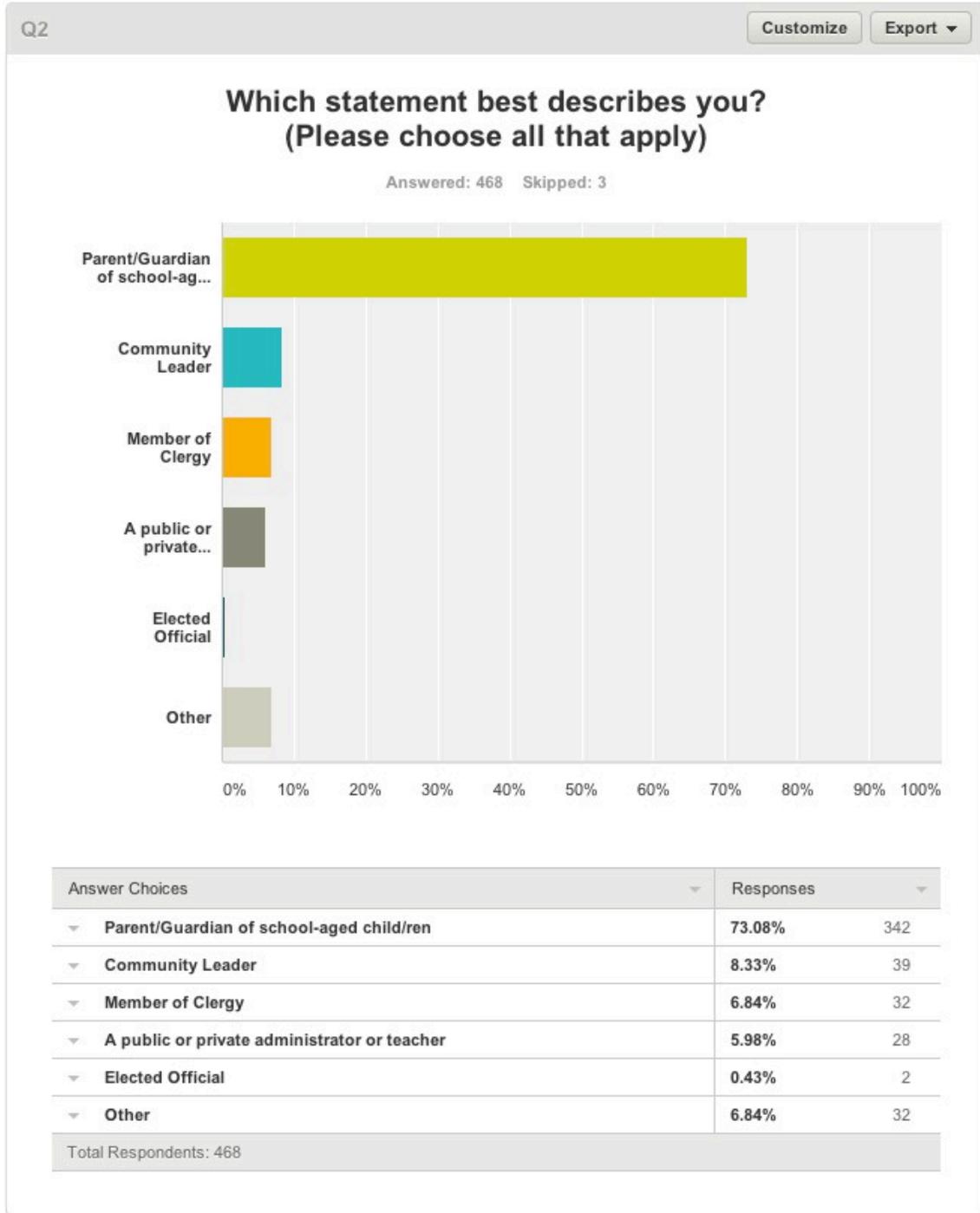
Question #1





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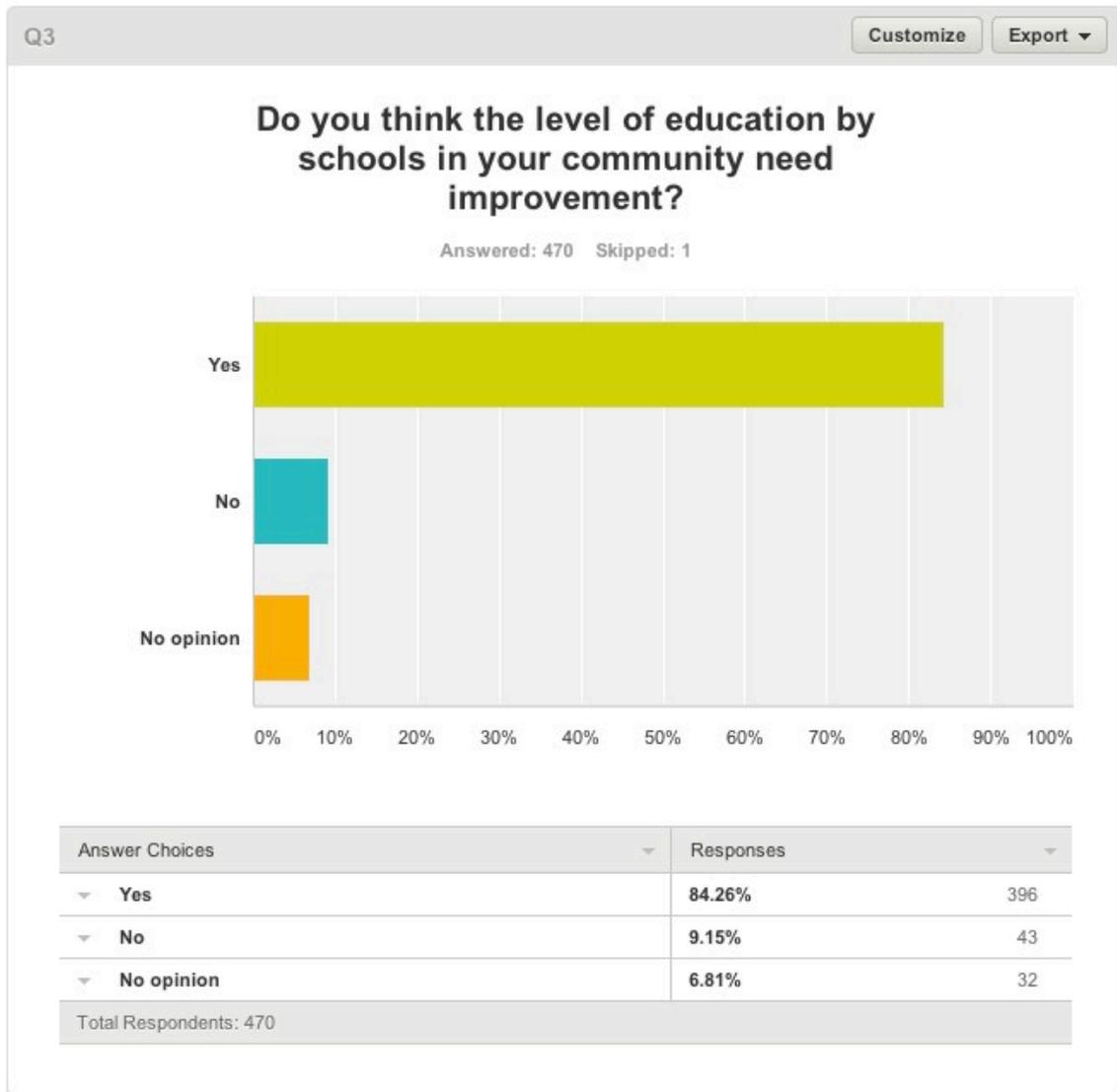
Question #2





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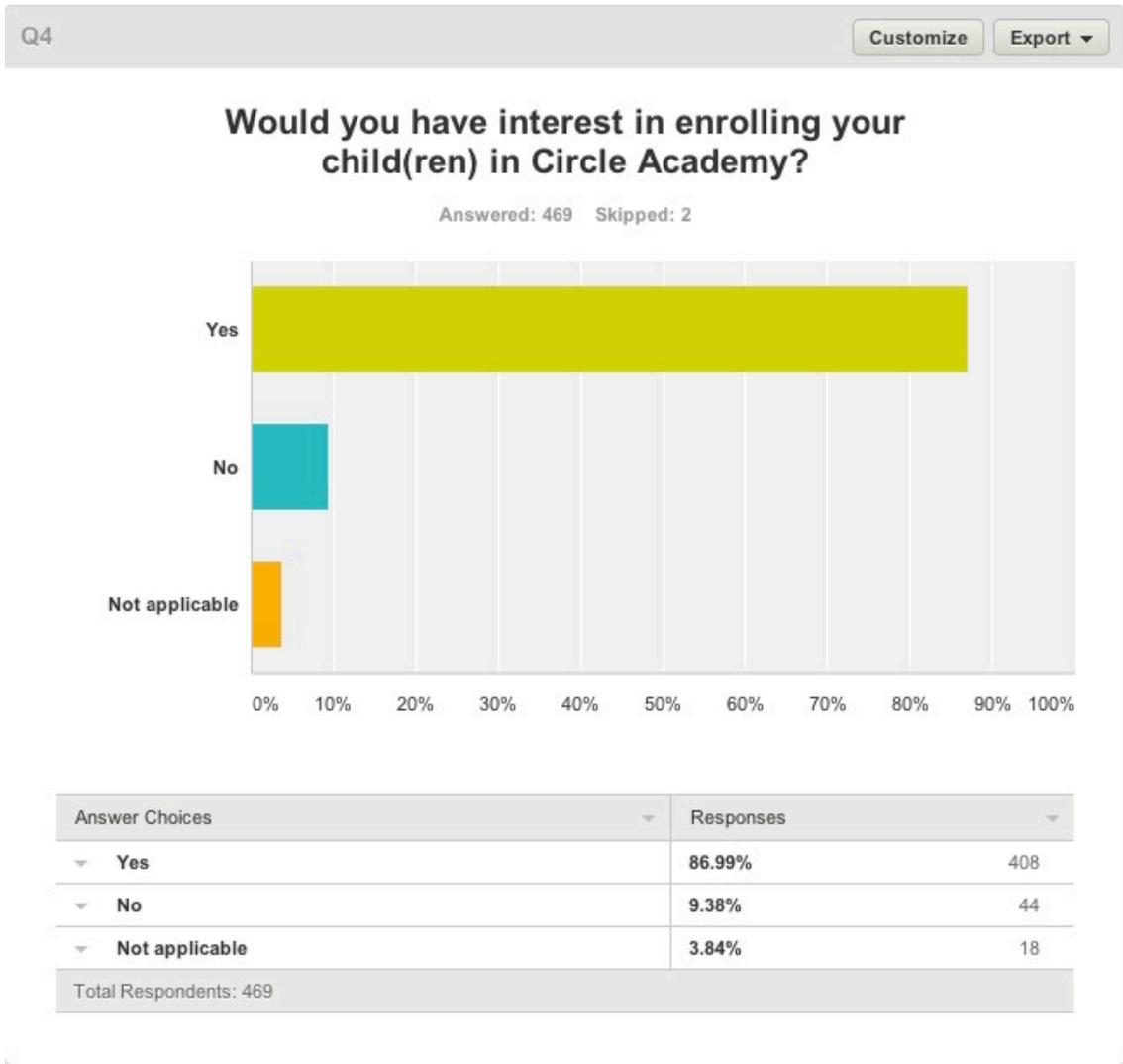
Question #3





Planting Seeds for the Future

Question #4





Planting Seeds for the Future

Question #5

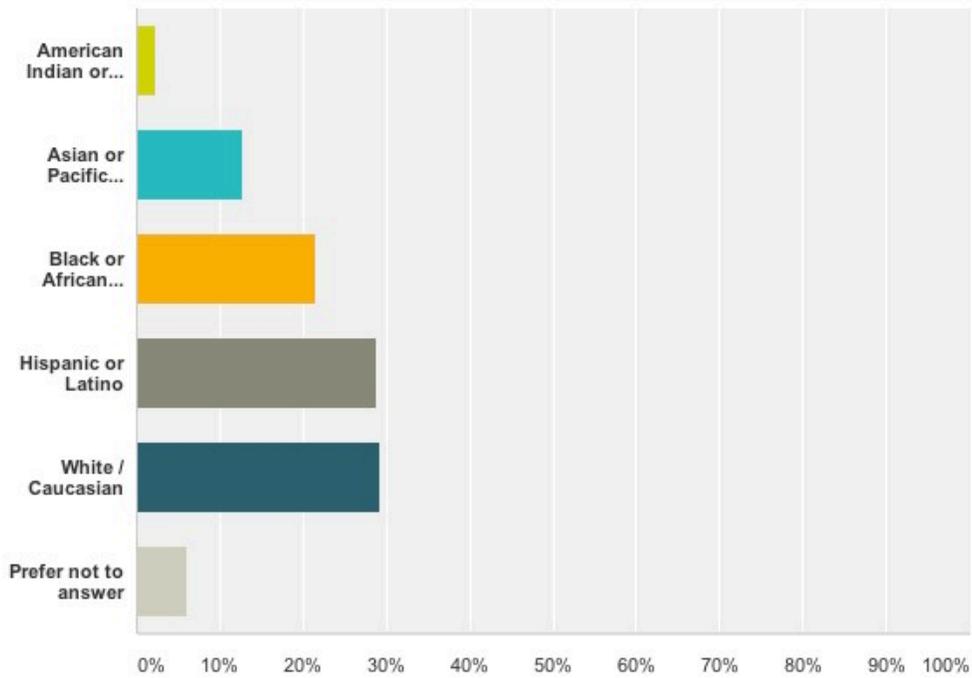
Q5

Customize

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What is your ethnicity? (Please select all that apply.)

