

## INTENT TO APPLY FORM

Proposed School Information			
Charter School Name:	Central Queens Academy Charter School II		
Education Corp. Name:	Central Queens Academy Charter School		
Education Corp. Status:	Active	Proposal Type:	Replication
School District (or NYC CSD):	NYC CSD 24	Opening Date:	August 2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	5	100
Year 2	5, 6	200
Year 3	5,6,7	300
Year 4	5,6,7, 8	400
Year 5	K, 1, 5,6,7, 8	600

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information			
Lead Applicant Name:	Suyin So		
Applicant is a (check all that apply):	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> District Resident             Education Corp./Charter School		
Organization Name:	Central Queens Academy Charter School		
Applicant Mailing Address:	[REDACTED]		
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]
		Email:	[REDACTED]
<b>Secondary Applicant Name (If Applicable):</b>			
Applicant is a (check all that apply):	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
		Email:	

List additional lead applicants below in the "Other" section.

**Media/Public Contact Information (required)**

Name:	Suyin So	Phone #:	718-850-3111 Ext. 2027	Email:	<a href="mailto:Suyin.so@centralqueensacademy.org">Suyin.so@centralqueensacademy.org</a>
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**Program Design**

Provide the proposed school's mission statement in the space below. **(Maximum 250 words)**

CQA II's mission is to prepare students for success in college, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services. Serving New York City Community School District 24's highly diverse neighborhoods and families, Central Queens Academy II (CQA II) will replicate the success of Central Queens Academy Charter School (CQA)'s middle school and expand to meet our long-term vision of a K-12 continuous program. Beginning with grade 5, CQA will first replicate our middle school program in grades 5 to 8, then add an elementary program to eventually feed the middle school. At a future point, we hope to open a small college-preparatory high school to continue preparing our scholars for college level work and graduation.

Provide the proposed school's key design elements in the space below. **(Maximum 250 words)**

CQA II's program is rooted in our **six key academic and non-academic design elements**:

- Focus on Literacy
- Rigorous Standards-based Academics and Frequent Assessments to Foster Growth
- Focus on Teacher Development
- More Time on Task, Longer School Day and Longer School Year
- Emphasis on Social and Emotional Support to Teach Character and Community
- Culturally Responsive Education, Enrichment, and Supportive Services

Together, these six key design elements foster a positive school culture that knits rigorous academics with thoughtfully tailored, culturally responsive supportive services. Fundamental to implementing CQA's key design is an cultural appreciation for, and understanding of, the assets of each CQA scholar.

Provide a brief overview of the proposed school's academic program in the space below. **(Maximum 500 words)**

CQA II's model will offer a highly rigorous, departmentalized middle school program intentionally designed to prepare our highly diverse, multi-lingual and largely first-generation college-going scholars for success in high school and college. Because we anticipate about 80% of our families will continue to be non-English households, our experience has shown that our students benefit greatly from our literacy-rich model.

Thus, CQA II's program will depend upon strong literacy practices across the curriculum and significant doses of small group instruction. Our core academic program requires all students take math, science, social studies and two periods of English Language Arts (ELA). The double literacy block has been shown to dramatically improve reading and writing for our particular target student population, given our community's multi-lingual background.

Most of our students also take a sixth class, Interdisciplinary Studies (IDS), a cross-curricular humanities / STEAM block. For scholars in need of intervention, they may have IDS or they may receive targeted small group instruction or intervention depending on their needs. Almost all scholars will receive intensive doses of small group instruction

and tutoring appropriately leveled for their ability.

All English Language Arts and math courses are aligned to the Common Core Standards. All social studies courses are aligned to the New York State Social Studies Framework adopted by the New York State Education. The science courses build a foundation of spiraled topics and skills towards 8<sup>th</sup> grade where all students take Earth Science to prepare for the New York State Regents Exam.

Our supportive, small school setting prioritizes social and emotional health as a driver of academic growth. Thus, all students participate in Advisory and Enrichment, offered following the instructional day on each school day. Enrichment is a period devoted to physical education, art, or music in order for CQA to be in compliance with New York State regulations. These classes could include fitness, yoga, martial arts, dance, chorus, drama, or more traditional physical education, art, or music.

CQA II's schedule will allow for students to in school from 8:30am to 4:30pm four days per week and from 8:00am to 2:00pm one day per week. The shortened day allows for faculty members and administrators to hold professional development sessions, grade level meetings, department meetings, and committee meetings.

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### School Management

Provide a brief overview of the school's management structure, including overall governance as well as the proposed leadership structure within the school. **(Maximum 500 words)**

CQA II will be managed by the CQA senior management team, including founding CQA team members Suyin So, Founder and Executive Director, and Therese Paskoff, Operations Director and longtime CQA leaders Glenn Liebeck, School Director, Michelle Dalpiaz, Chief Financial Officer, and Melissa Kinsella, Advancement Director. CQA II will have an on-site school principal and operations lead who will benefit from CQA's existing capabilities in the areas of academics, operations, financial management, talent recruitment and retention, human resources, facilities maintenance and repairs, and fund development. The principal will be fully accountable for the instructional results of the school, while the operations director will have ownership of the school site operations including facilities, student and staff technology, and student services such as food, transportation, and recruitment and enrollment. We further expect that the governance team established by CQA will extend to CQA II.

If you are working with a CMO or partner organization, please provide a description of the nature of that partnership below. Include a description of the type and frequency of the services that the partner would provide to the school, and any financial relationship between the proposed school and the partner organization or CMO. **(Maximum 500 words)**

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### School Facility Plans

Provide a brief overview of the proposed school's facility plans below. **(Maximum 250 words)**

CQA II plans to open in private space, as CQA's existing sites operate. CQA currently operates two independent privately leased spaces to serve existing students and families. Aided greatly by CQA's facilities committee, CQA's senior leadership has developed significant expertise in identifying, preparing, and managing suitable educational space inside District 24's overcrowded neighborhoods.

After an intensive search of existing opportunities, we have identified possible facility opportunities for CQA II that would meet our financial and educational needs on time to open in fall of 2020. Two possible spaces are a leased educational building that could house up to 325 students as an incubation site and a development site that would allow for the construction of a roughly 35,000 square foot educational building that could house up to 450

students. We have also engaged with landowners and developers interested in adding CQA II as a community use facility in a larger mixed use development. CQA has explored additional opportunities inside District 24 and feel confident that we can secure financially and educationally suitable private space for the grades proposed.

### Proposed Board Members

Provide a list of all proposed board members below, along with a brief biographical statement for each proposed trustee. If a proposed trustee is to hold an officer position within the board, please include that information. **(Maximum 500 words)**

#### **BOARD OF TRUSTEES BIOS**

##### **Année Kim, Board Chairperson**

*Axonic Capital*

Ms. Kim is Managing Director at Axonic Capital, an asset management firm. Ms. Kim was the founding Executive Director of the Patrons Program of the Archdiocese of New York City. Ms. Kim received a B.A. in Economics from University of Maryland at College Park.

##### **Jonathan Blattmachr, Secretary**

*Baker Hostetler*

Mr. Blattmachr is Counsel at Baker & Hostetler LLP. Mr. Blattmachr received his B.A. in political science from the University of Rochester and his J.D. from the Benjamin N. Cardozo School of Law in New York.

##### **Rick Ruvkun, Treasurer**

*Lord Abbett*

Mr. Ruvkun is a retired Limited Partner at Lord Abbett, an investment management firm. Mr. Ruvkun earned a B.S. in mechanical engineering from Stanford University and an M.S. in management from the Massachusetts Institute of Technology, Sloan School of Management.

##### **Sonia Park**

*Diverse Charter School Coalition*

Ms. Park is the Executive Director of the Diverse Charter School Coalition. Previously, she was a Senior Policy Advisor in the Office of Innovation and Improvement at the United States Education Department. Her prior work affiliations include Manhattan Charter Schools, NYCDOE, Edison Schools, and the National Association of Charter School Authorizers.

##### **Steven Rabinowitz**

*Pryor Cashman LLP*

Mr. Rabinowitz is a partner in Pryor Cashman's Litigation and Labor + Employment Groups, and co-chair of the firm's Family Law Group.

##### **Bruce Saber**

*DLA Piper*

Mr. Saber is a partner at the law firm DLA Piper, where his practice focuses on real estate and private equity transactions. Mr. Saber is a member of the Executive Committee and the Board of Seeds of Peace. Mr. Saber holds a B.A. from the University of Rochester and a J.D. from New York University Law School.

##### **Vipul Tandon**

*Soros Fund Management*

Mr. Tandon is a Senior Managing Director and Partner of SCI Partners LP. Mr. Tandon serves on the board of Civic Builders and as a founding member of the New York Development Council for US Soccer. He holds an M.B.A. from INSEAD and a B.A. in International Relations and B.S. in Economics from University of Pennsylvania.

##### **Catherine Tse**

Ms. Tse was a Partner at Corrum Capital Management LLC. Ms. Tse received a B.S. in Accounting and a minor in East Asian Studies from New York University Stern School of Business where she was a Stern Scholar. She holds an M.B.A. in Finance from The Wharton School at University of Pennsylvania. Ms. Tse grew up in Hollis, Queens and attended New York City public schools.

**Michael Zisser**

Michael H. Zisser was the Chief Executive Officer of University Settlement and The Door, where he oversaw the launch of Broome Street Academy Charter High School. He teaches at Fordham University's School of Social Work and recently published *How The Other Sector Survives*. Dr. Zisser holds a Ph.D in City and Regional Planning from the University of Pennsylvania.

**Lead Applicant Signature**

Signature:



*By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*



**PROPOSAL TRANSMITTAL AND SUMMARY FORM**

**Proposed School Information**

Charter School Name:	Central Queens Academy Charter School II		
Education Corp. Name:	Central Queens Academy Charter School		
Education Corp. Status:	Existing Education Corpor <input checked="" type="checkbox"/>	Proposal Type:	Replication Proposal <input checked="" type="checkbox"/>
School District (or NYC CSD):	24	Opening Date:	August 2020

**Proposed Grades and Enrollment**

Charter Year	Grades	Enrollment
Year 1	5	113
Year 2	5,6	217
Year 3	5,6,7	313
Year 4	5,6,7,8	401
Year 5	5-8, K,1	628

**Proposed Affiliations (if any)**

Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

**Lead Applicant Contact Information**

**First Lead Applicant Name:** Suyin So

Applicant is a:  Parent  Teacher  School Administrator  District Resident  Education Corp./Charter School

Organization Name: Central Queens Academy Charter School

Applicant Mailing Address: [REDACTED]

Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

**Second Lead Applicant Name:**

Applicant is a:  Parent  Teacher  School Administrator  District Resident  Education Corp./Charter School

Organization Name:

Applicant Mailing Address:

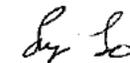
Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

List additional lead applicants in the "Other" section.  Not Applicable  Additional Applicants Listed in "Other"

**Media/Public Contact Information (required)**

Name: Suyin So Phone #: 718-850-3111 Email: suyin.so@centralqueens.edu

**Lead Applicant Signature**

Signature:  Date: 1/8/2019

*By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*

**Program Design**

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**MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)**

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**KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)**

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**BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)**

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**School Management**

**MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)**

**ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)**

**School Facility Plans (If different from Intent to Apply Form)**

**Board Member Names and Biographical Summaries (If different from Intent to Apply Form)**

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**Other**

## **R-01ac - Community Need and Proposed School Impact**

### **(a) Community Need and Impact**

Opened in 2012 with a 30% admissions preference for English Language Learners and renewed in 2017, Central Queens Academy Charter School (CQA) seeks to replicate our program. Our mission is to prepare students for success in school and life through a school that integrates literacy, high standards-based academics, and culturally responsive services.