Answered: 471 Skipped: 0



Answer Choices	Responses
▼ American Indian or Alaskan Native	2.34% 11
▼ Asian or Pacific Islander	12.74% 60
▼ Black or African American	21.44% 101
▼ Hispanic or Latino	28.87% 136
▼ White / Caucasian	29.30% 138
▼ Prefer not to answer	6.16% 29

Total Respondents: 471

Daily Schedule for Students (Grades K-2)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00a.m.	Breakfast/Morning Recess				
8-8:20a.m.	Morning Meeting (Community building)				
8:20-9a.m.	Reading & Writing Workshop(Comprehension, Fluency & Vocabulary)				
9-9:30 a.m.	Creative Movement (Dance, Brain Gym, Yoga)				
9:30-10a.m.	Math Workshop-Envision Math				
10-10:30a.m.	Math Workshop-Application-Hands-On				
10:30-11a.m.	K: Spanish (2 days) Music (3 days) 1: Spanish (3 days) Music (2 days)	K: Spanish (2 days) Music (3 days) 1: Spanish (3 days) Music (2 days)	K: Spanish (2 days) Music (3 days) 1: Spanish (3 days) Music (2 days)	K: Spanish (2 days) Music (3 days) 1: Spanish (3 days) Music (2 days)	K: Spanish (2 days) Music (3 days) 1: Spanish (3 days) Music (2 days)
11-11:30a.m.	Recess	Recess	Recess	Recess	Recess
11:30-12 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12-12:40 p.m.	Science Workshop				
12:40-1p.m.	K: Recess/ Nap/Rest/Quiet Reading Gr1: Extended Reading Workshop or Read	K: Recess/ Nap/Rest/Quiet Reading Gr1: Extended Reading Workshop or Read	K: Recess/ Nap/Rest/Quiet Reading Gr1: Extended Reading Workshop or Read	K: Recess/ Nap/Rest/Quiet Reading Gr1: Extended Reading Workshop or Read	Fundations/Phonics

Daily Schedule for Students (Grades K-2)

	Aloud	Aloud	Aloud	Aloud	
1-1:30p.m.	Handwriting Without Tears	Keyboarding	Handwriting Without Tears	Keyboarding	Early Dismissal for Teacher Professional Development
1:30-2p.m.	Fundations/Phonics	Fundations/Phonics	Fundations/Phonics	Fundations/Phonics	
2:00-2:45 p.m.	Interdisciplinary Workshop Block(Project and Reflection Based): Social Studies Alive, Community Building, Habits of Mind, Global Awareness, Art Integration	Interdisciplinary Workshop Block(Project and Reflection Based): Social Studies Alive, Community Building, Habits of Mind, Global Awareness, Art Integration	Interdisciplinary Workshop Block(Project and Reflection Based): Social Studies Alive, Community Building, Habits of Mind, Global Awareness, Art Integration	Interdisciplinary Workshop Block(Project and Reflection Based): Social Studies Alive, Community Building, Habits of Mind, Global Awareness, Art Integration	
2:45 - 3:00p.m.	Healthy Snack	Healthy Snack	Healthy Snack	Healthy Snack	
3:00-3:45 p.m.	Enrichment / Extra Help				
3:45 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	

Daily Schedule for Upper Elementary Students- Grades 3 - 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00a.m.	Breakfast/Morning Recess				
8a.m. - 9a.m.	ELA Block /Reading & Writing Workshop				
9-9:30 a.m.	Creative Movement (Dance, Brain Gym, Yoga)				
9:30-10:30 a.m.	Math Block /Math Workshop/ Application-Hands-On				
10:30-11a.m.	Spanish	Spanish	Spanish	Spanish	Spanish
11-11:30a.m.	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12 p.m.	Recess	Recess	Recess	Recess	Recess
12-1 p.m.	Science Block /Science Workshop / Hands On Discovery	Science Block /Science Workshop / Hands On Discovery	Science Block /Science Workshop / Hands On Discovery	Science Block /Science Workshop / Hands On Discovery	Science Block /Science Workshop / Hands On Discovery
1-1:30p.m.	General Music /Art (alternating schedule)	Early Dismissal for Teacher Professional Development			
1:30-2p.m.	Habits of the Mind/Strategies for Success	Early Dismissal for Teacher Professional Development			
2:00-3:00 p.m.	Social Studies Block/ Social Studies Workshop Model	Early Dismissal for Teacher Professional Development			
3:00-3:45 p.m.	Enrichment / Extra Help	Early Dismissal for Teacher Professional Development			
3:45 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	

Daily Schedule for Middle School Students- Grades 8

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00a.m.	Breakfast/Morning Recess	Breakfast/Morning Recess	Breakfast/Morning Recess	Breakfast/Morning Recess	Breakfast/Morning Recess
8a.m. - 8:45a.m.	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
8:45-9:30 a.m.	GYM	GYM	GYM	GYM	GYM
9:30-10:30 a.m.	Regent Algebra or Beginning Regent Math	Regent Algebra or Beginning Regent Math	Regent Algebra or Beginning Regent Math	Regent Algebra or Beginning Regent Math	Regent Algebra or Beginning Regent Math
10:30-10:45 a.m.	Conversation Spanish	Conversation Spanish (Skype with another school)	Conversation Spanish	Conversation Spanish (Skype with another school)	Conversation Spanish
10:45 – 11:45	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
11:45 - 12:30	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess
12:30-1:15 p.m.	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies ends at 1 p.m. on Friday
1:15 – 2 p.m.	General Music /Art (alternating schedule)	General Music /Art (alternating schedule)	General Music /Art (alternating schedule)	General Music /Art (alternating schedule)	Early Dismissal for Teacher Professional Development
1:30-2p.m.	Habits of the Mind/Strategies for Success	Word Study / Research Skills	Habits of the Mind/Strategies for Success	Word Study / Research Skills	Early Dismissal for Teacher Professional Development
3:00-3:45 p.m.	Enrichment / Extra Help	Enrichment / Extra Help	Enrichment / Extra Help	Enrichment / Extra Help	Early Dismissal for Teacher Professional Development
3:45 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	

Attachment 3b: Proposed Academic Calendar (190 School Days)
2015-16

Month	Holidays	Teacher Professional Development Days	Total Student School Days
August 2015		August 17-August 28 Summer PD	1
September 2015	September 7, Labor Day September 14-15, Rosh Hashanah September 23, Yom Kippur	Friday 1/2 Day PDs	18
October 2015	October 12, Columbus Day	Friday 1/2 Day PDs	21
November 2015	November 11, Veterans Day November 26-27, Thanksgiving	Friday 1/2 Day PDs	18
December 2015	December 24-31, Winter Break	Friday 1/2 Day PDs	17
January 2016	January 1 (Winter Break Continued) January 18, MLK Jr Day	Friday 1/2 Day PDs	19
February 2016	February 15-19, Mid- Winter Break	Friday 1/2 Day PDs	16
March 2016	March 24-March 31, Spring Break	Friday 1/2 Day PDs	17
April 2016	April 1, Spring Break	Friday 1/2 Day PDs	20
May 2016	May 25, Memorial Day	Friday 1/2 Day PDs	21
June 2016		Friday 1/2 Day PDs	22

Note: This calendar is subject to change based on the release of the NYCDOE School Calendar for 2015-16 to be able to align holidays more closely with that calendar, as necessary.

- The first day of school for students will be Monday, August 31, 2015
- The last day of school for students will be Thursday, June 30, 2016
- Students will have 190 days of school during the 2015-16 school year.
- The first day of school for teachers will be Monday, August 24, 2015 and they will be engaged in ten days of pre-opening professional development.
- The last day of school for teachers will be Friday July 1, 2016.

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 Discipline Code (NYCDOE Discipline Code), which will provide the structure and guidelines for communicating to students the range of behaviors and actions that are impermissible and/or unacceptable within a public school and the consequences for such behaviors and actions if they do occur, as well as the rights and responsibilities of all parties when discipline policies are exercised. The preamble to the NYCDOE Discipline Code emphasizes that schools should create a culture that promotes desirable behaviors and outcomes, stating:

“Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.”

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 draft Discipline Code.

The Discipline Code: The following Student Discipline Code, including the policy for disciplining students with disabilities, sets forth the *draft* 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 Student Discipline Code that follows is modeled after the NYCDOE's Citywide Standards of Discipline and Intervention Procedures. Should CACS be authorized, these policies and procedures will be examined (and may be revised) by the founding Board and reviewed by legal counsel before final publication in the Student Handbook and its distribution to members of the school community.

DRAFT CACS Student Discipline Code

<i>Level 1 Infractions – Insubordinate Behavior</i>	<i>Level 1 – Range of Possible Disciplinary Responses</i>
1. Being late for school	A. Admonishment by school staff
2. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper)	B. Student/teacher conference
3. Failing to be in one's assigned place on school premises	C. Reprimand by appropriate supervisor (e.g., teacher, Principal)
4. Behaving in a manner which disrupts the educational process	D. Parent conference

<p>(e.g., making excessive noise in a classroom, library or hallway)</p> <ol style="list-style-type: none"> 5. Engaging in verbally rude or disrespectful behavior 6. Wearing clothing or other items that are unsafe or disruptive to the educational process 7. Posting or distributing material on school premises in violation of written CACS rules 8. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission 	<ol style="list-style-type: none"> E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester Principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
<p><i>Level 2 – Infractions – Disorderly Disruptive Behaviors</i></p>	<p><i>Level 2 – Range of Possible Disciplinary Responses</i></p>
<ol style="list-style-type: none"> 1. Smoking 2. Gambling 3. Using profane, obscene, vulgar, lewd, or abusive, language or gestures 4. Lying or giving false information to school personnel 5. Misusing property belonging to others 6. Engaging in or causing disruptive behavior on the school bus 7. Leaving class or school premises without permission of supervising school personnel 8. Engaging in inappropriate or unwanted physical contact (grades K-3 only; see infraction 3.7 for grades 4-8) 9. Violating the CACS Internet Use Policy, e.g., use of the schools system for non-educational purposes, security/privacy violations 10. Engaging in scholastic dishonesty which includes but is not limited to: a) Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the 	<ol style="list-style-type: none"> A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Principal) D. Parent conference E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher) G. Short-Term Suspension (1-5 days)

<p>test) ; b) Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution); c) Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>11. Engaging in a pattern of persistent Level 1 behavior (whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school officials should have exhausted the disciplinary responses in Level 1 infractions and are limited to Level 2 disciplinary responses.)</p>	
<p><i>Level 3 Infractions – Seriously Disruptive or Dangerous Behavior</i></p>	<p><i>Level 3 – Range of Possible Disciplinary Responses</i></p>
<ol style="list-style-type: none"> 1. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents 2. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability 3. Fighting/engaging in physically aggressive behavior 4. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules 5. Engaging in theft or knowingly possessing property belonging to another without authorization 6. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means 7. Engaging in inappropriate or unwanted physical contact * (grades 4-8 only; see infraction 2.8 for grades K-3) 8. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only) 9. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only) 10. Falsely activating a fire alarm or other disaster alarm or making a bomb threat (C-H only) 11. Engaging in gang-related behavior** (e.g., wearing gang 	<ol style="list-style-type: none"> A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Principal) D. Parent Conference E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Principal’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher) G. Short Term Suspension (1 – 5 days) H. Long Term Suspension (6 – 30 days)

<p>apparel, writing graffiti, making gestures or signs) (grades 4-8 only) (D-H only)</p> <p>12. Engaging in a pattern of persistent Level 2 behavior *** (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.)</p>	<p>* The school should offer appropriate counseling to students who engage in this behavior.</p> <p>** In determining whether the behavior is gang related, school officials may consult with the New York City Office of School Safety and Planning’s Gang Unit.</p> <p>***This infraction applies only to infractions 1 – 8 in Level 2, grades K-8</p>
<p><i>Level 4 Infractions – Dangerous or Violent Behavior</i></p>	<p><i>Level 4 – Range of Possible Disciplinary Responses</i></p>
<ol style="list-style-type: none"> 1. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others 2. Engaging in behavior which creates a substantial risk of or results in injury 3. Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability 4. Engaging in sexual harassment* (e.g., sexually suggestive comments, innuendoes, propositions or inappropriate physical contact of a sexual nature such as touching, patting, pinching) (for grades 4-8 only) 5. Possessing illegal drugs, alcohol or controlled substances without appropriate authorization* 6. Engaging in threatening, dangerous or violent behavior which is gang- related (grades 4-8 only) (G-I only) 7. Participating in an incident of group violence (G-I only) 8. Threatening, while on school property, to use any instrument that appears capable of causing physical injury (G-I only) 9. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-I only) 10. Engaging in physical sexual aggression/compelling or forcing 	<ol style="list-style-type: none"> D. Parent Conference E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by any teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher) G. Short Term Suspension (1 – 5 days) H. Long Term Suspension (6 – 30 days) I. Expulsion

<p>another to engage in sexual activity*(grades 4-8 only)(G-I only)</p> <p>11. Committing arson (G-I only)</p> <p>12. Inciting/causing a riot (G-I only)</p> <p>13. Possessing any weapon as defined in category II*** (G-I only)</p> <p>14. Using illegal drugs, alcohol or controlled substances without appropriate authorization* (G-I only)</p> <p>15. Engaging in a pattern of persistent Level 3 behavior (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses.</p>	<p>* The school should offer appropriate counseling to students who engage in this behavior.</p> <p>*** Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the Principal must consider whether there are mitigating factors present. In addition, the Principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p>
<p><i>Level 5 Infractions – Seriously Dangerous or Violent Behavior</i></p>	<p><i>Level 5 – Range of Possible Disciplinary Options</i></p>
<p>1. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents</p> <p>2. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p>3. Selling or distributing illegal drugs or controlled substances*</p> <p>4. Possessing any weapon, other than a firearm, as defined in Category I below</p> <p>5. Using any weapon as defined in Category II to attempt to inflict injury upon school personal, students, or others</p> <p>6. Using any weapon, other than a firearm, as defined in Category I or Category II to inflict injury or Category I to attempt to inflict injury upon school personnel, students, or others</p> <p>7. Possessing or using a firearm (I only)**</p> <p>*The school should offer appropriate counseling to students who engage in this behavior.</p> <p>** This disciplinary measure may be modified on a case-by-case basis.</p>	<p>G. Short Term Suspension (1 – 5 days)</p> <p>H. Long Term Suspension (6 – 30 days)</p> <p>I. Expulsion</p>
<p>Prohibited Weapons – Category I</p>	<p>Prohibited Weapons – Category II</p>
<ul style="list-style-type: none"> • Firearm, including pistol and handgun, silencers, 	<ul style="list-style-type: none"> • Acid or deadly or dangerous chemicals;

electronic dart, and stun gun;

- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun;
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword);
- Dagger, stiletto, dirk, razor, box cutter, utility knife and other dangerous knives;
- Billy club, blackjack, bludgeon, chucka stick, and metal knuckles;
- Sandbag and sandclub;
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot;
- Martial arts objects including kung fu stars, nun-chucks and shirkens;
- Explosives, including bombs, fire crackers and bombshells.

- Imitation gun;
- Loaded or blank cartridges and other ammunition;
- Stink bombs
- Stun pens
- Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, laser beam pointers).

SHORT TERM SUSPENSION

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 five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire. *(Except that, under no circumstances will a student be removed from class or school for a clothing or attire-related violation);*
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall 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 shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with

the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall 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 shall 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 shall 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.

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. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's discretion only 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 shall 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 shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall 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 shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident

or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall 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 the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall 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). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen 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 fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen 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 a 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.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

STUDENT RECORDS

CACS will maintain written records of all 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 for disciplinary reasons. CACS will comply with NYSED's VADIR data collection requirements and disciplinary data 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 shall 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, 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 shall 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 shall govern.

If a student violates CACS' discipline code and is being considered for a suspension or removal, CACS must ensure the following due process protections are 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 the district 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, shall be made by the Principal.

CACS shall maintain written records of all suspensions and expulsions of students with a disability 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 shall 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 of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

CACS shall 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 5 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.
- 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 shall 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, shall 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

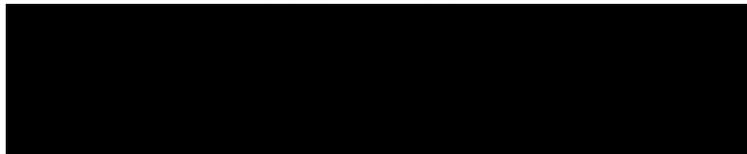
If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the 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 shall 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 shall 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.

Richard Bernstein



Education:

Ph.D.	New York University Major: Educational Administration	2014
MSC	Medicaid Service Coordinator	2008
SUB	Medicaid CSS Start Up Broker	2008
ED	Multimedia Institute for Interactive Learning Certified Educational Center Director in the A.I.M Method	2005
SDA.	New York State Certified School District Administrator	1984
MA	New York University Major: Educational Administration Minor: Human Relations	1983
B.A.	Yeshiva University Major: Psychology Minor: Education	1977

Experiences:

1999-Present – **CEO E-rate Consulting LLC**, Woodmere, NY. Secured millions of dollars for schools and libraries across the continental United States under the Federal E-rate entitlement program. Specializes in developing appeals for fund denials, prevents funds retrievals and maximizes educational entities share from the Federal Universal Service Telecommunications tax.

2004-2009 - **Chief Educational Officer, Labor & Industry For Education, Cedarhurst, NY.** Hired, trained and supervises staff in the latest Cognitive Restructuring techniques and strategies that includes ABA approaches. Specialized in developing programs for children with special needs and the gifted. Developed new teaching methodologies and teacher workshops. Provided educational consulting and clinical therapeutic interventions. Interfaced with educational

systems on the state and local level. Experience with Autistic, Aspergers and Educationally & Developmentally Disabled populations. Founded and secured New York State Charter for the Hebrew Academy School of Academic Excellence in Spring Valley NY; Huntington, NY; Hewlett, NY; and Cedarhurst NY. based upon the Project Based methodology. Provided ongoing support and technical expertise for Educational methods, practices and procedures and interfacing with all levels of Federal, State and local educational oversight agencies. Licensed Medicaid Service Coordinator & Broker for OMRDD CSS program.

2004-2009- **Principal**, *Hebrew Academy of Academic Excellence*, Cedarhurst, NY. Implemented project based academic program grades K through 12. Trained staff in project based methodology with an emphasis upon the integration of the curriculum with available technologies.

2000-2003 - **Educational Grants Director**, *Labor & Industry for Education*, Hewlett, New York. Part of Washington Lobby team securing specialized Congressional Appropriations. Supervised annual fund raising dinner. Cultivated support from Construction and Labor industries for social service programs. Managed all aspects of State and Federal grants. Wrote & successfully lobbied for \$1,050,000 grants. Educational consultant to LIFE programs responsible for development of curriculum, special events, clinical interventions, hiring a firing of staff, on going staff training and overall supervision of Head Start program, teen mentoring programs, after school recreational and educational programs

1999 – 2009 – **Head Start Board Chairperson**, *Labor & Industry For Education Head Start*, Brooklyn NY. Managed contract, supervised compliance with Performance Standards. Reviewed all fiscal operations, training and outreach to the community. Interfaced with Direct grantee.

1998-2000 **Executive Director**, *Yeshiva South Shore*, Hewlett, New York, Funded by *Labor & Industry For Education*. Chief operational officer, oversaw construction and financing of \$8,000,000 high school building. Managed state and federal grants. Introduced and trained staff in all aspects of computer operations. Designed and supervised state of the art internal data and voice communication systems. Increased tuitions by 20%. Specialist in Federal E-rate funding program. Supervised maintenance of 60,000 square feet three building complex. Cultivated major donor group. Acted as educational resource for curriculum development and clinical interventions.

1990-1998 **Executive Director**, *Yeshiva Rambam*, Brooklyn, New York, chief financial officer, reversed on going \$20,000 per month loss to profit within three years by establishing market value tuitions, increased funding from Federal, State and City sources by over 250%, reduced excess work force by 30% and increased productivity by 20%. Designed and implemented state of the art computer technology, interfaced staff with new technologies and stream lined out dated

- process and procedures. Increased enrollment by 35% by targeted advertising and early registration programs, reduced spending by developing competitive bidding procedures and increased utilization of physical plant generating over \$30,000 a year in new income.
- 1992-1998 **Director**, *Yeshiva Rambam Day Camp*, Brooklyn, N.Y.. Founded, designed and implemented full day early childhood day camp program. Hired, trained and supervised staff. Camp grew from 50 to 250 campers in three years. Project generated profits in excess of \$50,000.
- 1989-1990 **District Manager**, *Regal Business Services*, New York, New York. Managed retail chain developing process and procedures for all store operations. Introduced computer system, selected vendors, hired and trained staff in all aspects of retail sales, printing production and customer relations. Cultivated and serviced major corporate accounts.
- 1989 **Account Executive**, *LUBICOM Communications Inc.*, New York, New York. Promoted international organization's goals and purposes and organized a major fundraising dinner honoring internationally known personalities. Function attended by government dignitaries. Wrote press releases and produced all collateral materials from concept design to camera ready mechanical.
- 1987-1989 **Chief Financial Officer**, *Rough Source Import Export Corp.*, New York, New York. Managed international sales and banking system. Responsible for 5 million dollar budget. Developed international sales program. Designed purchased and installed computer inventory system.
- 1979-1987 **Executive Director**, Hebrew Academy, Jackson Heights, New York. Reorganized office procedures for increased efficiency. Purchased computers, set up computer systems for office procedures and trained staff to interface with the system. Increased participation in Federal, State, and City grants by 75%. 1985-1986 awards exceeded \$186,000 in cash grants and an additional \$60,000 in goods and services. Responsible for supervision of support services (e.g. bus transportation, federal lunch program, pupil attendance) which included communication with the governing agency). Experience with negotiations and presentations to the school board or submission and acceptance of proposals.
- 1978-1979 **Member on-going Assessment Program**, The Center of Human Relations Trained to administer instruments. Participant in long range assessment study.
- 1978-1979 **Executive Director** of Hebrew School, *Educational Alliance*. Recruited and maintained an active after school program. Supervised and trained teachers. Clinical interventions with staff and children. Supervised and planned teaching techniques.
- 1978-1979 **Principal**, Kol-Tov recreational program. *Educational Alliance*. Responsible for developing program, supervising and implementing on-going training of staff.

Supervised clinical interventions with staff and children. Expanded program to involve family. Extensive short and long range planning of curriculum.

1978 **Researcher** -conducted research study, *New York University*. Conceptualized and implemented study. Developed computer programs to analyze data. Trained confederates to enact videotapes scene. Involved in collection, interpretation and generalization of data.

1978 **Unit Head**, *Educational Alliance Day Camp*. Field work for Doctoral program that supervised, planned and implemented special camping program for disadvantaged youth. Received Supervised Clinical training while counseling staff and campers.

1976-1979 **Research assistant**, *Newark College of Medicine and Dentistry*. Assisted in developing questionnaires and cooperated with the Educational Testing Service on instrument coding procedures.

1975-1977 **Director** *Hudson County Day Camp*, New Jersey. Reorganized program to include children below the age of five. Doubled enrollment, trained and supervised staff.

References:

Harold Braunstein
Dr. Melvin Eisner
Gary Konnor
Rabbi Kamenetzky
Alan Cabelly Esq.



Honors:

Elected president Psi-Chi Psychology Honor Society	1976
Yeshiva University Member of Presidential Planning Committee- Behavioral Sciences- Yeshiva University	1977
Dean's List- Yeshiva University	1977
Graduated with Honors (B.A.)	1977

Computer Literacy:

SPSS- Statistical Package for Social Sciences
CPM-DOS- Business operating System
MS-DOS - IBM operating System 6.0
Microsoft Windows 3.1, 95, 98 2000, XP/Vista. Windows 7, Windows 8
Microsoft Office 2010
Front Page

Excel
Access
Power Point
Basic- disk & hard disk systems.
Networking
Internet
DDC School Data Base Program

39-4

Major Accomplishments

Administration

- Hired Supervised & Provided On Going Training To 100 Staff Members For 1500 Students
- Managed 60,000 Square Foot Multi Facility Campus Structures
- Designed, Managed And Implemented 300 Camper Day Camp
- Major Events Planner For 1500 Plus Events, Program, Logistics, Collateral Print Materials
- Managed 10 Business Centers
- Supervised construction of 8 million dollar high school building

Communication

- Designed, Edited & Produced Organizational, Newsletter
- Authored Staff Training & Policy Manual
- Designed Commercial Web Site For Communications Center With 50,000 Subscribers
- Public Education Lecturer
- Interfaced With Federal, State, City And Private Regulatory Agencies

Fiscal

- Federal, State & City Grants Management Consultant
- Developed, Supervised 7 Million Dollar Agency Budget
- Managed Human Resources For 200 Plus Employee Organization
- Designed Major Gifts Program-Raised \$3,000,000
- Supervised International Funds Transactions

Computer

- Educational Technology Consultant
- Expert Level In All Windows & Microsoft Office Programs
- Network Trouble Shooter
- Expert In Internet Navigation

Academic

- Designed After School Recreation & Educational Program
- Supervised Implementation Of K-12 State Curriculum
- Conducted Advanced Doctoral Level Research Project-Theory, Data Analysis
- Evaluated And Designed Individual Student Intervention Protocols
- Advanced trainer in Cognitive Restructuring Methodology
- Founded three Project Based K-12 Long Island Schools

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Richard I Bernstein

Charter School Name: Circle Academy

Charter School Address: PO Box 231227, Great Neck, NY 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Trustee Vice-President

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was invited by a member who was aware of my expertise in Project Based educational institutions.
5. Please explain why you wish to serve on the board.
I desire to provide my expertise in supporting an educational project that will provide enhanced educational opportunities to children at risk for educational failure.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): See attached Vita.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.

Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would bring this information to the attention of the full board for investigation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. Is to offer a well rounded academic program where students thrive as reflective and creative learners that utilize critical thinking.
19. Please explain your understanding of the educational program of the charter school. It utilizes a Blended and Flipped Learning Model that maximizes the use of technology to support the building of skills and dispositions necessary for success in school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. There is a need for on going assessment of the program with emphasis on assessing feedback from students, parents and staff.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Primary role is to oversee that the operation of the school is in accordance with the laws, philosophies and methodologies that govern the operation of the school.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Affirmed.
23. Please provide any other information that you feel is pertinent to the Department's review.

JONATHAN DIAMOND

Executive Producer/Director, "A Fighting Chance"

President, Jonathan Diamond Associate, Inc

1989 - Present

As founder of Jonathan Diamond Associates (JDA), 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.

The Learning Child Series --- A national public television series of specials produced in association with Sarah Lawrence College's Child Development Institute. They are:

- *Values Go to School* James Taylor: Teaching ethics in school
- *From Pictures to Words* Dawn Upshaw: Learning to love literacy
- *When a Child Pretends* Joanne Woodward: Promoting creativity
- *When Learning Comes Naturally* Connecting children to outdoor discovery

Beating the Odds –

- Produced for **Discovery Health**, this series profiled individuals who triumphed over life-altering health difficulties.

Wildlife Emergency:

- 26 programs, produced for **Animal Planet**, profiling stories of ailing and injured animals and the veterinarians who attempt to save them.

Women Who Won Gold

- Produced for **ESPN**. This series profiled five extraordinary women – Babe Didrikson, Gertrude Ederle, Althea Gibson, Pat McCormick and Wilma Rudolph -- who blazed the trail for women's sports.