The proposed replication of our approved K-8 grades will advance our plan to build a college-preparatory, high-quality and tuition-free K-12 program that prioritizes both academic and social-emotional student outcomes. We envision a continuous K-12 program with two K-4 elementary and two 5-8 middle schools that feed a small, high-quality and college-preparatory 9-12. Currently, no such tuition-free option exists for our majority low-income and immigrant families in our home district, Community School District 24 (CSD 24).

CSD 24 is home to historically immigrant enclave neighborhoods like Woodside, Corona and Elmhurst, where the overwhelming majority of CQA's families reside. CSD 24 is also one of New York City's most chronically overcrowded public school districts, reflecting a broader gap in New York City's infrastructure to serve these communities. Schools in CSD 24 routinely experience utilization inside their buildings in excess of 125%.<sup>1</sup> Indeed, one of the primary obstacles CQA has faced has been adequate school space inside our home district. Currently, we operate our existing grades 5-8 in two campuses located more than 2 miles apart.

CQA's facility challenges reflect the severe infrastructural shortage in our target neighborhoods. The two most populous CQA neighborhoods, Elmhurst and Corona, are categorized as 'moderate high risk' in education, housing, and health out of New York City's 59 community districts by the Citizens' Committee for Children of New York ("Committee"), an independent child advocacy organization that analyzes city demographic data across a variety of issues.<sup>2</sup> Schools Construction Authority for the City of New York projects that 1,464 school seats needed in CSD 24 are not identified.<sup>3</sup> Expansion and replication of CQA would help alleviate severe strain.

### **(b) Programmatic Impact**

CQA now serves 417 scholars representing more than 25 home countries across grades 5-8, with about 100 scholars per grade. Our school population reflects the tremendous diversity of our neighborhoods as well as the high-need nature of our families. About 86% of our students qualify for Free/Reduced Lunch (FRL). About 25% of our intake cohort, 5th grade, is as ELL, and about 12% of our student population is SWD / SPED. Our multi-lingual and multi-ethnic scholars, more than 80% of whom would be the first in their family to attend and graduate from college, reflect the diversity of Queens: our families report more than 25 different home languages.

Our program has produced promising results which we hope to improve as we replicate. With the exception of one testing strand in our founding year, our scholars have exceeded the

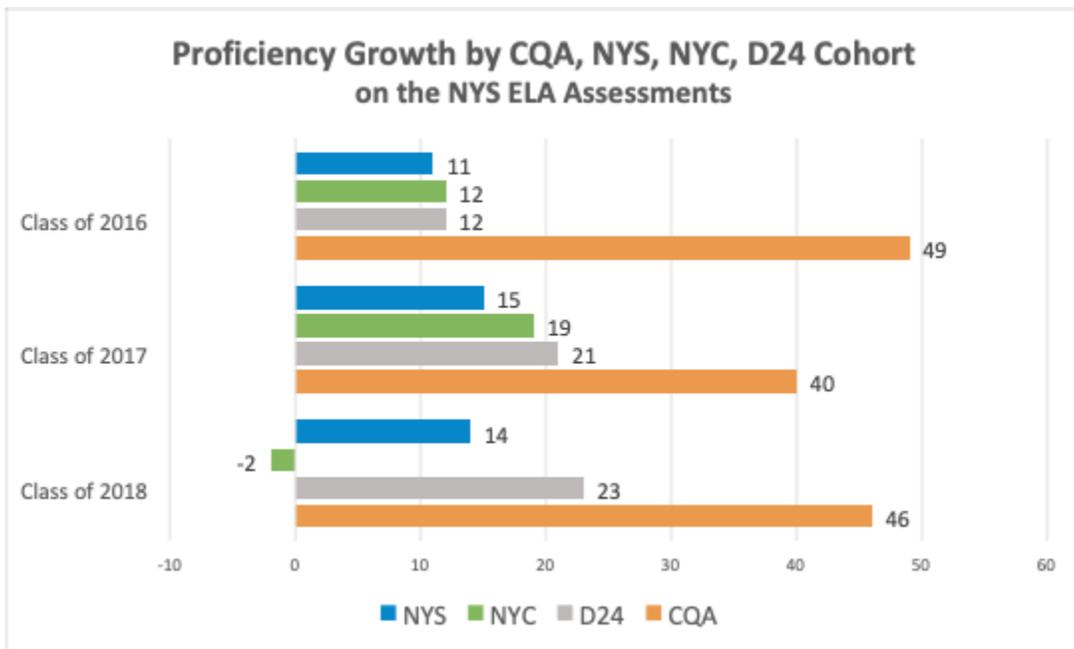
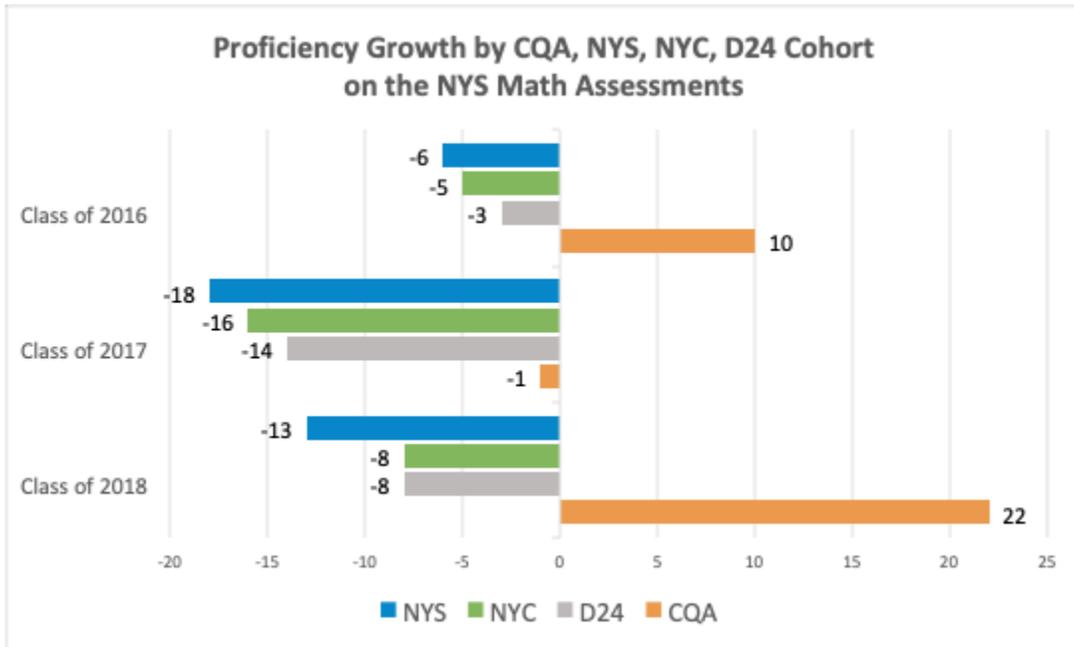
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<sup>1</sup><https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2018/10/23/chancellor-carranza-highlights-new-addition-to-ps-19-in-corona>

<sup>2</sup> "Keeping Track Online," Citizen's Committee for Children of New York, located at <http://data.cccnewyork.org/riskranking#?domain=1245&year=21&communities=10%7C17>.

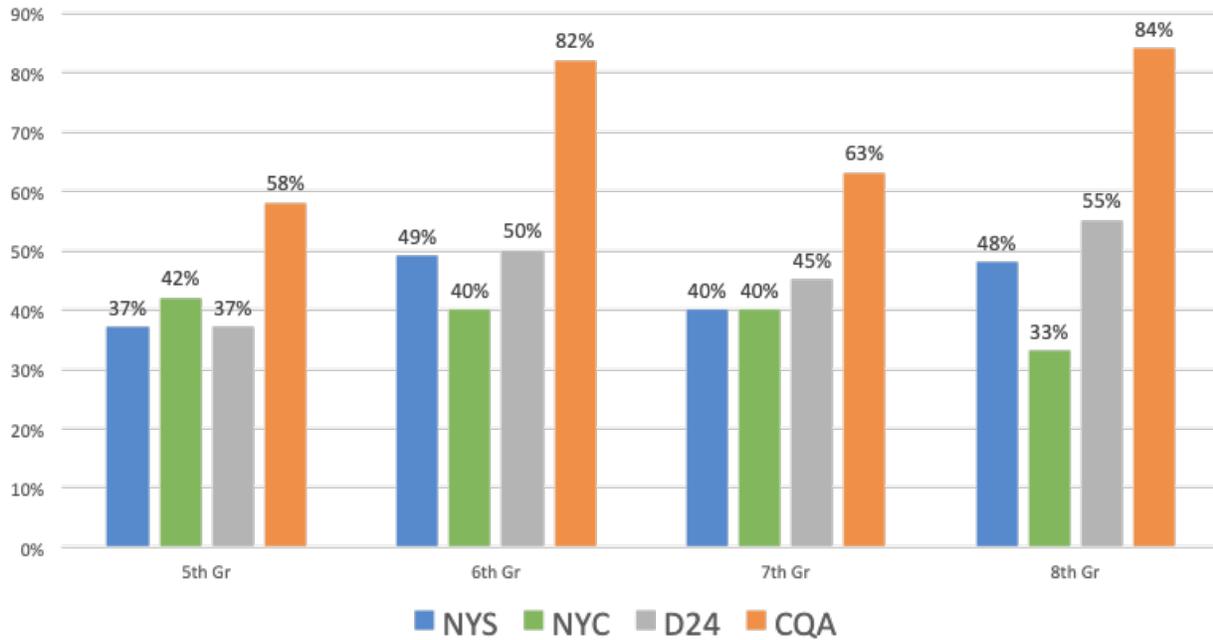
<sup>3</sup> Schools Construction Authority December 2018 presentation, CEC 24.

city, state, and home district testing peers in all New York State mathematics and English Language Arts exams. Examining the growth in proficiency (defined by 3 and 4 scores combined) in our first three graduating cohorts, the CQA classes of 2016, 2017 and 2018 greatly exceeded their city, state, and district peers.