Environmental Defense: Cause-oriented videos/ DVDs

- *Getting in Gear: The Power of Partnership* All about hybrid engines
- *Investing in Environmental Defense* Marketing the organization
- *Global Warming* Exploring the real dangers
- *Back from the Brink* Endangered species
- *Healthy Seafood:* New industry standards

Television Promotion and Marketing Experience

1981-1989

Initially founded as a public television promotion and marketing agency, Jonathan Diamond Associates was responsible for national publicity and identity campaigns for many public television programs including *Smithsonian World*, *The Africans*, *Washington Week*, *Comet Halley*, *In Search of Excellence*, *The Nightly Business Report*, *The Newport Jazz Festival*, *Faces of Japan*, *Treasure Houses of Britain*, and *In Performance at the White House*.

National Publicist, PBS

1979-1981

Responsible for creating national television promotion campaigns for PBS.

Education:

Connecticut College, *Phi Beta Kappa*, Honors in English.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Jonathan Diamond

Charter School Name: Circle Academy Charter School

Charter School Address: P.O. Box 231227
Great Neck, NY 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member/Academic Committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through a friend that was assisting in the development of the school.
5. Please explain why you wish to serve on the board. I feel I have a great deal of experience in the development of educational resources to offer as a member of the trustees. I believe in the educational model Circle has developed.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring it to the attention of the Board immediately. I would also want to make sure that the Board and school leadership had followed any and all conflict of interest procedures and policies of the Board/School in its dealings with the party/parties involved. If this did not bring a resolution to the issue I would report it to the NYSED Charter Office.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. As a part of the school's planning team I was involved in the development of the school's mission over a number of months and in total agreement with its final form.
19. Please explain your understanding of the educational program of the charter school. As a part of the school's planning team to develop the school I have been involved in reviewing and providing input to the development of the educational program. I believe the "blended learning model" will provide a great framework to achieving our goals and objectives as a school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. I believe we as a board must constantly hold the school leadership accountable to implement the mission of the school, evaluate the data around student achievement and monitor the fiscal operations of the school.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Oversight of the school, create and assure that all policies of the school are followed including the NYS Education Laws, make quality hiring decisions, and constantly evaluate and plan for the school's future.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I so affirm.
23. Please provide any other information that you feel is pertinent to the Department's review. None comes to mind.

DAVID D. ESFHANI



OBJECTIVE:

To utilize my experience and knowledge in a wide variety of business fields to manage and enhance new and growing businesses creating growth and sustainability. Through good team building and management I have been able to add many businesses to my growing portfolio and have been able to ensure their profitability.

EDUCATION/TRAINING:

- New York Institute of Technology
- Great Neck North High School
- Ezra Academy of Queens
- Various Business Management Programs
- Comprehensive Leadership Training and IT Business Management Courses

PROFESSIONAL EXPERIENCE:

NEXT STEP SERVICES

2012 TO THE PRESENT

Consultation / Management Firm

President/Lead Consultant

- Team Leader in the Development of Not-for-Profit and For Profit Organizations
 - Educational Programs
 - Sole Proprietorships
 - Corporations
- Team Leader in Management and Expansion of Companies
- Involved in all aspects of the Programming to Ensure Compliance
- Responsible for bringing organizations Technology Programs current
- Main consultant in Technology Development and Program Enhancement
- Technology Designer for Educational Programs for Online Education.

DAVID D. ESFHANI



CRAZIEST PRICES

2011 TO THE PRESENT

Innovative On-Line Auction Company with an expected Launch Date: Spring 2014

President

- Responsible for the development of the website and it's platform
- Creation of its innovative technology in regards to all aspects of the company and marketing
- Developed the Protocols necessary to run the technology and ensure its success
- Responsible for supervision of all aspects of the operation
- Directly responsible for all expansion ideas and plans

NYC COMMERCIAL KITCHEN

2009 TO THE PRESENT

Co-Founder

- Responsible for creating the first kosher-incubator Commercial Kitchen in the US
- Creation of Programs to include: (both On-line and GED)
 - Interactive Training
 - Culinary Training
- Responsible for all aspects of Human Resources
 - Hiring
 - Training
 - Compliance
- Directly responsible for the following areas of Operation
 - Marketing
 - Budgeting
 - Advertising
- Coordinates efforts to sign on restaurant chains and to assist in the necessary training within the food industry field

DAVID D. ESFHANI



NORTHSIDE SCHOOL

2008 TO THE PRESENT

Chief Financial Officer

- Responsible for all financial aspects of the school
- Works intricately with the Board of Directors of the school to ensure the success and growth of the program
- Developed and Launched the School's first Website
- Responsible for the implementation of the expansion of the school from one location with 3 classrooms and 40 children to 3 locations with 36 classrooms servicing over 300 students
- Created an Online System which Monitors
 - Tracking Student Attendance
 - Financial Tracking for Student's records
- Creation and Implementation of new programs
- Forging the relationships with other schools and programs to enhance the methodology of collaborative infrastructures and building the innovative models of learning.

These programs include:

- Special Education Programs
- NYC Universal Prekindergarten
- ACD Voucher Programs

NEXT STEP, LLC.

2006 TO THE PRESENT

Consultant / President of Operations

- Responsible for Site Surveying
- Using my expertise in Green Energy to work with construction companies and clients to assist in obtaining grants and supplemental aid for the projects
- Work with financial institutions to secure financing for projects
- Work with the Management to Design and Analyze Architectural Drawings

DAVID D. ESFHANI



KINGS POINT HEIGHTS, LLC.

2000 THROUGH 2006

Vice President

- Responsible for the Development of affordable housing, work and retail space in urban communities.
- Director of Team Management Groups
- Worked with Customer and Client Relations
- Responsible for the team who worked on various projects to reduce costs and improve performance to ensure projects remained in budget and on successful time lines

H.K.P.J., INC.

1996 THROUGH 2000

President of International Marketing

- Responsible for all aspects of the Company's Marketing Endeavors
- Traveled from the United States to Frankfurt, Germany routinely to bring the apparel distribution market from Europe to the United States and South America
- Liaison for all new clients
- Signed up new accounts and contracts

* References are available upon request.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: DAVID ESFHAVI

Charter School Name: CIRCLE ACADEMY CHARTER SCHOOL

Charter School Address: PO Box 231927, GREAT NECK, NY 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): BOARD MEMBER / TREASURER

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I AM A MEMBER OF THE PLANNING TEAM.
5. Please explain why you wish to serve on the board. I BELIEVE IN THE MISSION OF THE SCHOOL. EDUCATION IS THE KEY TO SUCCESS IN ALL ASPECTS OF LIFE.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I/we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship

here: *FRIENDS WITH NATE FIELDS, NICOLE MORRIS, RICHARD BERNSTEIN
I HAVE WORKED WITH MICHÈLLE PASCUCCI IN CONNECTION WITH PRE-SCHOOL PROGRAMS*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I/we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *SEE ATTACHED*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *SEE ATTACHED*
19. Please explain your understanding of the educational program of the charter school. *SEE ATTACHED.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *SEE ATTACHED*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *SEE ATTACHED*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I AFFIRM*
23. Please provide any other information that you feel is pertinent to the Department's review.

Circle Academy Charter School – Trustee Background Information

David Esfhani

Q. 17 I would bring the situation to the Board for resolution and would demand that it be properly handled and stopped immediately. If the actions are not stopped immediately, I would propose that the board vote to terminate the Trustee's membership on the board.

Q. 18 It was my privilege to be a part of the Planning Team that developed the mission statement for the school. The key to our mission goes beyond the extended day and year...the real key is the support we will give each student in building their skills as a student. The school will provide personalized instruction for every child. Circle's blended learning model along with the extended day and year will assist each child to achieve.

Q. 19 Again it was my privilege to be a part of the Planning Team and the Academic Committee that developed the educational program for our school. Every key element to the educational program is critical to our success as a school and the success of each of our students in the years to come. The school's extended day and year, its blended learning model and its use of data to personalize instruction are critical components of the educational program.

Q. 20 What are the characteristics of a successful charter school? Great teachers led by an effective principal; an educational program that personalizes instruction for each student; a rigorous curriculum; and effective financial management. Specific things that the Board can do to help the school succeed are to provide proper oversight, to delegate management of the school to the principal, to support the principal, to ensure that the school remains financially sound and, to ensure that the school remains true to its mission.

Q. 21 The role of a Board member is to provide oversight regarding the activities of the school. Board members will prepare for and attend monthly meetings and also work in Committees. The Board will hire the Principal and delegate to the Principal the responsibility for managing school affairs. The Board will create the policies that will govern the school.

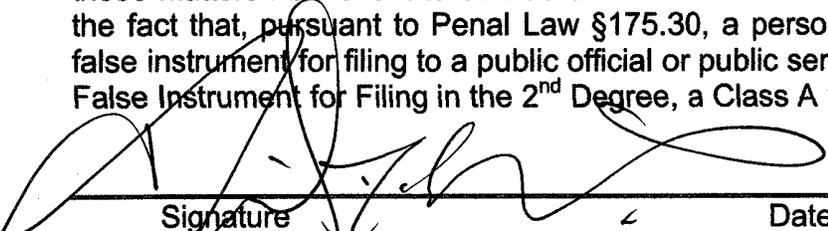
Q. 22 I affirm.

Q. 23 Nothing that I can think of at this time.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _____ (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

 _____
Signature Date 3/21/2016

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Nathaniel M. Fields



PROFESSIONAL PROFILE

Highly motivated management professional committed to quality services and staff accountability to ensure the best opportunity for client and organizational success. A visionary thinker whose talents lie in planning, organizing, and motivating employees to meet agency goals. Excellent presentation and interpersonal skills. Demonstrated ability to effectively prioritize and manage a broad range of responsibilities:

- Strategic /Tactical Planning
- Fundraising/Lobbying
- Staff Development
- Budget Management
- Capital Development
- Problem Resolution
- Turnaround Strategies
- Public Relation Skills
- Quality Services

CAREER HIGHLIGHTS

Urban Resource Institute, May 2012 – Present

President

Leading all aspects of the organization’s facilities, programs and staff, including the \$20 million budget during a transformational period including the separation from a joint relationship with another non-profit. The 32 year-old organization provides health and human services throughout Manhattan, Brooklyn and Queens to victims of domestic violence, including shelter, legal and advocacy support; services for persons with disabilities such as housing, training and employment programs; in addition to programs for addiction and alcoholism.

Safe Horizon, March 2008 – May 2012

Senior Vice President of Shelter/Hotline Programs

Responsible for managing the largest domestic violence shelter system in the country that encompasses nine domestic violence shelters. Also responsible for managing three 24-hour Hotlines (Rape & Sexual Assault, Crime Victims, and Domestic Violence) and Project Safe (a program charged with changing locks in victims’ home in order to increase their safety). The Shelter, Hotlines, and Project Safe programs combined have nearly 300 staff and a budget in excess of \$20 million.

Major Accomplishments include:

- Increased revenue from \$15 million to \$20 million.
- Improved program outcomes by identifying and standardizing practices.
- Improved relationship with funders.
- Advocated to shape legislation, regulations, and policies in New York State.

Long Island University, September 2004 – January 2007**Adjunct Professor**

Provided instructions to undergraduate and graduate level students pursuing careers in health as a part-time Adjunct Professor. Position required a scholar that had the ability to teach with interest (working in a creative and collaborative manner) and the skills to help students make the link between theory and practice. Other Job responsibilities included distributing assignments, exams, and evaluation of students' performance in the classroom.

**Addiction Research & Treatment Corporation and
Urban Resource Institute, May 2001 – March 2008****Senior Director of Administrative Services**

Developed and managed interdepartmental budgets, procedures, and policies. Identified new projects to include related funding sources. Developed rationale to support increases in rates for existing programs. Had management responsibility for security and building operations for over 17 facilities and nearly 4,000 clients served annually in 21 programs. Responded to and managed crisis. Chaired various task groups. Member of agency's Health & Safety Committee that ensured ARTC maintained its Commission on Accreditation of Rehabilitative Facilities (CARF) Accreditation. Participated in Board of Trustees' meetings. Monitored internal and external audit results and identified corrective actions. Interviewed and hired various levels of employees. Provided information, training and guidance to managers in order improve their overall knowledge, skills, and abilities. Presented at local and national conferences as well as identified appropriate staff to attend and present at conferences to increase URI's visibility in the field and public at large.

Major Accomplishments include:

- Identified and developed new projects that grew agencies' revenue from \$41 million to over \$46 million.
- Coordinated URI's 1st and 2nd annual domestic violence conferences and in the process of coordinating its 3rd annual conference in partnership with a well-established college.
- Identified and implemented training to improve the knowledge, skills, and abilities of managers.
- Co-chaired the New York City Coalition of Domestic Violence Residential Provider Coalition and successfully advocated for needed policy changes.

Addiction Research and Treatment Corporation, October 1997 – May 2001
Clinical Director

Operated a Medically Supervised Ambulatory Drug Free Treatment Program. Responsible for managing medical, clinical, administrative, security and maintenance staff who provided direct services to a chemically dependent population.

Major Accomplishments include:

- Significantly improved performance as program surpassed funder and agency goals in all areas.
- Met and in many cases exceeded regulatory standards.
- Increased patient population from 20 patients to well over 100 patients. In line with the latter staff and revenue increased significantly.

Urban Research Institute, April 1996 – May 2001

Assistant Director

Managed clinical, security, maintenance, and administrative departments in a sizeable domestic violence shelter. Standardized practices, coordinated training, developed assignments and schedules for staff members. Prepared monthly billing reports for services rendered. Coordinated quality assurance and ensured case records complied with agency and regulatory requirements. Performed mental health and crisis management. Established linkage agreements with community agencies.

Additional Professional Experiences, January 1986 – April 1996

More than 10 years on professional experience working directly with at risk youth in residential treatment centers, investigated allegations of abuse and neglect in NYC's Administration for Children Services, managed programs for mentally retarded and developmentally delayed populations, worked with chemically dependent populations in licensed treatment centers, and provided a range of services to victims of domestic violence.

EDUCATION

Master of Social Work Degree (Administration Major), Fordham University
New York, NY

BA, State University of New York at Oneonta
Oneonta, NY

LICENSES AND CERTIFICATIONS

NYS Licensed Master of Social Work
Field Instructor (SIFI) from Fordham University Graduate School of Social Work
Certificate from NYU in Executive Leadership in the Not-For-Profit Sector

ACTIVITIES

Board Member of Today's Students, Tomorrow's Teachers and member of Finance Committee.
Co-Chair of the NYC Coalition of Domestic Violence Residential Providers.
Member of the NYC HRA Citizen's Advisory Committee.

REFERENCES

Available upon request.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Nathaniel Fields

Charter School Name: Circle Academy Charter School

Charter School Address: PO Box 231227, Great Neck, NY 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member/President of the Board

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was invited by David Esfhani to be a part of the Founding Group for this new Charter School.
5. Please explain why you wish to serve on the board. My involvement through my professional career has provided me insights into the needs of urban children and the value that education can bring to change their lives forever.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here: David Esfhani – we have worked together on other not-for-profit projects.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

X I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

X No Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. See attached.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. See attached.
19. Please explain your understanding of the educational program of the charter school. See attached.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. See attached.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. See attached.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.
23. Please provide any other information that you feel is pertinent to the Department's review. None comes to mind.

Circle Academy Charter School – Trustee Background Information

Nathaniel Fields

Q. 17 It would be my responsibility as a Board Member and Officer of the Board to immediately investigate the circumstances and to bring to the attention of the entire Board all the details. If wrong doing actually occurred then I would lead the Board into recertifying the situation immediately.

Q. 18 As I was challenged to become a part of the Founding Group for Circle and a trustee, I reviewed the mission statement for the school. I was pleased to discover the length of time and thought that the Planning Team and Founding Group had spent on its development. The focus is truly on the students that will attend the school. The mission speaks of methodology and rigor, by not only the extended day and year but also the concept of excellence and blended learning. The expectations, on both the students and the educators, will assure success for the school in my opinion.

Q. 19 The educational program is built on a strong foundation. The Personal Learning Action Plan for each student assures that the school will be focused on the needs of each student. The Blended Learning Model provides for an innovative approach to teaching of the Common Core standards and will provide the students with invigorating interaction with each standard. But Circle will also be “high touch” with quality teachers pouring themselves into our students.

Q 20 Successful charter schools, like all not-for-profit organizations, require careful attention to the culture of the school. A learning environment that gives attention to excellence and high expectations of the scholar’s ability to achieve will build upon itself. As Board members we must assure that everyone is mission driven. Every team member must exhibit the purposes of our school. We must be in compliance with the best practices of charter schools and with all Federal, State and City requirements for a charter school.

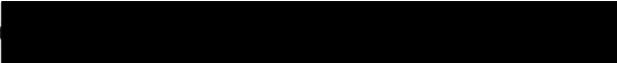
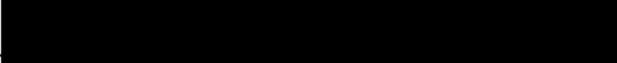
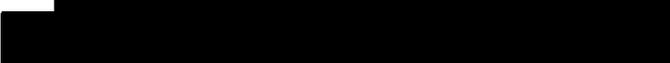
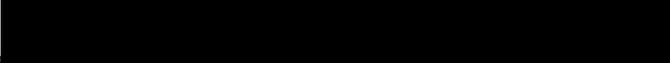
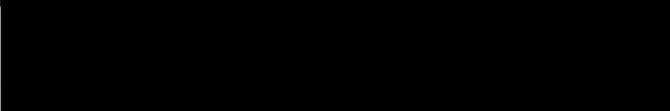
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

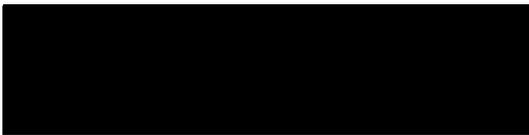
I, Nathaniel Fields (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Nathaniel Fields, 3/24/2014
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:  _____
Business Address:  _____
E-Mail Address:  _____
Home Telephone:  _____
Home Address:  _____

MARIANNE GONZALEZ



BAR ADMISSION: *Appellate Division 2ND Department Supreme Court
State of New York 1994*

EXPERIENCE:

LAW OFFICE OF MARIANNE GONZALEZ *January 1996 - Present*
95-07 Jamaica Avenue, Woodhaven, NY

Solo General Practitioner handling all matters pertaining to Residential and Commercial Real Estate Transactions, Real Estate Purchases; Preparation of Last Wills & Testament and the Probate and Administration of Small Estates, Domestic Relations matters, Family Court matters. Also represent clients in Corporate matters pertaining to the formation of Corporations, LLCs, Partnership Agreements; including the preparation and negotiation of Commercial Leases. Currently representing Lenders at Closings of Mortgage Loans - responsible for the preparation and execution of the Closing Documents and receiving and disbursing of mortgage proceeds at the Closings.

AFFILIATIONS:

Member of Queens Bar Association - Currently sitting on the Pro Bono Panel - Queens County Bar Association for Foreclosures and Uncontested Matrimonial cases .

Appeared as a guest speaker on Career Day at local Elementary Schools

Appeared as a guest speaker to Lecture to First Time Home Buyers as part of the Cypress Hills Development Corp., Making Homes Affordable Program.

Invited as a Guest Speaker by several local Banks to discuss the home buying process.

EDUCATION:

*Juris Doctor Touro College at Jacob D. Fuchsberg Law Center
Huntington, New York*

Bachelor of Science - Queens College - Flushing, New York

OTHER LICENSES:

Licensed Real Estate Broker and Notary Public

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Marianne Gonzalez

Charter School Name: Circle Academy

Charter School Address: P.O. Box 231227, Great Neck, N.Y. 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

5. Please explain why you wish to serve on the board. *I was invited by a member of the Board to be afforded an opportunity to learn about the school.*

I was interviewed and wanted to be a member of the Board and I wish to serve on the Board because I am interested in well-being of the Woodhaven Community and support and share the same interests as the Charter School and their mission.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *One of the members is a family friend*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. When working with a group of various different people, there may always be a possibility that someone will attempt to do something that goes against the grain or that may benefit themselves or someone they know. I have a strong moral compass and I do not tolerate any inappropriate conduct and I will bring it to the attention of the other members so that the matter could be addressed immediately.

18. My understanding of the Charter School's Mission is to provide a different method of learning for students. The model is based upon group as well as individualized instruction so that no one child feels inferior to another. It encourages the student to get involved in projects and discussion unlike a classroom full of children who may decide to zone out or "sit in the back of the class" so as to go unnoticed, this urges all students to participate and be involved.

19. My understanding of the education program of the charter school is that it is a process that encourages children to succeed. A large classroom with 30 plus students could be very intimidating to a child. The charter school setting seems to be a more intimate way of learning that perhaps would encourage a child who may be too shy to speak in front of a large number, to open up and better express his or herself because of the comfortability. In addition, the educator could better assess the needs of the student when they operate in smaller numbers and in the groups as proposed. A child could easily get bored if he or she is in a classroom of 30 plus students and he or she has to wait for the rest of the class to catch onto the subject matter. Whereas, with this method of learning, that child could excel and not be held back. On the flip side, a child that may not catch on too quickly, will be afforded the special attention that may be required.

20. I believe that a Charter School must have a strong foundation in order to be successful. The fabric of the school must be woven with individuals who share a common goal. In addition, the Educators must be top notch and they really have to love what they do and be monitored so as to insure that they are carrying out the main objective of the school. In order to insure strict compliance with the purpose of the Charter School, there should be status reports that the Educators must submit on a specific time basis, there should be progress reports on all students and communication between the Educator and the Charter School which will enable the charter to keep evolving and growing. The Educator should feel free to express their concerns since they are the ones that have the first hand knowledge of what is going on in the Classroom setting. A model may look good on paper, however, once implemented, may require tweaking and that is why communication is key.

21. As a Charter School Board Member, I believe my role would be to serve as "Checks and Balance" to insure that the mission is carried out.

22. AFFIRMED

23. The learning process may prove to be difficult for some students and everyone learns at a different pace. This is why I support the Charter School method of teaching because I feel that it enables the child to be a part of a group but to also get the individualized attention that may be required. A child could get lost in a Classroom of 30 plus students and with this model of learning, there is no room for failure.

Nicole Morris

OBJECTIVE

To serve in a diverse population, in which I may utilize and develop my strong clinical skills in the assessment and treatment of individuals with speech and language deficits, delays and/or disorders.

EDUCATION

*Long Island University – Brooklyn Campus
Connolly College of Liberal Arts and Sciences*
Master of Science in Speech Language Pathology

*Long Island University – Brooklyn Campus
Connolly College of Liberal Arts and Sciences*
Bachelor of Science in Speech Language Pathology

WORK EXPERIENCE

New York City Department of Education, NY 9/2013 to Present
Speech-language Pathologist

Provide speech and language therapy to adolescents in a high school setting. Primary duties include plotting a speech schedule between the times of students' academic classes, providing speech therapy to students with a variety of speech-language and communication goals including building academic vocabulary, increasing word meaning, decoding and encoding, auditory processing, memory skills, auditory sound discrimination, developing grammar, verb tense agreement, syntax structure, narrative writing, making inferences, predictions, drawing conclusions, understanding idioms and social pragmatics. Meanwhile, I goals with Common Core Standards. Additional duties include assessing students and developing their speech goals, noting progress, attending team meetings and IEP meetings, collaborating with teachers, psychologists, social workers and discussing areas of progress or concerns with parents of students.

Emmanuel Place for Speech and Language Development, NY 3/2010 to 8/2013
Speech-language Pathologist

Provided contractual speech and language therapy to students K through 12 in New York City public schools as well as services to home-based district 75 students and Committee for Preschool Education students. The work load includes strategically plotting days and times of students' speech therapy to facilitate the individual need of each child and meeting the needs of classroom environment when applicable, assessing and treating students according to their mandate, taking part in IEP meetings to discuss student's current goals and progress, discuss goals for the following school year and any academic concerns and thereafter resolutions and strategies to create success. The Caseload includes students of various diagnoses including Specific Language Impairment (SLI), receptive and expressive language disorder, Autism, Central Auditory Processing Disorder (CAPD), therapy after Cleft palate reconstructive surgery and Attention Deficit Hyperactive Disorder (ADHD) to name a few. Therapy consists of treating students with delays or disorders in expressive and receptive language, articulation, speech, reading comprehension, auditory processing, phonology, pragmatics, decoding and encoding words for literacy, developing story sequencing, grammar, syntax and oral-motor.

The Child Center of New York, Flushing, NY 3/2008 to 8/2010
Speech-language Pathologist/ Clinical Evaluator

Provided speech, language, oral-motor and feeding evaluations to children who may become eligible for Early Intervention services. Collected data including a parent interview, standardized testing, clinical observation and informal assessment. Informal assessment included the areas of social-emotional, social-cognitive, hearing, oral-motor, feeding, articulation and E.I. clinical clues. Typed reports, made referrals and recommendations based on data collected. Collaborated with the whole team including the special education instructor, occupational therapist, physical therapist, psychologist and social worker. Performed arena style and independent evaluations in various setting including homes, hospitals and agencies.

St. Mary's Hospital for Children, Bayside, NY

9/2000 to 9/2008

Therapeutic Assistant/Speech-language Pathologist

In earlier years, provided therapeutic assistance to after school children who were enrolled to receive medical services and therapy. As a Speech-language pathologist, I provided speech and language therapy to children at the hospital's EI and CPSE center-based programs, as well as to school age children in the after school program. Caseload included children of various diagnoses including Autism, learning disability, Central Auditory Processing Disorder (CAPD), Cerebral Palsy, neurological disorders, structural abnormalities, etc. Therapy consisted of treating children with delays or disorders in expressive and receptive language, speech, reading comprehension, auditory processing, phonology, pragmatics, decoding and encoding words for literacy, developing story grammar, articulation, oral-motor and feeding and facilitating the use of Augmentative and Alternative Communication (AAC) device. Plotted schedule for caseload. Collaborated with other professionals in multidisciplinary team meetings. Counseled and consulted with parents or caretakers regarding their child's development, progress, goals and concerns. Remained in compliance to meet deadlines for progress reports and all documentation.

Just Kids Early Childhood Preschool, Lindenhurst, NY

9/2006 to 8/2007

Clinical Fellowship Year: Speech-language Pathologist

Attained Clinical Fellowship Year (CFY) experience. Provided speech and language treatment to Early Intervention and CPSE populations. Plotted caseloads to facilitate the individual need of each child and meet the needs of classroom environment. Caseloads included children of various diagnoses including Specific Language Impairment (SLI), receptive and expressive language disorder, Autism, CAPD, Apraxia and Attention Deficit Hyperactive Disorder (ADHD), etc. Therapy consisted of treating children with delays or disorders in expressive and receptive language, oral syntax and grammar, phonology, articulation, oral-motor, feeding and carry-over from classroom curriculum. Used IEP Direct to document testing tools, testing scores, document speech-language goals, chart progress and development, document quarterly reports and annual reviews. Reviewed and discussed evaluation results and eligibility at CPSE/CSE meetings. Collaborated in multidisciplinary team meetings with occupational and physical therapists, special education teachers, psychologists and social workers to implement and facilitate the individual need of each child.

LISCENSURE

New York State Speech-Language Pathologist

CERTIFICATION

Teacher of Speech and Hearing Handicapped (TSHH)

MEMBERSHIP

American Speech and Hearing Association (ASHA)

TRAININGS

An Integrated Approach to Oral Motor Therapy: Infancy through Geriatrics

Auditory Processing: Evaluation and Management

Introduction to Treatment and Education of Autistic and Related Communication Handicapped Children Training

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Nicole Morris

Charter School Name: The Circle Academy Charter School (Proposed)

Charter School Address: P.O. Box 231227, Great Neck N.Y. 11023

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member/Academic Committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See Attached.
5. Please explain why you wish to serve on the board. See Attached

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. See Attached.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. See Attached.
19. Please explain your understanding of the educational program of the charter school. See Attached.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. See Attached.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. See Attached.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.
23. Please provide any other information that you feel is pertinent to the Department's review.