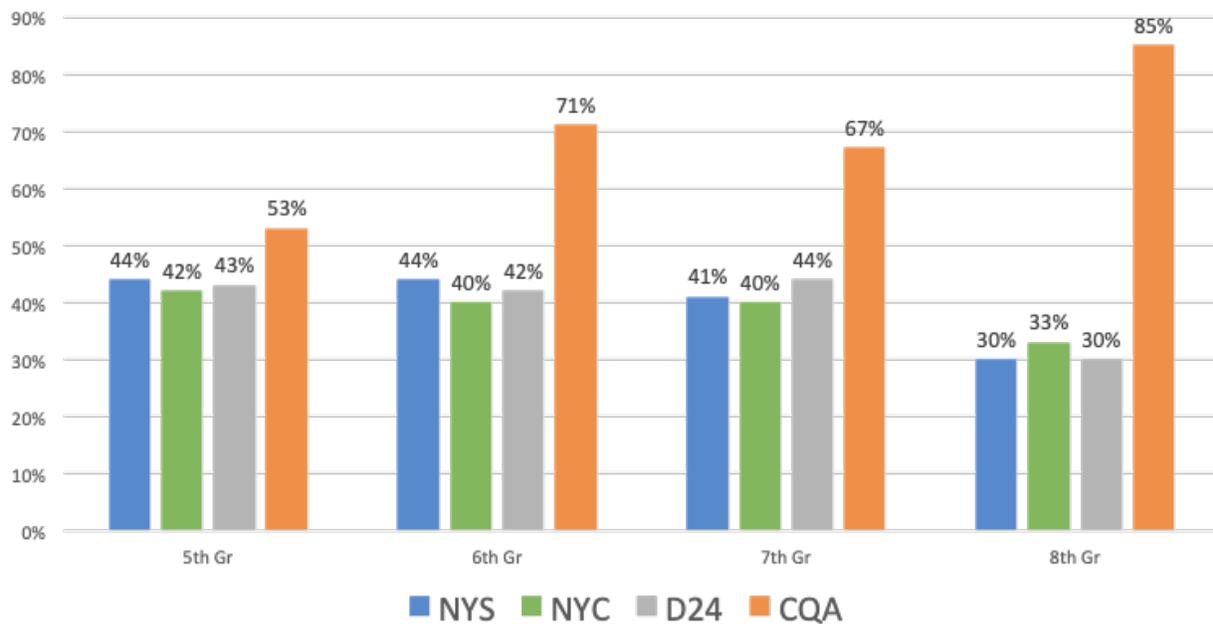


In the most recent round of state testing, our third graduating cohort, the class of 2018, significantly outpaced other students and continued a trend of rapid growth and academic transformation.

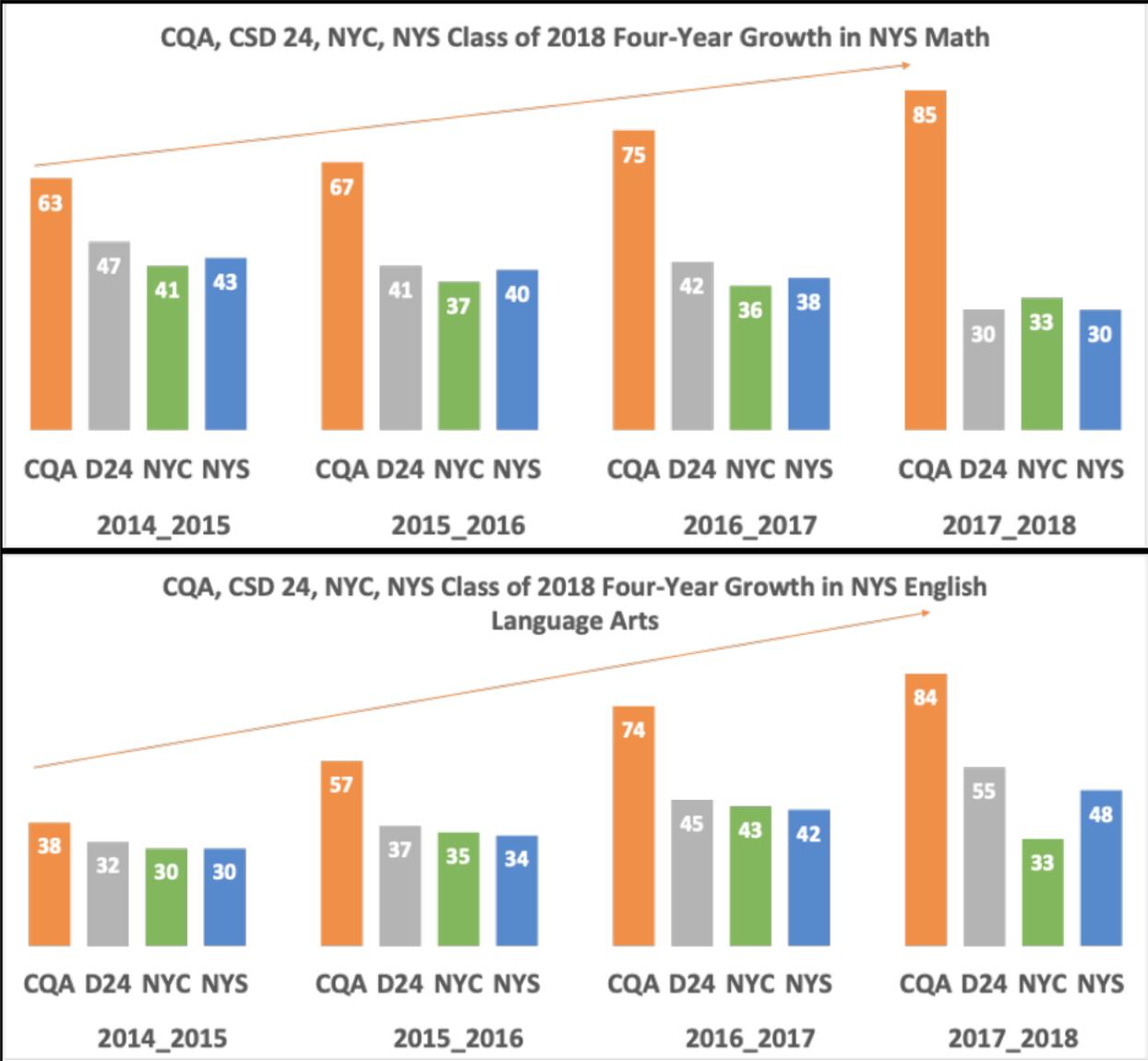
**NYS, NYC, CSD 24, CQA Spring 2018 English Language Arts Percent Proficient by Grade Level**



**NYS, NYC, CSD 24, CQA Spring 2018 NYS Math Exam Percent Proficient by Grade Level**



As previously noted, the cohort of 2018 8th grade scholars experienced notable growth consistent with the previous two graduating cohorts of CQA, the classes of 2016 and 2017.



We attribute our results in great part to our intensive focus on literacy, which has been a significant driver of academic results. Our admissions policy reserves a minimum of 30% of all 5<sup>th</sup> grade students, our intake class, for ELL students. Over our first charter term we have maintained an average of 15% classified ELL enrollment in our fifth grade, our intake year. For the current school year, 25% of our newest 5<sup>th</sup> grade scholars are ELL classified. This intake is lower than our surrounding district 24, which has about 20% ELL enrollment in its fifth grade. Beyond the technical classification of ELL status, however, our experience is that a very sizable percentage of students enter CQA in 5<sup>h</sup> grade who meet the definition of English Learner subject to ESEA Section 8101(2), but are not classified as an ELL.

We believe our intensive literacy focus has proven successful for our ELL students. By the fall of 2015, when our first class of ELL students who entered our program in 2012 reached eighth grade, every one of them had transitioned out of ELL services into mainstream reading and writing instruction. This rate of re-classification outpaced by four times the the rate of City of New York Department of Education (NYCDOE). CQA II seeks to replicate these promising

student outcomes and increase our ability to support scholars to and through college by building a pathway to CQA's long-term vision of a K-12 program serving CSD 24.

Expansion of CQA will add to the options available in CSD 24 and have a positive impact by alleviating school overcrowding. CSD 24's K-12 student enrollment in 2017 was 56,764 students. Over time, CQA II will add roughly 800 K-8 public school seats in an overcrowded, high-need zone and in the future, offer a pathway to a college-preparatory and tuition-free K-12 continuous program that at its maximum would serve more than 2,200 total students. Such a tuition-free option of a caring and continuous, high-quality small school environment is not available to CSD 24 families.

*CSD 24 Traditional Public School Options*

ELM TREE ELEMENTARY SCHOOL	K-5
CHILDREN'S LAB SCHOOL (THE)	K-5
PS 102 BAYVIEW	K-5
PS 110	K-5
PS 12 JAMES B COLGATE	K-5
PS 128 LORRAINE TUZZO-JUNIPER VALLEY	K-5
PS 13 CLEMENT C MOORE	K-5
PS 14 FAIRVIEW	K-5
PS 143 LOUIS ARMSTRONG	K-5
PS 153 MASPETH ELEMENTARY	K-5
PS 16 NANCY DEBENEDITTIS SCHOOL (THE)	K-5
PS 19 MARINO JEANTET	K-5
PS 199 MAURICE A FITZGERALD	K-5

PS 229 EMANUEL KAPLAN	K-5
PS 239	K-5
PS 28 THOMAS EMANUEL EARLY CHILD CTR	K-5
PS 49 DOROTHY BONAWIT KOLE	K-5
PS 58 SCHOOL OF HEROES (THE)	K-5
PS 68 CAMBRIDGE	K-5
PS 7 LOUIS F SIMEONE	K-5
PS 71 FOREST	K-5
PS 81 JEAN PAUL RICHTER	K-5
PS 88 SENECA	K-5
PS 89 ELMHURST	K-5
PS 91 RICHARD ARKWRIGHT	K-5
PS 305 LEARNERS AND LEADERS	K-5
PS 330 HELEN MARSHALL	K-5
PS 290 ACE ACADEMY FOR SCHOLARS	K-5
PS 307 PIONEER ACADEMY	K-5
CORONA ARTS AND SCIENCES ACADEMY	6-8

IS 119 GLENDALE (THE)	6-8
IS 125 THOMAS J MCCANN WOODSIDE	6-8
IS 5 WALTER CROWLEY INTERMEDIATE	6-8
IS 61 LEONARDO DA VINCI	6-8
IS 73 FRANK SANSIVIERI INTER SCHOOL	6-8
IS 77	6-8
IS 93 RIDGEWOOD	6-8
PS/IS 113 ANTHONY J PRANZO	K-8
PS/IS 87 MIDDLE VILLAGE	K-8
ACADEMY-FINANCE & ENTERPRISE	9-12
AVIATION CAREER AND TECH ED HS	9-12
BARD HIGH SCHOOL EARLY COLLEGE QUEENS	9-12
CIVIC LEADERSHIP ACADEMY	9-12
GROVER CLEVELAND HIGH SCHOOL	9-12
HIGH SCHOOL FOR ARTS & BUSINESS	9-12
HS-APPLIED COMMUNICATIONS	9-12
INTERNATIONAL HS FOR HEALTH SCIENCES	9-12

INTNTL HIGH SCHOOL AT LA GUARDIA	9-12
MASPETH HIGH SCHOOL	9-12
MIDDLE COLLEGE HIGH SCH AT LAGUARDIA	9-12
NEWTOWN HIGH SCHOOL	9-12
PAN AMERICAN INTERNATIONAL HS	9-12
QUEENS TECHNICAL HIGH SCHOOL	9-12
ROBERT F. WAGNER JR SECONDARY SCHOOL	6-12
VOYAGES PREPARATORY	9-12

*CSD 24 Public Charter Options*

CQA II would create a charter option not currently offered in CSD 24. In addition to CQA, CSD 24 has two other charter school options, with another set to open in 2019. All are or will be standalone middle school programs, serving grades 5 to 8. There are no charter K-8 or K-12 options in CSD 24.