4. I became aware of the charter school and the opportunity to serve as a member through David Esfhani.

5. Throughout my years of working in various educational settings, I have had the opportunity to witness great practices and practices that I would want to change. The aspiration for change in the education system has triggered many of my own visions for my future endeavors as a school leader. For these reasons, serving on a board was the perfect platform for me to bring innovative educational ideas to light which will produce a curriculum with rigor, real-world experiences, growth and successful individuals within the school community and beyond.

17. From the inception, it was made clear that the purpose of all stakeholders of this board is to cultivate and foster a school with a nurturing environment and collaborate to implement a well-rounded academic foundation where children can grow and learn and become successful citizens within their community. It was evident that our purpose should never be to benefit our self, family or friends. Therefore, it is my belief that a board member involved in working for their own benefit or the benefit of family member or a friend, be removed from the board, no longer having any further involvements.

18. It is my understanding that the Circle Academy Charter School's (CACS) mission is to provide students with a nurturing environment to be creative learners, critical thinkers and self reflective, all which will be fostered in a deeply rooted academic curriculum. It is my understanding that we provide a learning environment that follows students beyond the school building into the community and beyond school years into adulthood.

19. It is my understanding that CACS educational program will provide an exceptional educational option for students in kindergarten through eighth grade. Students will learn in a curriculum that uses a Blended and Flipped learning model instruction which will integrate technology in addition to teacher instruction and interactions to promote all-around real world experiences. Students individual learning objectives will be personalized and recorded in their Personal Learning Plans (PLP). CACS's curriculum will be aligned with the Common Core learning standards and tailored to students' individual needs and learning styles. We intend for students to be active participants in project-based learning and to develop a desire for learning in and out of school. The school days and school year will be extended for year-round learning, to provide supplemental instructional support and to provide extra-curricular activities. A school-wide data culture will be evident, in which data is collected, analyzed and used to measure student growth, drive instruction and guide the areas needed in professional development. CACS will establish a parent-friendly environment that promotes a high level of family collaboration and communication. Additionally, it is with clear understanding that the educational program(s) will take place within a school climate that is safe, clean, supportive, equitable, cooperative and sustainable seen by all stakeholders.

20. A successful charter school demonstrates:

- A school leader that leads with a mission
- A clean, safe, respectful, learning environment
- Growth in student achievements
- Evidence of student learning (Academic bulletin boards, Students portfolios, data on student progress)
- School spirit
- Parent and community involvement
- Various stakeholder committees
- Fundraisers
- Integration of technology
- Professional Development

In order for the board to ensure that this school remains successful, the board will need to be in close connection with the school leader to gather and review data as it pertains to the school and their students. The board would need to make necessary visits to the school and propose ideas and innovations in areas that may need help. The board and the school leader will need to develop a tight knit school-based relationship.

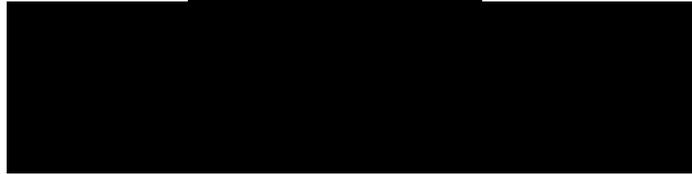
21. It is my understanding that a board member demonstrates passionate and a strong belief in the charter school's mission and core values. The mission and vision should be clearly understood by each board member, knowing where the school is and where it where it should be in the future. The board member should be aware of the roles of all stakeholders vested within the school. A board member should be able to focus on strategic questions and focus on results. Additionally, It is important for a board member to develop a trusting and respectful rapport with the school leader.

22. I affirm that I have read and understand the charter school application, the charter school by-laws and all proposed policies.



Planting Seeds for the Future

Michelle M. Pascucci



OBJECTIVE:

To utilize my experience and talent to enhance an educational program to service preschool children in their learning and servicing children with disabilities in their least restrictive environments.

WORK EXPERIENCE:

July 1995 to the present

Psychotherapeutic Evaluational Programs Inc.

Position: Currently Fiscal Manager (but I have performed many duties over the years)

Responsibilities include: Overseeing day to day operations of the school as well as coordination of staff.

Additional responsibilities include:

- Human Resources including benefits, payroll and employee relations
- Accounting Department including paying all bills, collecting all receivables
- Working with the CPA to prepare Financial Statements and Annual CFR reports
- NYSED liaison for all matters pertaining to the operation of the program
- NYCDOH liaison for all matters pertaining to the operation of the program
- Work with both NYS and Federal tax departments
- Work with the Accounting consultant for all financial aspects
- Expansion of the program while creating and implementing the programs policies and procedures
- Overseeing all record keeping to ensure compliance with city, state and federal regulations
- Coordinate with all departments and staff to ensure clear communication of projects throughout the school year
- School Calendar and compliance
- Supervision and Coordination of the food program with CACFP
- Responsible for transportation and act as liaison with NYC-OPT
- Fire safety compliance
- Facility improvements and maintenance

July 1993 to January 1997





Planting Seeds for the Future

Interboro Car Service

Position: Corporate Account Manager

Responsibilities include:

- Meet & Greet Customers
- Organize Customer Files
- Ensure customer satisfaction with car service
- Track service history
- Invoice customer accounts
- Maintain Credit Card and Cash Accounts
- Advertisement in various newspapers and community mailings

February 1992 to May 1995

Super G Food Services

Position: Front End Manager / Cashier

Responsibilities include:

- Opening and Closing Shifts
- Supervision of 6-12 cashiers
- Meet and greet customers, advertise special services, verify complaints, Prepare computer generated daily, weekly, monthly, and quarterly reports.
- Count Receipts from Cashiers and make drops into the vault
- Attend training courses for proper use of all necessary equipment

EDUCATION:

CUNY Queens College

Flushing, NY

LICENSES AND PERMITS:

- NYCFDNY Supervision of Fire Alarm Systems and other Related Systems
- Medication Administration
- First Aid and Infant / Child CPR

ADDITIONAL SKILLS:

- Microsoft Windows, Word, Excel, Works and QuickBooks Pro
- Team Manager and Board Member for Woodhaven Soccer Club

References Available Upon Request

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: **Michelle Pascucci**

Charter School Name: **Circle Academy Charter School**

Charter School Address: **PO Box 231227, Great Neck, NY 11023**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Board Member/Secretary of the Board**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **I affirm.**
3. Please affirm that you have 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. **I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **David Esfhani invited me to be a part of the Founding Group for this new Charter School.**
5. Please explain why you wish to serve on the board. **I believe that the Charter School will be a positive attribute to CSD 27 and it will give our children an opportunity to receive a higher level of education. I agree with the philosophy and mission of the school.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **This does not apply to me.** Yes. (Include description here): **This does not apply to me.**

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. **Yes.**

If your answer is yes, please indicate the precise nature of your relationship here: **I know Marianne Gonzalez personally. We are family friends. I also know David Esfhani – we both are involved with pre-school education programs.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

X No Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **X This does not apply to me, my spouse or other family members.** Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would not be comfortable being part of an organization that one or more members of the board were working for their own benefit. I would refer to the Bylaws and proceed accordingly bringing the situation to the full board.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **Circle Academy's mission to educate each child through the blended learning model and by extending the school year and day is instrumental in building the skills necessary for academic success.**
19. Please explain your understanding of the educational program of the charter school. **The educational program of Circle Academy will be aligned with the NYS-CCLS curriculum and will focus on differentiated instruction for all children.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **I believe that planning is the most important factor in developing a successful program. CACS has a well-rounded mission and understanding of how to best educate our children. I believe that through research and technology Circle Academy and its program will be highly successful and the children will benefit greatly.**

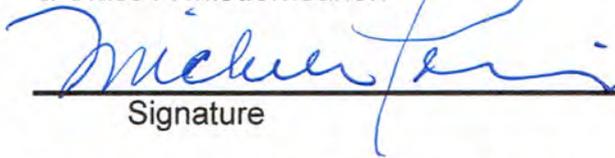
Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **I believe my role is to assist the school in any way necessary to become and remain successful in educating our children.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm. **I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review. **Nothing at this time.**

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, **Michelle Pascucci** (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



March 20, 2014

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep

Business Address

E-Mail Address:

Home Telephone

Home Address:



Attachment 5b: Proposed By-laws

ARTICLE I: NAME

The name of the Corporation is the Circle Academy Charter School (hereinafter “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 and 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 seven (7) 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 three 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 next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third 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.

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 comply with the requirements of Article 7 of the New York Public Officer's (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, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

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 Education 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. **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.

3. 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 any 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, which may be applicable. Any 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 Charter 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 Director, 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 entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the 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

The Trustees, officers and employees of Circle Charter School (CACS) shall at all times be in compliance with the following Code of Ethics:

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. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

14. 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.

15. 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.

16. 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 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
- 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.

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 8:00 a.m. to 5:00 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.

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.

VI. Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time but only in the presence of the Principal or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Principal or his or her designee.

VII. Copyrights

Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of CACS remain the property of the school. The Principal may assign copyrights, royalties, or other payments to the author or authors or project participants.

APPROVED:

Principal

Date

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

I have received a copy of the school's Personnel Manual and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents management guidelines only, which may be modified from time to time. I understand that neither the Manual's policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between the school and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the Foundation may terminate the employment relationship whenever it determines that it is in its best interest to do so.

Employee Signature

Date

Ann Marie Ginsberg, Ed.D.

Professional Profile

Accomplished School Administrator with comprehensive experience from a building and district perspective. Extensive work with families in resolving issues that can hinder success.

Life-long learner committed and dedicated to empowering people to reach their maximum potential through enriched dialogue, inquiry and reflection.

Education

2003	Dowling College	Oakdale, NY
	Doctorate in Educational Leadership and Technology	
1997	College of New Rochelle	New Rochelle, NY
	Master's Degree in Administration and Supervision	
1990	Queens College	Flushing, NY
	Master's Degree in Secondary Music Education	
1987	Queens College	Flushing, NY
	Bachelor's Degree in Music Education	

Certifications

1997	School District Administrator, New York State
1997	School Administrator and Supervisor, New York State
1987	Music Education, K-12, New York State

Professional Experiences

9/13 – Present Circle Academy Charter School (Proposed)

Principal

Responsibilities include:

- Chairing the Academic Committee which focuses on program planning, curriculum, and professional development related to development of the proposed Charter School.
- Leading Professional Learning Conversations to create common understanding and further deepen knowledge base within the committee regarding curriculum, specific instructional programs, assessments and resources. Articles and books were studied. Books include:
 - Habits of the Mind by Dr. Art Costa & Dr. Bena Kalick

Ann Marie Ginsberg, Ed.D.

- The Power of Protocols by Dr. Joseph McDonald
- The Danielson Framework by Charlotte Danielson
- Visiting Charter Schools to access information and guidance from current Charter School Administrations and teachers.
- Creating Teacher Professional Development Institute to be held in an intense three week model during the summer and then ongoing throughout the year. The topics that will be covered:
 - Use of the interactive white board
 - Understanding and using student assessment software
 - Maximizing the iPad and laptop computers for instruction in the elementary classrooms.
 - Using Foundations and Handwriting Without Tears
 - The Workshop Model and effective use of the Workshop Model in ELA, Math, Science & Social Studies
 - Habits of Mind
 - Danielson Framework
- Researching schedules, curriculum materials, and other discussion topics to have comparative information for meeting.
- Exploring technology options for the charter school with a multi-purposed approach to include: classroom integration, assessment, student management, social media and web design. Some examples: Snagit, Edmodo, EduPlanet, Study Island, Screencast, Techsmith, Camtasia
- Co-Writing of the Charter Application

August 2010 – Present DeVry University Adjunct Online Professor

Department: Education

Classes Taught: Emerging Educational Technology, Contemporary Issues in Education, Educational Leadership and School Law and Policy Issues

Professional Experiences

Sept 2011 - August 2012

Hofstra University

Hempstead, NY

Interim Director of Field Placement

-Coordinated the pre student teaching and student teaching placements for all students in the School of Education

Ann Marie Ginsberg, Ed.D.

- Coordinated and conducted orientations for student teaching, and participant observers
- Facilitated meetings to resolve conflicts in the field between student teachers and/or cooperating teachers and field supervisors
- Coordinated the renewal of yearly field placement contracts
- Provided staff development for seventy field supervisors. Staff development includes: APPR Teacher Evaluation Models and Common Core Standards

May 2010 –January 2013

Sadlier Publishing Company

New York, New York

Assessment & Technology Consultant

Area: Education

Reviewed, and shared editorial comments regarding technology and assessment for Sadlier's New Series: Vocabulary for Success by Douglas Fisher and Nancy Frey

Aug 2007 – June 2010

Turtle Hook Middle School

Uniondale, NY

Principal

Responsibilities include:

- Responsible for the academic, social, and emotional development of 780 students, Grades 6 - 8
- Monitored and evaluated all instructional and non-instructional staff to ensure that they are providing a quality education in accordance with district and state policy
- Performed gap analysis of school, teacher, and student data to inform instruction
- Provided staff development to reflect current trends and alignment of goals
- Collaborated with district directors on program changes to increase student achievement
- Implemented New Teacher Institutes (NTI) Program focusing on student assessment and class management techniques
- Brought building safety and school wide policies into alignment with district protocols
- Chaired the following committees: *Breaking Ranks in the Middle, Site Based, Pupil Personnel Services, Principal's Council*
- Served as administrative liaison for both *Gear Up* and *United States Department of Justice Grant to Fund Youth-at Risk Arts in Education Program through the Tilles Center*
- Developed and managing school budget
- Conducted student assemblies, faculty and common planning meetings
- Generated monthly parent mailings, Podcasts, and Connect Ed messages to keep parents current regarding school events
- Coordinated Parent Orientations and Workshops, Parent Teacher Conferences, 5th Grade Visits and annual Promotional Ceremony
- Reported school BEDS Data Information

Feb 2009 – June 2009

College of New Rochelle

New Rochelle, NY

Adjunct Professor

Primary teaching area: Education

Ann Marie Ginsberg, Ed.D.