*CSD 24 Private and Parochial School Options*

There are three parochial school options that offer tuition-based pk-8 programs near Corona and Elmhurst: Resurrection Ascension in Rego Park, St. Leo's Catholic Academy in Corona and St. Adalbert Catholic Academy in Elmhurst. There are no continuous K-12 programs.

**(c) Fiscal Impact**

**5-YEAR FISCAL IMPACT REPORT**

<b>Largest Enrollment District: NYC CHANCELLOR'S OFFICE</b>							
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b> ( B X C )	<b>E</b>	<b>F</b> ( D + E )	<b>G</b>	<b>H</b> ( F ÷ G )
<b>Operational Year</b>	<b>Enrollment (Number of Students)</b>	<b>Per Pupil Rate</b>	<b>Per Pupil Aid</b>	<b>Other District Revenue (SPED Funding, Food Service, Grants, Etc.)</b>	<b>Total Funding to Charter School From District</b>	<b>* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District</b>	<b>Projected Impact (% of District's Total Budget)</b>
Year 1 (2020-21)	113	15,613	1,764,285	262,271	2,026,556	32,300,000,000	0.006%
Year 2 (2021-22)	217	15,925	3,455,812	510,658	3,966,470	32,300,000,000	0.012%
Year 3 (2022-23)	313	16,244	5,084,344	754,377	5,838,721	32,300,000,000	0.018%
Year 4 (2023-24)	401	16,569	6,644,084	966,148	7,610,232	32,300,000,000	0.024%
Year 5 (2024-25)	628	16,900	10,613,304	1,286,862	11,900,166	32,300,000,000	0.037%
<b>DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:</b>			<a href="https://www.schools.nyc.gov/about-us/funding/funding-our-schools">https://www.schools.nyc.gov/about-us/funding/funding-our-schools</a>				
<b>OTHER NOTES:</b>							

As further discussed in CQA II's response to Request 21, CQA II would make an immaterial fiscal impact on the surrounding district, NYCDOE. Using 2018-2019 budget assumptions with a 2% increase assumption in the per-pupil rate (PPR), CQA II's overall impact to the NYCDOE at the end of the fifth year of operations would be .037% of the overall NYCDOE budget.

Based on CQA's experience, we believe we will have sufficient demand to meet enrollment targets in all years. Currently, CQA maintains a waitlist of approximately 1,145 applicants in school year 2018-2019. Adjusting for sibling admissions preferences and open seats by grade, for each one (1) open seat CQA can offer each year, we receive on average more than ten (10) applications. When an open seat becomes available throughout the school year, we typically fill it by exhausting fewer than 3 waitlist seats. Furthermore, CQA II will continue to use CQA's backfill policy in all chartered grades.

R-02ab - Addressing Need

(a) Mission

The mission of the Central Queens Academy Charter School II is to prepare students for success in college, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services.

(b) Key Design Elements

CQA II will replicate the key design elements (KDE) of CQA that have helped CQA produce strong student outcomes. The six key academic and non-academic design elements work together to support the mission of preparing all CQA students for success in high school, college, career, and community endeavors:

<b>Academic</b>	<b>Non-Academic</b>
<ul style="list-style-type: none"><li>● Focus on Literacy</li><li>● Rigorous Standards Based Academics and Frequent Assessments to Foster Growth</li></ul>	<ul style="list-style-type: none"><li>● Emphasis on Social and Emotional support to Teach Character and Community</li></ul>
<ul style="list-style-type: none"><li>● Focus on Teacher Development</li><li>● More Time on Task, Longer School Day and Longer School Year</li></ul>	<ul style="list-style-type: none"><li>● Culturally Responsive Education, Enrichment, and Supportive Services</li></ul>

These six key design elements ensure that CQA is a school that integrates rigorous academics and thoughtfully tailored, culturally responsive supportive services, and that the school supports its core values of community, quality of character, and achievement through academics.

In order for CQA to carry out our key design elements, we must first understand who our students are and where they are coming from. By doing so we create a culture in which all children are known. We incorporate culturally sensitive principles in all aspects of instruction and culture, reflecting and incorporating the ethnic and cultural diversity of its student body by making their backgrounds relevant to what students learn.

**1. Focus on Literacy**

CQA believes that literacy is the key skill that all students, including our intended at-risk population of English language learners (“ELLs”), need to master in order to succeed in high school, college, and the workforce. Literacy is particularly important in middle school when students are transitioning to the academic rigors they will face in high school. CQA focuses on literacy as a tool of empowerment. Teachers are trained during the summers and throughout

the school year on how to incorporate literacy goals into their content areas and curriculum, and will learn how to assess mastery of those goals. As part of that training, teachers learn about student-relevant texts and materials and how they can be incorporated into lessons.

The curricula for the four core content areas that we implement have been chosen because they lend themselves well to scaffolding instruction for literacy aims. We have also aligned our social studies and science curricula to the literacy goals set forth by the Common Core State Standards for English Language Arts.

Our schedule offers additional time through increased minutes of instruction daily, weekly, and yearly, and ample periods for teachers to plan, collaborate, and teach literacy in the classroom. The schedule also allows teachers to be observed by both other teachers who wish to learn from watching their peers, and school leaders who can provide formal and informal feedback to help teachers develop.

Moreover, CQA's general focus on literacy for all students dovetails well with our use of the Sheltered English Instruction (SEI) and Sheltered Instruction Observation Protocol, or SIOP, model of English language instruction for our ELL population. Since CQA is located in a school district (CSD 24) where there are a high number of ELLs, it is important that we offer an academic program where literacy and language is emphasized in every core classroom, not just in English Language Arts (ELA). All mainstream general education teachers integrate literacy in a way that is both culturally responsive and linguistically appropriate for ELLs to create a learning environment where students can find the material meaningful and relate to the subject matter. By focusing on literacy, students will learn to become critical thinkers, learn how to communicate effectively in speech and in writing, and develop the confidence to work independently.

## **2. Rigorous Standards-Based Academics and Frequent Assessments Foster Growth**

CQA's curriculum is rooted in the Common Core and New York State Standards. As discussed above, these not only include content standards, but the literacy standards that have been incorporated in the social studies and science frameworks of the Common Core standards. These standards will be made transparent to students at the beginning of every unit and every lesson in every classroom so that every student knows what they should be learning and on what they will be assessed. Middle school students need clear and consistent goals so that they can develop the study skills that they need to excel in high school. ELLs, in particular, will benefit from such clearly articulated standards, since they have more challenges with language comprehension than other students.

In order to measure whether students have mastered standards, CQA II will administer purposeful assessments of various forms. We will administer state-mandated assessments to measure compliance with state standards. We will administer periodic interim assessments to measure students' progress throughout the school year. We will also administer formative and summative assessments that are regularly and logically integrated into the curriculum including, but not limited to weekly quizzes, homework, essays, projects, and teacher-created tests. These can come in the form of authentic assessments like using geography to map out the expansion of the Roman Empire or using math and statistical analysis to tracking batting averages. Unit

tests will be administered at the end of a given unit. These assessments as well as interim assessments, Fountas and Pinnell testing, and the Scholastic Reading Inventory help students, teachers, and parents understand what math or reading level or lexile the students are currently at and how much they have grown.

### **3. Focus on Teacher Development**

Teachers are critical to the success of CQA to provide a supportive learning environment and model the values of the school. CQA strives to hire not only highly qualified teachers who are capable of turning any ordinary curriculum into an extraordinary learning experience, but who are also capable of modeling each of CQA's core values of community, quality of character, and achievement through academics. Teachers also understand that the middle school years are particularly difficult because of the transitions and growth that students undergo during this period between childhood and young adulthood.

Teachers develop as professionals individually and in collaboration with their colleagues. CQA provides teachers with professional development opportunities both in-house and externally for teachers to learn: how to develop and increase their pedagogical repertoire; how to integrate literacy into their unit and lesson plans, how to use the SIOP model for teaching ELLs, and how to be strong advisors so that they can adequately mentor and support their students. Teachers regularly share best practices and new pedagogical methods by preparing and providing periodic in-service trainings for their colleagues throughout the school year. They also participate in annual summer staff development training.

In addition, all teachers are supported and coached by an administrator. Teachers receive feedback on curriculum planning, lesson planning, and lesson implementation. They are held accountable for what is discussed during professional development sessions through the evaluations by school administrators.

### **4. More Time on Task, Longer School Day and Longer School Year**

CQA is a place where students are supported by teachers and staff throughout a longer school day and a longer school year in order to provide middle school students with more structure in their day to develop their academic and social skills, and more time with consistent adult role models for support. The longer school day will include periods for every subject of 60 minutes. English language Arts will have two periods (120 minutes) per day. This means that from the beginning of grade 5 to the end of grade 8, students at CQA will have completed well above the requirements of Part 100 Regulations.

In addition, built within the daily schedule is time set aside for additional enrichment and/or remediation. Students have the opportunity to further explore topics of interest like art, music, physical education or technology, or teachers may have that time for remediation for certain students. Through the use of frequent assessments, teachers are able to accurately gauge the needs of individual students that may need more reading, math, or other academic supports.

CQA provides a longer school year of 185 days by starting the school year before Labor Day. CQA also provides summer school which is required of all students who do not make

adequate academic progress during the school year and who need additional academic support services. CQA wants all students to be academically, artistically, and socially enriched over the summer, not just those who may be in academic need. The school offers enrichment programs or helps match students to some summer programs.

## **5. Emphasis on Social and Emotional Support to Teach Character and Community**

To teach the core values of character and community, CQA has a school culture that emphasizes social and emotional support based on positive principles of youth development. Studies have shown that social and emotional support increases academic performance. Middle school students need more support since they are going through a period of transition from childhood to adolescence, and may need to be taught the skills necessary to be successful young adults in today's global environment. With students coming primarily from Elmhurst, Corona, and Woodside, CQA reflects Central Queens in its rich diversity – ethnically, culturally, linguistically, and creatively.

Students are shown how to interact with and appreciate their peers in school, regardless from wherever they may originally come. By equipping our students with effective social and emotional support tools, they are able to grow into educated, self-assured, empathic teenagers. ELLs, in particular, benefit from social and emotional support because of the opportunities to help integrate them into the school culture, and the skills that they can use to communicate and feel more empowered in the school. At CQA, we integrate social and emotional support school-wide to set the culture of tolerance, civility and personal growth through advisory lessons and through the exhaustive work of our guidance counselors & administrators in charge of culture.

Most importantly, students develop a language and a culture for dealing with conflict and relationships in a peaceful and restorative way. Not only does this help all students, but it can be particularly beneficial to ELLs who need more interactive models of communication in order to develop their English language skills. Students at CQA learn that each of these values of character and community, work hand in hand to help create the kind of community that can handle the difficult issues confronting our increasingly interconnected global world. Teachers are equipped to incorporate this learning into their daily practice through workshops and trainings in the summer and throughout the year.

In order to help students to navigate the rigorous academics and develop the skills needed to embrace the school culture, CQA created an advisory system where each student is assigned to an adult advisor to be his/her mentor. Each advisor also communicates with the family of the advisee through phone calls, distribution of progress reports, and parent-teacher conferences.

## **6. Culturally Responsive Education, Enrichment, and Supportive Services**

CQA provides a culturally responsive education for all students from an institutional level and an instructional level. CQA recognizes that students come from a variety of cultural backgrounds, and that adjustment to school culture may take additional supports. To that end, the school embraces diversity by ensuring that adequate resources are allocated to cultural sensitivity, that school policies and procedures minimize adverse impacts to students from

diverse backgrounds, and that the school approaches the community for support and engagement.

In addition, teachers teach in a culturally responsive way by: acknowledging the differences between groups as well as commonalities; validating students' cultural identities in the classroom, through the curriculum, and through instructional materials; teaching students about different cultures and their experiences; creating a supportive atmosphere of mutual respect among students; and helping students to become socially and politically conscious about the world around them and the leading role they can take to make it better.

One of the ways in which CQA does this is by providing additional culturally responsive enrichment and supportive services to students is through our lead community partner, SAYA!, which provide Enrichment program design and implementation services, focusing on meeting both personal and academic needs of CQA's students. These in-school supportive and enrichment services are for all 7<sup>th</sup> and 8<sup>h</sup> grade students of CQA. Middle school students, especially as they get older, need outlets for individual expression and to build confidence outside of pure academics, and the Enrichment program can provide some of those experiences.

SAYA!'s experience with youth development - instilling self-confidence, creating positive interactions with self, adults and communities, and youth empowerment - help to reinforce the community of learning created by CQA during the school day. SAYA! designs Enrichment programs that meet the personal and educational needs particular to CQA students. This extra time at CQA gives students the opportunity to get additional tutoring for their homework, mentoring by trained professionals coordinated through SAYA!, and enrichment offerings designed and coordinated by CQA that will supplement their learning, such as public speaking courses and team sport activities.

## **CQA Mission Statement**

“The mission of the Central Queens Academy Charter School is to prepare students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services.”

## R-03 ad Proposal History

(a) Applicant Information  
Suyin So

(b) Proposal History  
As a SUNY-authorized educational corporation seeking to operate additional schools, this request is not applicable.

This application was primarily developed by the following CQA team and board members:

Michelle Dalpiaz, Chief Financial Officer  
Glenn Liebeck, School Director  
Sonia Park, Educational Accountability Chair  
Suyin So, Founder and Executive Director

(c) Founding Team Members

*Chief Financial Officer, Michelle Dalpiaz.* Prior to joining CQA in 2014, Michelle was the director of finance and operations for the Riverhead Charter School. During her tenure there, she oversaw the bond financing and construction of a new 48,000 square foot school building. Before stepping into the nonprofit world, Michelle managed the operations and financial administration for numerous Citicorp divisions. She is a graduate of Hofstra University.

*Director of Advancement, Melissa Kinsella.* Melissa has nearly two decades of fund development and advancement experience in the nonprofit sector, including high-impact special events and corporate partnership development. She comes to CQA from both well-established New York City institutions like The Frick Collection Museum, School of American Ballet, and the Central Park Conservancy as well as newer and smaller organizations, including international education and youth- focused institutions. Melissa graduated from State University of New York, Oswego.

*School Director, Glenn Liebeck.* Glenn has been with CQA since 2013. A lifelong educator who began his teaching career in Teach For America, Glenn opened CQA's 7<sup>th</sup> and 8<sup>th</sup> grade campus in 2014 and supervises its secondary leadership team. Glenn has been a teacher, school administrator, school start-up consultant, and leadership coach whose previous professional affiliations include Match Charter High School, Achievement First, and the New York City Charter Center. He received his Ed. M. from University of Massachusetts, Boston and his B.A. from Union College.

*Operations Director, Therese Paskoff.* Therese was part of CQA's founding team, starting in March 2012. Her responsibilities include oversight over all student services, human resources, technology infrastructure, and facilities management. Therese's career in education operations began at Peninsula Preparatory Academy Charter School where she served as the Director of Operations and Finance. There, she oversaw and managed all day to day operations and compliance with the school's authorizer and NYSED. Prior to joining the nonprofit sector, Therese worked with The Wright Group, a division of McGraw-Hill after working in her family business.

*Founder and Executive Director, Suyin So.* Suyin is a licensed attorney and former journalist who successfully led the application to open CQA in 2011. Her prior professional affiliations

include the law firm Pryor Cashman LLP and NBC News. She earned her bachelor's degree from Brown University and her juris doctor from Georgetown University Law Center.

(d) Withdrawn, Rejected, and Concurrent Proposals

This request is inapplicable to CQA.

Request 3e Letters of Justification

This request is not applicable.

*MICHELLE DALPIAZ*

[REDACTED]  
Bay Shore, NY 11706

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*MICHELLE DALPIAZ*

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Bay Shore, NY 11706

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**Education**  
Hofstra University Graduate School of Business  
Completed 60 credits toward MBA degree in Finance

Hofstra University, B.A. French

[REDACTED]  
[REDACTED]

Glenn J. Liebeck

Mount Kisco, NY 10549

[REDACTED]

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**EDUCATION**

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**University of Massachusetts**  
Boston, MA  
Master of Educational Administration/ May 2003

**St. Peter's College**  
Jersey City, New Jersey  
Teacher Certification/ June 1998

**Union College**  
Schenectady, NY  
Bachelor of Science, Biology, Deans List/ June 1997

*References available upon request*



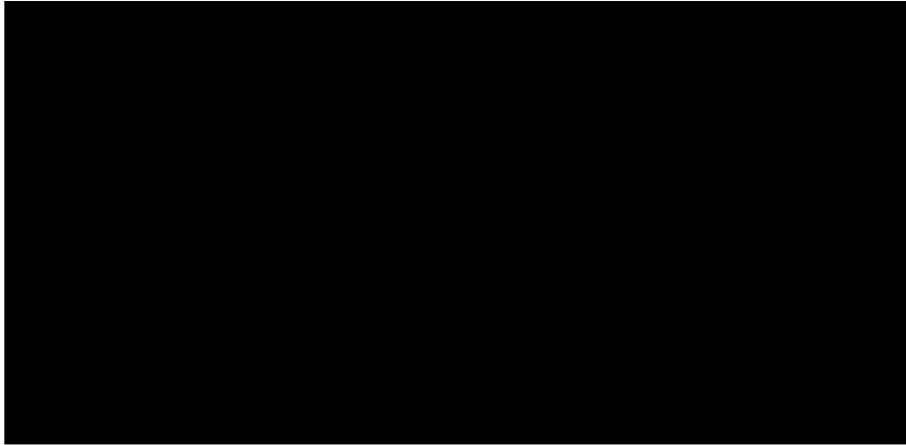
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**EDUCATION:**      **TAYLOR BUSINESS INSTITUTE, 1982**  
Business Certificate in Travel & Tourism



R-04abc – Community Outreach, Support, and Demand

(a) Description and Analysis of Outreach Efforts

To fully engage our community regarding CQA’s growth and expansion, we began first by communicating our intentions to our families and staff. We then advised external community stakeholders through a variety of means including direct in person meetings, telephone conversations, and email communication. Members of CQA’s senior leadership team directly conducted all in-person outreach efforts.

Stakeholders included Queens-serving community-based organizations such as Chhaya, South Asian Youth Action (SAYA!) and local representative advisory bodies, the Queens Community Board #4 and Community Education Council for District 24. CQA also advised local elected officials including all New York City Council Members. All external stakeholders were invited to an information session on Wednesday, January 3, 2019, at our Elmhurst campus.

Time	Stakeholder	Notes
December 6, 2018	Existing CQA Families	33 signatures
December 21, 2018	Existing CQA Staff	General enthusiasm
December 11, 2018	Community Board #4	Minutes of meeting
December 21, 2018	City Councilman Francisco Moya	No response
December 19, 2018	District 24 CEC	Interested
January 3	All	CEC members attended and asked questions

CQA leadership also personally met with or called Queens and immigrant-serving organizations to provide information about our replication plans. All community-based organizations provided letters of support for CQA II:

- Chinese American Planning Council
- South Asian Youth Action (SAYA!)
- Chhaya Community Development Corporation
- Coalition for Asian American Children and Families

All stakeholders received information about CQA II’s proposed program and rationale and were provided the opportunity and means to offer feedback and input. All stakeholders were

also invited to a January 3, 2019 information session at CQA's Elmhurst campus at which a brief presentation about CQA's growth plans was made.

At the January 3, 2019 information session, the following presentation was provided.

CQA II Overview



Opened in 2012 to serve District 24, CQA will seek a second charter to replicate our middle school (5-8) program. Each year we receive many more applications than our current buildings can serve. In the future, we hope to offer grades K-12.

CQA's 2018-2019 Waitlist

<b>Grade</b>	<b>Enrolled</b>	<b>Waitlisted</b>
<b>5</b>	110	521
<b>6</b>	104	431
<b>7</b>	103	117
<b>8</b>	100	76

Our rigorous and warm middle school program fosters academic and personal growth for our special scholars, all of whom live inside District 24 and reflect the highly diverse, immigrant-rich communities we serve.

- Small school (100 students per grade level)
- Culturally responsive, positive school climate
- College preparatory for all
- Literacy across the curriculum
- Double periods of English Language Arts
- Weekly advisory to build social and emotional competencies
- Tuition-free enrichment each day
- Regents science preparation for all

3

CQA's highly diverse school community reflects our surrounding neighborhoods, often called the "United Nations" district.

### **2018-2019 CQA Enrollment**

- Grades: 5-8
- Total Enrollment: 417
- Free/reduced lunch: 86%
- ELL: 23% of incoming 5th grade cohort; 10% overall
- SWD / SPED: 12% of incoming 5th grade cohort; 9% overall
- Hispanic / Latino: 69%
- Asian American: 16%
- African American: 11%
- White: 4%

4

We have not identified a building yet, but believe we would be able to find an educationally and financially viable District 24 building. CQA privately leases our current locations in Elmhurst and Glendale.