July 2002 - July 2007

William Paca Middle School

Mastic Beach, NY

Associate Principal

Administrative responsibilities: included:

- Supervised three 7th Grade teams (450 students) and 36 teachers
- Evaluated and observed (formal and informal) instructional and non-instructional staff
- Developed and implemented discipline referral system and policies
- Coordinated building transportation and Emergency Bus Drills
- Coordinated and supervised AIS Program in Mathematics and ELA
- Chaired 504 Committee
- Implemented, evaluated, and coordinated Title 1 Programs and parent workshop series
- Coordinated and implemented Arts in Education programs
- Assisted in data analysis workshops and organized scoring for math and ELA assessment
- Served as administrative representative on Shared Decision Making team
- Attended Superintendent's discipline hearings and worked with PINS officials
- Developed student transition plans when students returned from Superintendent's suspension

Service

Demonstrate commitment to development and establishment of school based committees where shared leadership governed through the collaboration of stakeholders.

Serve the school community through dedicated committee work (GEAR-UP Grant, Tilles Federal Grant Project, Shared Decision Making Committee, Wellness Committee, Safety Committee, Character Education Committee, Academic Achievement Review)

Consistent participation in numerous school wide and community events

Serve the community through one to one student mentoring and outreach.

On-going service commitment to professional organizations and conferences.

Conceptualized, planned, the Nassau BOCES Arts in Education Website (2001)

School Recipient of the Emerging Character Education Award (2010)

Professional Experiences

1987-1990 Music Teacher, Sacred Heart Academy, Hempstead

1998-2002 Director of Fine Arts (K-12), Massapequa UFSD

1997-1998 Chairperson of Fine & Performing Arts, Carle Place UFSD

1992-1997 High School Music Teacher, Carle Place

1990-1992 Middle School Music Teacher, Valley Stream

Leadership Positions

- 2000-2001 President - New York State Council of Administrators of Music Education (NYSCAME)
Advisory Board Member to the Nassau Music Educators Association (NMEA)
- 1999-2000 Member of Balanced Mind and Staff Development Coalition
- 1997-2000 Coordinator of the Nassau NYSCAME Vocal Day at Hofstra
- 1998-2001 Member of Nassau NYSCAME Executive Board
- 1998-2001 Arts In Education Council
- 1996 Chairperson of H.S. Choral Division – All County Music Festival
- 1994-1996 Coordinator of Nassau Music Administrators Dinner
- 1994-1996 Member of Nassau Music Educators Executive Board

Professional Affiliations

Association for Supervision and Curriculum Development (ASCD)

References

Upon request

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

[New York State Education Department](#)
[Request for Proposals to Establish Charter Schools](#)
[Authorized by the Board of Regents](#)

New Applicaton Budget(s) & Cash Flow(s) Template

Circle Academy Charter School

Contact Name:	David Esfhani
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	New York City, CSD 27
	Examples
Pre-Opening Period	January 1, 2015-June 30, 2015
Operational Year ONE	July 1, 2015-June 30, 2016

Circle Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015-June 30, 2015

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	191,182
Total Expenses	191,182
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
District of Location	13,527	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
		-

Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation	191,182	Start Up Portion of CSP Grant
Other	-	
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		191,182

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		
Erate Reimbursement		
Interest Income, Earnings on Investments,		
NYC-DYCD (Department of Youth and Community Developmt.)		
Food Service (Income from meals)		
Text Book		
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-

TOTAL REVENUE	191,182
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management			
Instructional Management	0.50	40,000	Principal
Deans, Directors & Coordinators	0.33	14,850	Data Manager
CFO / Director of Finance			
Operation / Business Manager	0.33	18,150	Director of Operations
Administrative Staff	.5	17,500	Office Manager
TOTAL ADMINISTRATIVE STAFF	1.16	90,500	

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		-
TOTAL INSTRUCTIONAL		-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		
Librarian		
Custodian		
Security		
Other		-
TOTAL NON-INSTRUCTIONAL		-
SUBTOTAL PERSONNEL SERVICE COSTS	1.16	90,500

PAYROLL TAXES AND BENEFITS

Payroll Taxes		9,050	10% of payroll
Fringe / Employee Benefits		13,546	Medical Insurance: Assumes \$800 per month person, assumes 85% of staff participate
Retirement / Pension		2,036	School matches employee's 401K contributions up to 3% of employee salary, assume 75% staff participation
TOTAL PAYROLL TAXES AND BENEFITS		24,632	

TOTAL PERSONNEL SERVICE COSTS	1.16	115,132
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CONTRACTED SERVICES

Accounting / Audit		12,500	Contracted accounting professional. Engagement of auditing firm for internal controls check.
Legal		5,000	Legal counsel on retainer.
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services		400	Payroll service fee.
Special Ed Services			
Titlement Services (i.e. Title I)			
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		17,900	

SCHOOL OPERATIONS

Board Expenses		10,000	Board training
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks			
Supplies & Materials other			
Equipment / Furniture			
Telephone		6,000	Monthly telephone expense
Technology		6,000	Laptop for each staff member and printers
Student Testing & Assessment			
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense		3,750	Office supplies
Staff Development		1,200	National Charter School Conference for Principal
Staff Recruitment		10,000	Advertisements, Job Postings, Job Fairs

Student Recruitment / Marketing	20,000	Student Recruitment Materials, Translation costs, Mailings through Vanguard, etc.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	56,950	
FACILITY OPERATION & MAINTENANCE		
Insurance	1,200	D&O Insurance
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,200	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
TOTAL EXPENSES	191,182	
NET INCOME		
ENROLLMENT - *School Districts Are Linked To Above Entries*		
District of Location	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
TOTAL ENROLLMENT		
REVENUE PER PUPIL		
EXPENSES PER PUPIL		

**Circle Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2015-June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

p. 4 of charter narrative

Total Revenue	2,605,007	185,530	-	-	-	2,790,537
Total Expenses	1,555,645	461,773	19,459	-	741,617	2,778,494
Net Income	1,049,362	(276,243)	(19,459)	-	(741,617)	12,043
Actual Student Enrollment	131	29				160
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES	Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
District of Location	13,527		2,164,320	-	-	-	-	2,164,320
School District 2 (Enter Name)			-	-	-	-	-	-
School District 3 (Enter Name)			-	-	-	-	-	-
School District 4 (Enter Name)			-	-	-	-	-	-
School District 5 (Enter Name)			-	-	-	-	-	-
			2,164,320	-	-	-	-	2,164,320

18% SWD, 7% of SWD are >20% and <60% (\$10,390 reimbursement), 30% are >60% (\$19,049 reimbursement)

Special Education Revenue				185,530	-	-	-	185,530
Grants								
Stimulus								
Other								
Other								
TOTAL REVENUE FROM STATE SOURCES			2,164,320	185,530	-	-	-	2,349,850

REVENUE FROM FEDERAL FUNDING	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
IDEA Special Needs						
Title I	62,400	-	-	-	-	62,400
Title Funding - Other	7,488	-	-	-	-	7,488
School Food Service (Free Lunch)	49,341	-	-	-	-	49,341
Grants						
Charter School Program (CSP) Planning & Implementation	308,818	-	-	-	-	308,818
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES	428,047	-	-	-	-	428,047

\$500 Title IA, D per Title I student, Title I students are 78% of student population
\$60 per Title I student, Title IA
69% Free Lunch, 9% Reduced Lunch, 22% Full Priced Lunch

CSP Grant

LOCAL and OTHER REVENUE	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Contributions and Donations, Fundraising						
Erate Reimbursement						
Interest Income, Earnings on Investments,						
NYC-DYCD (Department of Youth and Community Developmt.)						
Food Service (Income from meals)						
Text Book	12,640	-	-	-	-	12,640
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	12,640	-	-	-	-	12,640

\$79 per student, NYSTL, NYSSL and NYLB

TOTAL REVENUE	2,605,007	185,530	-	-	-	2,790,537
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Executive Management							
Instructional Management	1.00	81,250	25,000	-	-	18,750	125,000
Deans, Directors & Coordinators	1.00	36,900	8,100	-	-	-	45,000
CFO / Director of Finance							
Operation / Business Manager	1.00					55,000	55,000
Administrative Staff	2.00	40,950	12,600	-	-	9,450	63,000
TOTAL ADMINISTRATIVE STAFF	5.00	159,100	45,700	-	-	83,200	288,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Principal
Data Manager
Director of Operations
Office Manager, Receptionist

INSTRUCTIONAL PERSONNEL COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Teachers - Regular	7.00	315,700	69,300	-	-	-	385,000
Teachers - SPED	2.00	-	110,000	-	-	-	110,000
Substitute Teachers							
Teaching Assistants	6.00	157,440	34,560	-	-	-	192,000
Specialty Teachers	4.50	182,450	40,050	-	-	-	222,500
Aides							
Therapists & Counselors	1.00	39,360	8,640	-	-	-	48,000
Other							
TOTAL INSTRUCTIONAL	20.50	694,950	262,550	-	-	-	957,500

K-1 General Education Teachers
Classroom
1 Teaching Assistant in each K classroom and 2 of 3 Grade 1 classrooms.
Reading Specialist, Music Teacher, Phys Ed Teacher, Art Teacher, ESL Teacher, Spanish Teacher

Social Worker

NON-INSTRUCTIONAL PERSONNEL COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Nurse	1.00	45,100	9,900	-	-	-	55,000
Librarian							
Custodian	1.00					35,000	35,000
Security							
Other							
TOTAL NON-INSTRUCTIONAL	2.00	45,100	9,900	-	-	35,000	90,000

Nurse

Custodian

SUBTOTAL PERSONNEL SERVICE COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
	27.50	899,150	318,150	-	-	118,200	1,335,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		89,915	31,815	-	-	11,820	133,550
Fringe / Employee Benefits		150,348	53,856	-	-	20,196	224,400
Retirement / Pension		20,133	7,212	-	-	2,704	30,049
TOTAL PAYROLL TAXES AND BENEFITS		260,396	92,883	-	-	34,720	387,999
TOTAL PERSONNEL SERVICE COSTS	27.50	1,159,546	411,033	-	-	152,920	1,723,499

10% of payroll
Medical Insurance: \$800 per month per person, assumes 85% participate in health plan.
School matches employee's 401K contributions up to 3% of employee salary, assume 75% staff participation

CONTRACTED SERVICES	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Accounting / Audit					56,000	56,000
Legal					5,000	5,000
Management Company Fee						
Nurse Services						
Food Service / School Lunch						
Payroll Services					3,850	3,850
Special Ed Services						
Titlement Services (i.e. Title I)						
Other Purchased / Professional / Consulting	19,459	19,459	19,459	-	19,461	77,838
TOTAL CONTRACTED SERVICES	19,459	19,459	19,459	-	84,311	142,688

Contracted accounting professional. Audit fee.
Legal counsel on retainer
\$140 per person per year.
Includes: Tech Support, Substitute Teachers, Public Grantswriter, Schoolwide Planning Consultant, E-rate consultant

SCHOOL OPERATIONS	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses					20,000	20,000
Classroom / Teaching Supplies & Materials	33,450					33,450
Special Ed Supplies & Materials		2,880				2,880
Textbooks / Workbooks	78,800					78,800
Supplies & Materials other						
Equipment / Furniture	135,000					135,000
Telephone					12,360	12,360
Technology	53,505	11,745				65,250
Student Testing & Assessment	8,000					8,000
Field Trips	1,000					1,000
Transportation (student)		15,000				15,000

Board training
Classroom Supplies (\$150/student), Gym (\$25/student), Music and Art (\$35/student)
\$100 per special education student
Includes text books (\$300/student), classroom library books (\$100/student) and classroom leveled library books (\$100/student)
Classroom Furniture (\$8K per new classroom), Classroom Instructional Equipment-players, Lamination machines)
Monthly telephone fee
Classroom(\$3K per new classroom) and staff computers (\$1500 per new staff member)
\$50 per student
Flat annual budget
Extended Year bus service. 10 extra school days. 3 buses.\$500 per bus per day

Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	36,100	36,100	Office supplies, postage, copier supplies
Staff Development	7,544	1,656	-	-	-	9,200	Includes subscriptions, travel, team building and appreciation
Staff Recruitment	-	-	-	-	7,500	7,500	Job Fairs, advertisements, job postings
Student Recruitment / Marketing	-	-	-	-	-	20,000	Marketing materials, transition costs, Vanguard mailing costs
School Meals / Lunch	59,341	-	-	-	-	59,341	School Food is a cost center, school loses \$10,000 per year from uncollectible parent obligations.
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	376,640	31,281	-	-	95,960	503,881	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	18,806	18,806	D&O and Commercial Liability
Janitorial	-	-	-	-	18,000	18,000	Janitorial supplies at \$1500 per month
Building and Land Rent / Lease	-	-	-	-	200,000	200,000	Rental cost at initial facility
Repairs & Maintenance	-	-	-	-	900	900	Minor Repairs
Equipment / Furniture	-	-	-	-	57,000	57,000	Includes Cafeteria Equipment (Warmers \$10K), Admin Furniture (\$1K per admin staff, Phone System (\$20K), Server/Firewall/backend hardware (\$20K), Security Equipment (\$6K)
Security	-	-	-	-	46,720	46,720	Contracted security guard and security system monitoring fee.
Utilities	-	-	-	-	42,000	42,000	\$5.25 per square foot: gas, electricity, water.
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	383,426	383,426	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	
TOTAL EXPENSES	1,555,646	461,773	19,459	-	741,617	2,778,494	
NET INCOME	1,049,362	(276,243)	(19,459)	-	(741,617)	12,943	