5

## Questions?

We invite feedback and input!



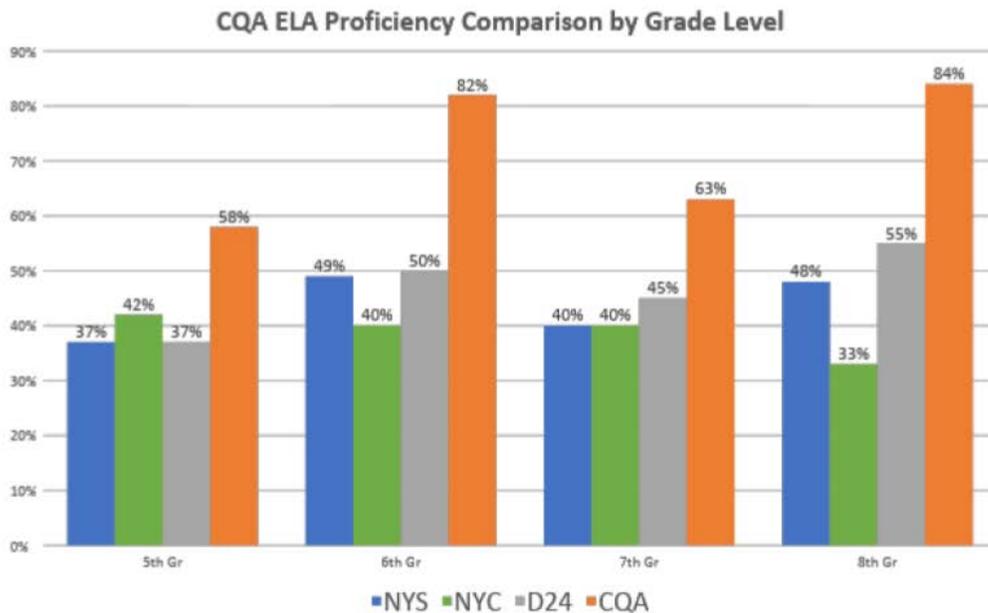
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# Appendix

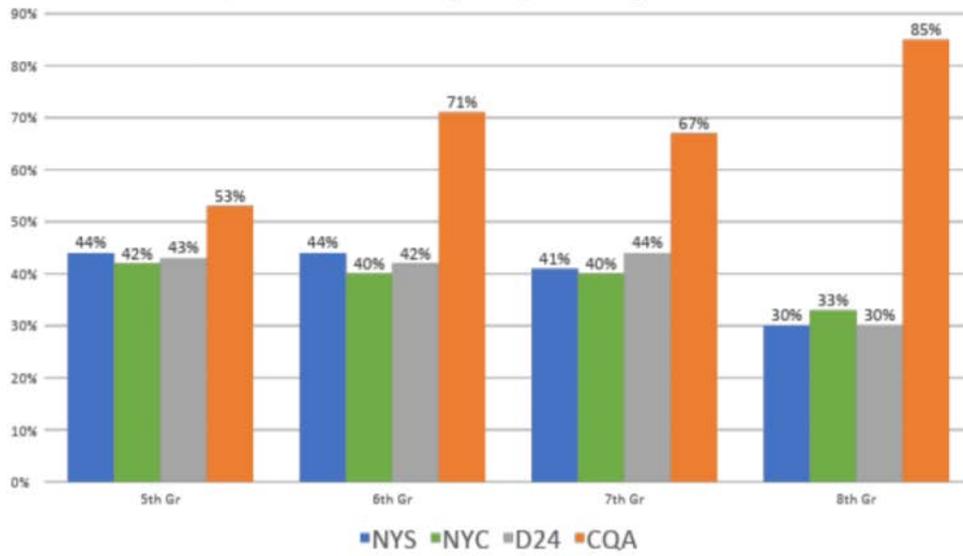
## Academic Key Results

- For all testing years, CQA has exceeded city, state, and District 24 in math. In ELA, CQA has exceeded city, state, and District 24 for all years except for 2013, our school's first testing year.
- In 2017, CQA received a full unconditional renewal from our charter authorizer, SUNY.
- CQA's 8th grade graduates (classes of 2016, 2017, 2018) have placed into the school of their choice, including specialized and selective private and public options such as Stuyvesant, Bronx Science, Townsend Harris, Dalton, and Beacon.

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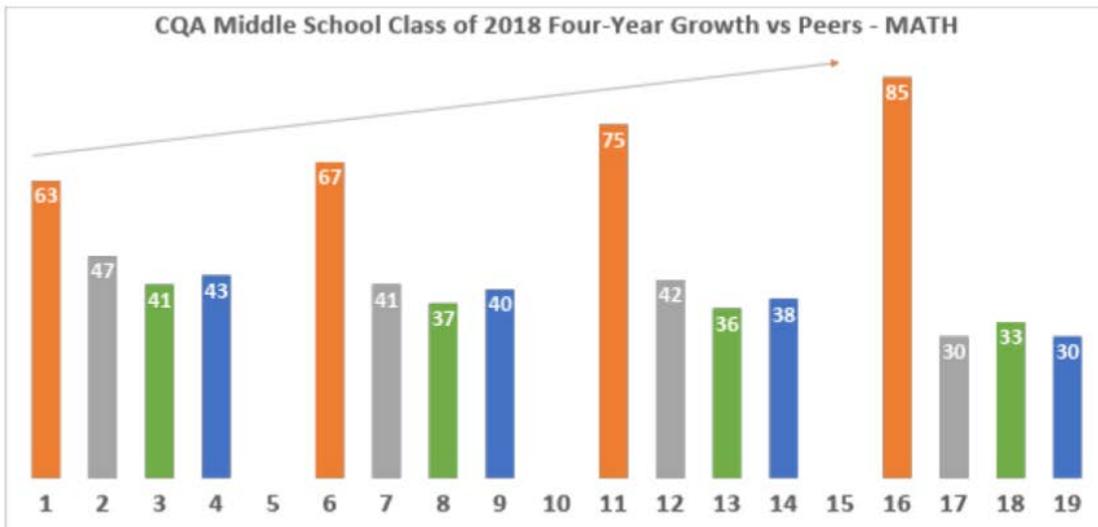


CQA MATH Proficiency Comparison by Grade Level

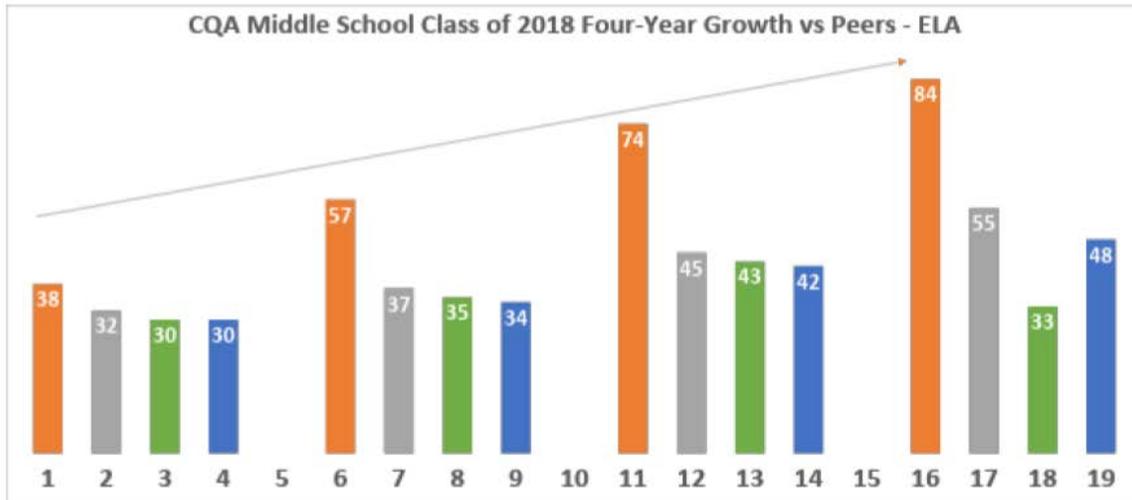


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CQA Middle School Class of 2018 Four-Year Growth vs Peers - MATH



10



11

Feedback from community stakeholders was overwhelmingly positive with a notable exception. While members of the District 24 CEC were very enthusiastic about CQA’s plans to replicate, they noted that any pursuit of co-located space in a District 24 NYCDOE school would be disfavored because of the extreme overcrowding conditions. CQA leadership assured the CEC that CQA’s facility plans assume private leased space for growth, consistent with our current school buildings.

(b) Support

CQA has received strong support for our planned expansion and replication from all stakeholder groups. We would expect strong opposition should CQA II seek co-location in a NYCDOE building or otherwise exacerbate, rather than alleviate, the school overcrowding problems in District 24.

(c) Demand

CQA’s growing reputation as a school of quality as well as the documented scarcity of CSD 24 school seats contribute to a high likelihood that CQA II will be able to meet its enrollment targets. Historically about five waitlist seats are maintained for each one seat that is open in our intake grade, grade 5. In recent years, filling a vacated seat has required about 2-3 waitlist seats depending on the time of the school year when the seat is offered.

## Request 4d Evidence of Outreach

Please see below for evidence of outreach, support, and demand.

Request 4e Evidence of Support

Please see below for evidence of outreach, support, and demand.



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

Dear Families,

CQA would like to open another CQA school in the future; a CQA III! We are asking the State of New York for permission this month. As part of our application we want to show support from our CQA families.

If you would like to express support for CQA II, please sign your name below and send this back with your scholar by **Monday January 7th**.

If you have suggestion of new programs to include, please include in the suggestion box provided.

Thank you!

*Queridas familias,*

*CQA quisiera abrir otra escuela de CQA en el futuro; un CQA III! Estamos pidiendo permiso al estado de Nueva York este mes. Como parte de nuestra aplicación, queremos mostrar el apoyo de nuestras familias de CQA.*

*Si desea expresar su apoyo a CQA II, firme su nombre a continuación y devuélvalo con su niño(a) el **lunes 7 de enero**.*

*Si tiene sugerencias de nuevos programas inclúyalos en el cuadro de sugerencias provisto.*

*¡Gracias!*

I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



Dear Families,

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*¡Gracias!*

I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: Terese Antoney

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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CHARTER SCHOOL

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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: *[Handwritten Signature]*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* \_\_\_\_\_

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

a second school/ Apoyo a CQA abriendo una segunda escuela

*[Handwritten signature]*

are/ Mis sugerencias para el futuro son...

is to get lockers for the  
constantly carrying heavy bags  
and gives back pain. Additionally,  
course instead of IDS.

French; Mandarin  
(possibly Arabic)

a second school/ Apoyo a CQA abriendo una segunda escuela

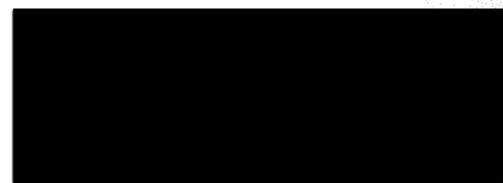
are/ Mis sugerencias para el futuro son...

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Jean D

My suggestions for the future are/ Mis sugerencias para el futuro son...

[Redacted area]



I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: India Berdano

My suggestions for the future are/ Mis sugerencias para el futuro son...

me gustaria que los chicos fueran expuestos un poco mas a la musica [Redacted] para que puedan desarrollar mas memoria y disciplina

ya que a travez del aprendizaje de un instrumento pueden desarrollar otras partes de su cerebro.

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: [Redacted]

My suggestions for the future are/ Mis sugerencias para el futuro son...  
A suggestion I have is to ADD A LANGUAGE COURSE, and get rid of 105. Also it would great if we could have study hall.

I support CQA opening a second school/ Apoyo a CQA abriendo una

Signature/ Firma: [Handwritten Signature] [Redacted]

My suggestions for the future are/ Mis sugerencias para el futuro son...

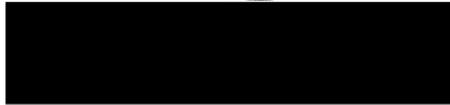
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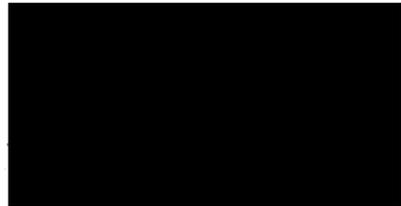
Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

\* Language courses

\* (etrid or I)S





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Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

- During lunch, there can be clubs going on like a art club or drama club



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Signature/ Firma: Esther Animás A 

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*un taller de musica taller de dibujo  
concursos de matemáticas y ciencia*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ *Firma:* MAHAMADOU. L. DOUCOURE

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma:

*[Handwritten signature]* *1/6/19*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Music program*  
*Cooling program*



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Signature/ Firma: *K.K. Petrucci* 

*I'm so happy about this!!*  


My suggestions for the future are/ *Mis sugerencias para el futuro son...*  
*cheer leading ; music*  
*gymnastics theatre*  
*chorus*  
*band*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma: *Yanis Suarez*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma: 

My suggestions for the future are/ Mis sugerencias para el futuro son...  
*Nosotros Apoyamos para que Abran otra Escuela de CQA desde Kindergarden.*



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CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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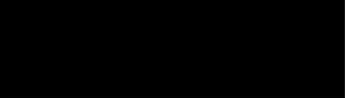
Signature/ *Firma:* \_\_\_\_\_

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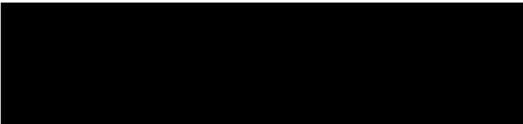
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Signature/ Firma:

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

~~Being able to wear~~



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Signature/ Firma: Mamasujia

My suggestions for the future are/ Mis sugerencias para el futuro son...

Gym , & Art



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Signature/ Firma: \_\_\_\_\_

*Rhale*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*Bigger ground for sports/ More space.*



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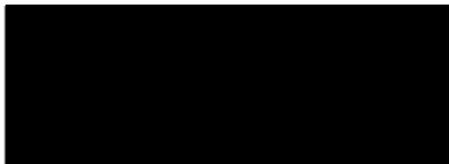
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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

Make the school as huge as  
Every Friday - dressdown



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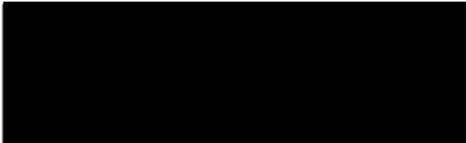
Signature/ Firma: \_\_\_\_\_

*[Handwritten signature]*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*No uniform*





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*¡Gracias!*

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

Add lockers



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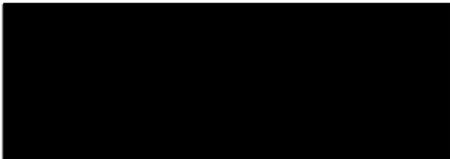
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Signature/ Firma: Arturo Gordia

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*-Add more programs that kids like, maybe a vote for the most popular clubs*



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Signature/ Firma:

*Marcus Brown*

My suggestions for the future are/ Mis sugerencias para el futuro son...



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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Signature/ Firma:

*Julia Torres Morales*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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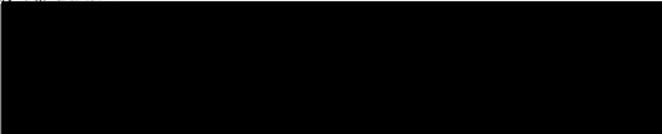
Signature/ Firma: *Lidia Duraga*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*To have various sport rooms*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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Signature/ Firma: Robma B...

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

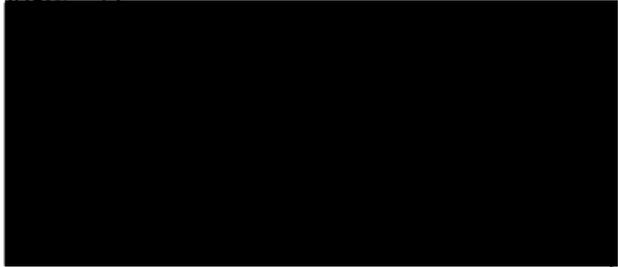
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Signature/ Firma: \_\_\_\_\_

*Saf abise*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Open a high school*



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Signature/ Firma: *Maria A Alejandra*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma: *Emeria Alvarado*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*Cheerleading, wood cross, Track team, Step and dance team. Foot ball team.*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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Signature/ Firma:

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma: Belegach

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

- + Fashion/ cosmetology/ cheerleading
- + Dress down
- + Soccer team
- + Volleyball team



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Signature/ Firma: \_\_\_\_\_

*Ausma Torres*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*I strongly support the opening of another CQA branch because of their good education standard and supportive teachers.*



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CHARTER SCHOOL

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Support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma:

*Bethugen*



My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*My Suggestion is that CQA deserve a second school, because it is doing amazing thing in my children's lives both academic and morally*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* \_\_\_\_\_

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

*basketball program, math club,  
technology,*



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Signature/ Firma: \_\_\_\_\_

*Debra H. Payne*

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: *[Handwritten Signature]*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*  
*To make a bigger building.*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

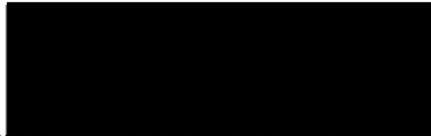
Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

*I + WM be nice for the new school  
to have a variety of CQA sweaters.  
Most student dont like the cardigans*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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Signature/ Firma:

*[Handwritten Signature]*

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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

*• Have different colored uniforms to tell the difference between the two CQA's.*



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: *Kevin Monte*



My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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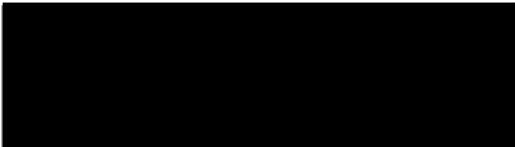
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Signature/ Firma: *F. Addo*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*  
*- More extracurricular activities*



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CHARTER SCHOOL



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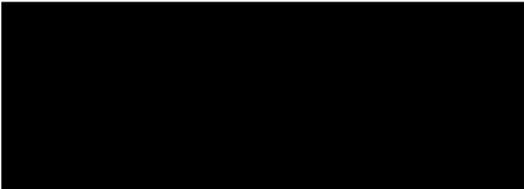
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Signature/ Firma: Tadliwa B. [Signature]

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* *Xiolo Hayes*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*add a high school*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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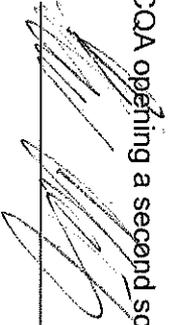
I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* *V. Lopez*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

A handwritten signature in black ink, consisting of several loops and strokes, written over a horizontal line.

My suggestions for the future are/ Mis sugerencias para el futuro son...

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

My Suggestion for the future are that that there is  
going to be another CQA school.

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

*Reyes*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Student council or student activities, also  
a physical education program.*

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

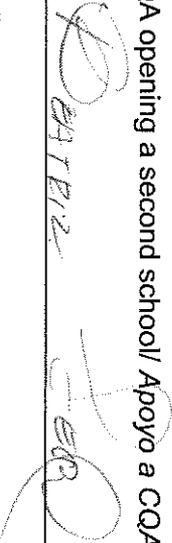
Signature/ Firma:

A handwritten signature in black ink, appearing to be 'S. E. ...', written over a horizontal line.

My suggestions for the future are/ Mis sugerencias para el futuro son...

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

 D. A. T. R. Z.

My suggestions for the future are/ Mis sugerencias para el futuro son...

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: CHARLES ANJEL

My suggestions for the future are/ Mis sugerencias para el futuro son...

Ando ~~des~~ ~~quis~~ for the kids to have  
less things in their backpacks.

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Joana Lemus

My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

Recreational Programs as Gym, Ate,  
and Music. free time? more trips



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL



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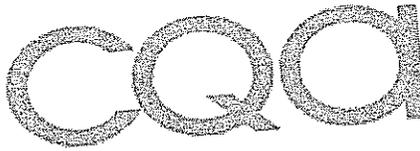
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Signature/ Firma: Marie J Pierre

My suggestions for the future are/ Mis sugerencias para el futuro son...





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Signature/ Firma: meudrey 1/4/19

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Signature/ Firma

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Gym Basketball



CENTRAL QUEENS ACADEMY  
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Maribel R. 1/4/19

My suggestions for the future are/ Mis sugerencias para el futuro son...

My suggestions for the future to have more help for the students that need it for example extra after school programs.



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Donata Czapiewska

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Regular gymnasium and gym classes  
throughout the entire school year.*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

- After school school programs, for example, Track, Basketball...
- Bathrooms outside of classrooms

Dear Families,

COA would like to open another COA school in the future; a COA III We are asking the State of New York for permission this month. As part of our application we want to show support from our COA families.

If you would like to express support for COA II, please sign your name below and send this back with your scholar by **Monday January 7th**.

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Thank you!

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!Gracias!

I support COA opening a second school/ Apoyo a COA abriendo una segunda escuela

Signature/ Firma:



My suggestions for the future are/ Mis sugerencias para el futuro son...  
More extracurricular activities.

Dear Families,

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Thank you!

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nino(a) el **lunes 7 de enero**.

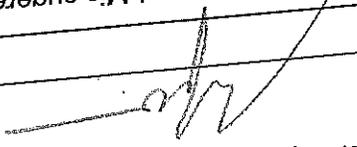
Si tiene sugerencias de nuevos programas para incluir, inclúyalos en el cuadro de sugerencias

provisto.