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION	
District of Location		131	29	160
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT		131	29	160
REVENUE PER PUPIL		19,886	6,398	17,441
EXPENSES PER PUPIL		11,875	15,923	17,366

PAYROLL TAXES AND BENEFITS													
Payroll Taxes	3,150	11,855	11,855	11,855	11,855	11,855	11,855	11,855	11,855	11,855	11,855	11,855	133,550
Fringe / Employee Benefits	18,700	18,700	18,700	18,700	18,700	18,700	18,700	18,700	18,700	18,700	18,700	18,700	224,400
Retirement / Pension	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	2,504.10	30,049	
TOTAL PAYROLL TAXES AND BENEFITS	24,354	33,059	33,059	33,059	387,999								
TOTAL PERSONNEL SERVICE COSTS	27.50	55,854	151,604	151,604	151,604	151,604	151,604	151,604	151,604	151,604	151,604	151,604	1,723,499
CONTRACTED SERVICES													
Accounting / Audit	2,500	2,500	2,500	2,500	28,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	56,000
Legal	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	320.83	320.83	320.83	320.83	320.83	320.83	320.83	320.83	320.83	320.83	320.83	320.83	3,850
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	7,076.18	77,838
TOTAL CONTRACTED SERVICES	3,238	10,314	10,314	10,314	36,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	142,688
SCHOOL OPERATIONS													
Board Expenses	2,500	-	5,000	-	-	-	2,500	-	2,500	2,500	5,000	-	20,000
Classroom / Teaching Supplies & Materials	11,150.00	11,150.00	7,500.00	500	500	500	550	400	400	400	400	-	33,450
Special Ed Supplies & Materials	960	960	-	-	480	-	-	480	-	-	-	-	2,880
Textbooks / Workbooks	39,400	39,400	-	-	-	-	-	-	-	-	-	-	78,800
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	67,500	67,500	-	-	-	-	-	-	-	-	-	-	135,000
Telephone	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	12,360
Technology	32,625	32,625	-	-	-	-	-	-	-	-	-	-	65,250
Student Testing & Assessment	4,000	4,000	-	-	-	-	-	-	-	-	-	-	8,000
Field Trips	-	-	100	100	100	100	100	100	100	100	100	100	1,000
Transportation (student)	-	7,500	-	-	-	-	-	-	-	-	-	-	15,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	3,008	3,008	3,008	3,008	3,008	3,008	3,008	3,008	3,008	3,008	3,008	3,008	36,100
Staff Development	-	5,200	-	-	2,000	-	-	2,000	-	-	-	-	9,200
Staff Recruitment	-	-	-	-	-	1,500	1,500	3,000	1,500	-	-	-	7,500
Student Recruitment / Marketing	-	-	-	-	-	7,500	7,500	5,000	-	-	-	-	20,000
School Meals / Lunch	-	-	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	5,934.10	59,341
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	162,173	172,373	22,572	10,572	13,052	12,072	22,122	23,452	19,472	12,972	15,472	17,572	503,881
FACILITY OPERATION & MAINTENANCE													
Insurance	18,806	-	-	-	-	-	-	-	-	-	-	-	18,806
Janitorial	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Building and Land Rent / Lease	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Repairs & Maintenance	75	75	75	75	75	75	75	75	75	75	75	75	900
Equipment / Furniture	28,500	28,500	-	-	-	-	-	-	-	-	-	-	57,000
Security	-	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	46,720
Utilities	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
TOTAL FACILITY OPERATION & MAINTENANCE	69,048	54,489	25,989	25,989	383,426								
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES	290,313	388,780	210,479	198,479	226,959	199,979	210,029	211,359	207,379	200,879	203,379	230,479	2,778,494
NET INCOME	220,407	(215,984)	192,281	(193,545)	182,790	(184,301)	192,731	(192,447)	197,277	(195,945)	234,325	(225,545)	12,043
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-										
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-										
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-										
Total Cash Flow Adjustments	-	-	-										
NET INCOME	220,407	(215,984)	192,281	(193,545)	182,790	(184,301)	192,731	(192,447)	197,277	(195,945)	234,325	(225,545)	12,043
Beginning Cash Balance	-	220,407	4,423	196,704	3,159	185,949	1,648	194,378	1,931	199,208	3,263	237,588	-
ENDING CASH BALANCE	220,407	4,423	196,704	3,159	185,949	1,648	194,378	1,931	199,208	3,263	237,588	12,043	12,043

**Circle Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

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

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue	2,790,537	4,142,754	5,278,228	6,663,712	8,049,206
Total Expenses	2,778,494	3,727,468	5,604,436	6,560,382	7,551,779
Net Income (Before Cash Flow Adjustments)	12,043	415,286	(326,208)	103,330	497,427
Actual Student Enrollment	160	248	336	424	512
Total Paid Student Enrollment	160	248	336	424	512

p. 4 of charter narrative

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20

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

REVENUE		Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue		CY Per Pupil Rate				
District of Location	13,527	2,164,320	3,354,696	4,545,072	5,735,448	6,925,824
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
Special Education Revenue	-	2,164,320	3,354,696	4,545,072	5,735,448	6,925,824
Grants	185,530	287,571	389,612	491,653	593,698	-
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,349,850	3,642,267	4,934,684	6,227,101	7,519,519
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	-	34,848	54,014	73,181	92,347
Title I	62,400	96,720	131,040	165,360	199,680	-
Title Funding - Other	7,488	11,606	15,725	19,843	23,962	-
School Food Service (Free Lunch)	49,341	77,536	105,731	133,926	162,121	-
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	308,818	250,000	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		428,047	470,710	306,510	392,310	478,110
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	10,185	10,490	10,805	11,129	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	12,640	19,592	26,544	33,496	40,448	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		12,640	29,777	37,034	44,301	51,577
TOTAL REVENUE		2,790,537	4,142,754	5,278,228	6,663,712	8,049,206

No increase in per pupil AOE is projected.

No increase in reimbursement amounts. % of SWD remains as in Tab 4 Assumptions

\$1210 per SWD

No increase in Title IA, D allocation per Title I student, % of Title I students remains as in Tab 4 Assumptions.

No increase in Title IIA allocation per Title I student, % of Title I students remains as in Tab 4 Assumptions.

Same reimbursement assumptions as in Tab 4.

CSP

80% of Telephone, Internet and Wire maintenance

\$79 per student in NYSTL, NYSSL, and NYLB

EXPENSES		No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	125,000	128,750	132,613	136,591	140,689
Instructional Management	1.00	45,000	46,350	202,741	208,823	215,087
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	55,000	56,650	58,350	60,100	61,903
Administrative Staff	2.00	63,000	64,890	66,837	68,842	70,907
TOTAL ADMINISTRATIVE STAFF	5.00	288,000	296,640	460,541	474,356	488,586
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	7.00	385,000	623,150	933,592	1,141,900	1,423,769
Teachers - SPED	2.00	110,000	169,950	291,748	360,600	433,321
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	192,000	296,640	305,539	314,705	324,147
Specialty Teachers	4.50	222,500	345,050	625,931	803,154	852,573
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	48,000	49,440	101,846	104,902	108,049
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.50	957,500	1,484,230	2,258,656	2,725,261	3,141,859
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	55,000	56,650	58,350	60,100	61,903
Librarian	-	-	-	-	-	-
Custodian	1.00	35,000	72,100	111,395	114,736	118,178
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.00	90,000	128,750	169,745	174,836	180,081
SUBTOTAL PERSONNEL SERVICE COSTS						
	27.50	1,335,500	1,909,620	2,888,942	3,374,453	3,810,526
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	133,550	190,962	288,894	337,445	381,053
Fringe / Employee Benefits	-	224,400	343,699	523,480	607,808	681,579
Retirement / Pension	-	30,049	42,966	65,001	75,925	85,737
TOTAL PAYROLL TAXES AND BENEFITS		388,000	577,627	877,375	1,021,178	1,148,369
TOTAL PERSONNEL SERVICE COSTS	27.50	1,723,499	2,487,247	3,766,317	4,395,631	4,958,895
CONTRACTED SERVICES						
Accounting / Audit	-	56,000	53,560	55,167	56,822	58,526
Legal	5,000	5,000	5,000	5,000	5,000	5,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	3,850	5,624	8,169	9,485	10,636
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	77,838	87,640	110,822	145,827	160,576
TOTAL CONTRACTED SERVICES		142,888	151,824	179,158	217,134	234,737
SCHOOL OPERATIONS						
Board Expenses	-	20,000	10,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	-	33,450	49,522	68,280	88,118	109,084
Special Ed Supplies & Materials	-	2,880	4,598	6,416	8,340	10,373
Textbooks / Workbooks	-	78,800	94,760	125,611	158,227	192,687
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	135,000	54,000	67,500	54,000	54,000
Telephone	-	12,360	12,731	13,113	13,506	13,911
Technology	-	65,250	29,250	39,000	22,500	20,250
Student Testing & Assessment	-	8,000	12,772	17,823	23,166	28,813
Field Trips	-	1,000	1,000	1,000	1,000	1,000
Transportation (student)	-	15,000	25,750	31,827	38,245	45,020
Student Services - other	-	-	-	-	-	-
Office Expense	-	36,100	37,183	38,298	39,447	40,631

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

1.

Principal (1 FTE throughout)

FTE Year 1-2, 2 FTE Yr 3-5

Director of Operations 1 FTE throughout

Office Manager and Receptionist, 2 FTE throughout

K-5 classroom teachers, 7 FTE growing to 23 FTE in Year 5)

1 Special Education teacher for Grade K-2 and 1 for Grade 3-5 Span, In addition, 1

Special Education teacher for each ICT classroom in Grades 1-5.

1 Teaching Assistant in each K classroom, 1 Teaching Assistant in 2 out of 3 Grade 1

Classrooms (no Assistant Teacher in the Grade 1 ICT Classroom), 1 Teaching

Assistant in each non-ICT Grade 2 Classroom.

Reading Specialist, Music Teacher, Phys Ed Teacher, Art Teacher, ESL Teacher, Spanish Teacher, Math Specialist

1 Social Worker for K-2 span, 1 Social Worker for 3-5 span.

1 FTE throughout

1 FTE in Year 1, 2 FTE in Year 2, 3 FTE in Years 3-5.

10% of Payroll

Same assumptions for Medical Insurance as in Tab 4, but monthly premium grows 8% annually, and levels off at \$933 per employee, 85% employees participate

Same assumptions for CACS match as in Tab 4, 75% employees participate

Baseline assumptions in Tab 4, annual increase of 3%

Flat budgeted expense

Baseline assumption in Tab 4, 3% annual increase in per employee fee.

Includes: Tech, Substitute Teachers, Public Grants Grantwriter, Schoolwide Planning Consultant, E-rate consultant, Annual increase in contracted rates of 3%

Board Training Consultant Fees.

Baseline assumptions of Tab 4, annual unit cost increase of 3%

Baseline assumptions of Tab 4, annual unit cost increase of 3%

Baseline assumptions of Tab 4, annual unit cost increase of 3%

Baseline assumptions of Tab 4, no annual unit cost increase.

Baseline assumptions of Tab 4, annual increase of 3%

Baseline assumptions of Tab 4, no annual unit cost increase.

Baseline assumptions of Tab 4, annual unit cost increase of 3%

Flat rate

Baseline assumptions of Tab 4, annual unit cost increase of 3%, number of buses required increases from 3 to 5.67.8 (in Years 2-5, respectively)

Baseline assumptions of Tab 4, annual increase of 3%

Staff Development	9,200	9,200	9,200	9,200	9,200	Flat rate
Staff Recruitment	7,500	7,500	5,000	5,000	5,000	Budgeted cost for staff recruitment activities.
Student Recruitment / Marketing	20,000	15,000	15,000	15,000	15,000	Budgeted cost of student and family marketing
School Meals / Lunch	59,341	87,536	115,731	143,926	172,121	School Food is a cost center, school loses \$10,000 per year from uncollectible parent obligations.
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	503,881	450,802	558,799	624,675	722,090	
FACILITY OPERATION & MAINTENANCE						
Insurance	18,806	19,746	20,734	21,770	22,859	D&O, Commercial Liability, annual increase 5%
Janitorial	18,000	18,540	19,096	19,669	20,259	Baseline Assumption of Tab 4, 3% annual increase
Building and Land Rent / Lease	200,000	405,240	799,680	1,009,120	1,268,560	
Repairs & Maintenance	900	927	955	983	1,013	Baseline Assumption of Tab 4, 3% annual increase
Equipment / Furniture	57,000	6,030	26,061	13,593	13,626	Baseline Assumptions of Tab 4 for Year 1, Cafeteria Tables Added in Years 3-5, additional phone equipment for new staff members as they come on board, additional administration furniture as new staff come on board.
Security	46,720	48,122	49,565	51,052	52,584	Baseline Assumptions of Tab 4, annual 3% increase
Utilities	42,000	113,990	159,071	208,755	257,158	Baseline Assumptions of Tab 4, annual 3% increase in per square foot cost, square feet of facility grows as student population grows.
TOTAL FACILITY OPERATION & MAINTENANCE	383,426	612,595	1,075,162	1,322,942	1,636,057	
DEPRECIATION & AMORTIZATION	25,000	25,000	25,000	-	-	Funding Escrow account
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	
TOTAL EXPENSES	2,778,494	3,727,468	5,604,436	6,560,382	7,551,779	
NET INCOME	12,043	415,286	(326,208)	103,330	497,427	

ENROLLMENT - *School Districts Are Linked To Above Entries*						
District of Location	160	248	336	424	512	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	160	248	336	424	512	
REVENUE PER PUPIL	17,441	16,705	15,709	15,716	15,721	
EXPENSES PER PUPIL	17,366	15,030	16,680	15,473	14,750	

CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	12,043	415,286	(326,208)	103,330	497,427	
Beginning Cash Balance	-	12,043	427,329	101,121	204,451	
ENDING CASH BALANCE	12,043	427,329	101,121	204,451	701,878	