!Gracias!

I support COA opening a second school / Apoyo a COA abriendo una segunda escuela

Signature/ Firma:



My suggestions for the future are/ Mis sugerencias para el futuro son...  
*We want more technical and computer related studies like basic programming*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

Dear Families,

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*¡Gracias!*

---

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Narciso Vinucza

My suggestions for the future are/ Mis sugerencias para el futuro son...



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!Gracias!

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Milda Torres Morales*

My suggestions for the future are/ Mis sugerencias para el futuro son...

[Empty box for suggestions]



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma: \_\_\_\_\_

*Isabel Peraphia*

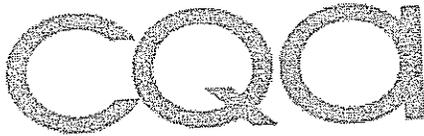
My suggestions for the future are/ Mis sugerencias para el futuro son...

- bathrooms

↳ girls  
↳ boys

- space

- bigger or better windows
- Computer room
- bigger office



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CHARTER SCHOOL

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Sally Hamdon

My suggestions for the future are/ Mis sugerencias para el futuro son...  
we have some suggestions, my son always dreamed of this  
to be in his school:  
- stage  
- stadium / Soccer Field / Gym  
- bigger hallway  
Please put this in your plan in the new school



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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¡Gracias!

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Maria Polignone

My suggestions for the future are/ Mis sugerencias para el futuro son...





CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Bigger play area outside for children*



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I support COA opening a second school/ Apoyo a COA abriendo una segunda escuela

Signature/ Firma:

*[Handwritten signature]*

My suggestions for the future are/ Mis sugerencias para el futuro son...



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!Gracias!

I support CQA opening a second school/ Apoyo a CQA en una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...  
I would like to suggest that the new school for CQA should have pre-k and kindergarten grades.  
- written by me, idea of my mom



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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My suggestions for the future are/ Mis sugerencias para el futuro son...

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Rose Lopez*

My suggestions for the future are/ Mis sugerencias para el futuro son...  
*Ante de 5 años MLSE e ibero*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...





CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

January 4, 2018

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Rodriguez*

My suggestions for the future are/ Mis sugerencias para el futuro son...

[Empty box for suggestions]





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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* Y. Dollar

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Que si estoy de acuerdo que haban mas charter School in el Estado de New York y especialmente High School. para los grados, 9, 10, 11 y 12.*



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: S. Dolma

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*Applying for elementary charter school  
or middle school?*



CENTRAL QUEENS ACADEMY  
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Signature/ Firma: K. Sherpa

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Have a CQA for elementary scholars!*



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: \_\_\_\_\_

*Azucena Guzman*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*Ayudar con las tareas.  
Hacer falleros para los papas*



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

Dear Families,

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*¡Gracias!*

I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* \_\_\_\_\_

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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Signature/ Firma: Greg Florencio

My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma:

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*after school programs.*



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Signature/ Firma: \_\_\_\_\_

*Scott Rogay*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*a bigger school with gym*



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Signature/ Firma: *Wanda Radey*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

- ① Gym Activities*
- ② Learning Instruments for music.*
- ③ Different Languages (Chinese, Spanish, etc)*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Juan Rosendo

My suggestions for the future are/ Mis sugerencias para el futuro son...

None





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I support CQA opening a second school! *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: ALEJANDRA ESPINOSA

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

would love to see more Gym, art and tech  
classes.

Thanks





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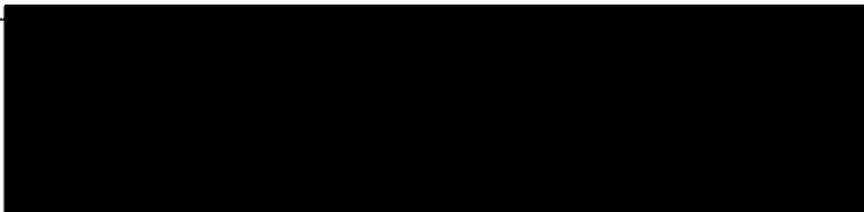
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Signature/ *Firma: Martha L. Ramirez.*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*





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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: J C Johnson

My suggestions for the future are/ Mis sugerencias para el futuro son...





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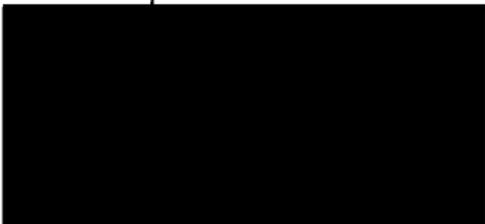
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My suggestions for the future are/ Mis sugerencias para el futuro son...





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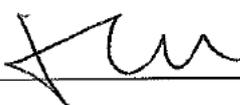
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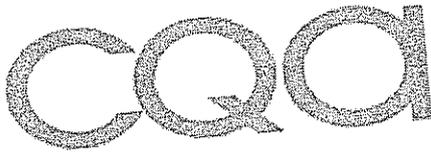
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Signature/ Firma: 

My suggestions for the future are/ Mis sugerencias para el futuro son...

To extend to 12<sup>th</sup> grade.



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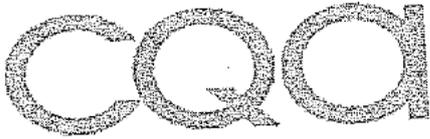
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: DERASHI. SHU

My suggestions for the future are/ Mis sugerencias para el futuro son...

to have soccer match every  
monday and whichever team  
win they go to ticket and also have  
ice cream in summer every Friday and  
dress day every monday and Friday in  
March-June.



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Guadalupe

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma:  

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

*Everything is OK*

Dear Families,

COA would like to open another COA school in the future; a COA III. We are asking the State of New York for permission this month. As part of our application we want to show support from our COA families.

If you would like to express support for COA II, please sign your name below and send this back with your scholar by **Monday January 7th**.

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Thank you!

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!Gracias!

I support COA opening a second school! Apoyo a COA abriendo una segunda escuela

Signature/ Firma: Rosa Lozada

My suggestions for the future are! Mis sugerencias para el futuro son...  
- Art classes  
- music classes



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CHARTER SCHOOL

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: *Eliona Magancela*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*que aya todo los grados por  
que es muy buena escuela*



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Grasceida Marin

My suggestions for the future are/ Mis sugerencias para el futuro son...

me gustaria que abrieran una escuela desde kindergarden hasta octavo grado porfavor.



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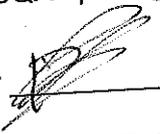
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: 

My suggestions for the future are/ Mis sugerencias para el futuro son...



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma: *Marta Apelo*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Que abran otras escuelas como CQA para los niños que comiensen si es posible desde kindergarden.*



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Signature/ Firma: Helen Lo

My suggestions for the future are/ Mis sugerencias para el futuro son...

To have a gym for not only mental/education but <sup>to be</sup> physically active, a school where siblings from elementary through junior high school can ~~stay~~ be together in one building. My son would like to have more physical activities especially during his growing stages. (Basketball <sup>ka</sup> for him.)



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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Que sean más Escuelas Charter en Queens,  
y High School, grados 9, 10, 11, 12*



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Signature/ Firma:

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55-30 Junction Boulevard  
Elmhurst, NY 11373

88-24 Myrtle Avenue  
Glendale, NY 11385



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

May 7, 2018

To Whom It May Concern:

Please be aware that [REDACTED] has been a student at our school for the last two years. Despite some academic struggles, [REDACTED] has made significant progress in that time in English, math, science, and social studies. Without a doubt, [REDACTED] academic gains are because of the support he has received from his two parents.

[REDACTED] academic needs are significant. He struggles in English when forced to read a complex text regardless of whether it is fiction or non-fiction. At times, he finds it difficult to analyze a text in order to determine the central idea, best evidence to support a claim, or author's tone. In writing, [REDACTED] sometimes fails to properly articulate his thoughts, craft a thesis statement, substantiate an idea with appropriate explanation, and write evaluations. In mathematics, [REDACTED] has a hard time with multi-step problems, synthesizing concepts, and real world math questions. In social studies, [REDACTED] needs to continuously work on understanding & analyzing primary source documents, writing essays using accurate historical content, understanding bias, and deciphering maps, charts & graphs. In science, Eddy should improve in retaining content, applying & integrating ideas together, and mastering concepts in biology, chemistry, physics, and earth science.

As [REDACTED] approaches 7<sup>th</sup> grade, which is academically the most important middle school year for determining high school admissions, he will face a myriad of new academic challenges since the New York State Next Generation Standards sharply increase in 7<sup>th</sup> grade. The content and skills required during 7<sup>th</sup> grade are more difficult than many of the previous academic years combined! In addition, [REDACTED] will face new social and emotional obstacles as he will be commuting to school on his own using public transportation and will have a new set of classmates, some of whom will be new to our school.

Without the support of his parents, I fear that [REDACTED] will suffer academically, socially, and emotionally in ways where he may never recover. It is vital for [REDACTED] to be with his parents in an environment where he can continue to grow academically, socially, emotionally, and in every other way.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ashish Kapadia', written in a cursive style.

Ashish Kapadia  
School Director/Principal of Central Queens Academy Charter School



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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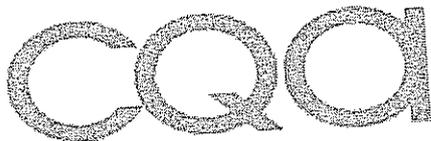
Signature/ Firma: John Wyr

My suggestions for the future are/ Mis sugerencias para el futuro son...

to make seperate bathrooms (boys and girls)

To have a GYM and theater

to have a science fair when the school is built



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Signature/ Firma: Elisagabela

My suggestions for the future are/ Mis sugerencias para el futuro son...

Fuera muy buena idea de una segunda escuela pero que tuviera gimnasios para que los niños se desarrollen físicamente. es mi opinión gracias



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Signature/ Firma:

*Diana Cand...*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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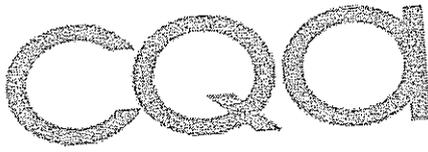
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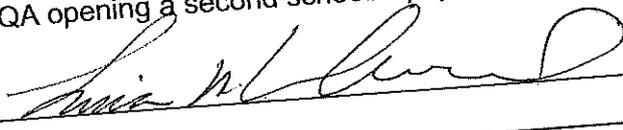
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Signature/ Firma: *[Handwritten Signature]*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*Art, gym, Free time*



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Signature/ Firma: 

My suggestions for the future are/ ~~Mis sugerencias para el futuro son...~~  
Art, Essay writing classes, Dance, Sports, music, etc.



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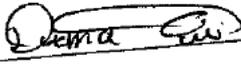
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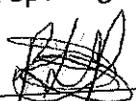
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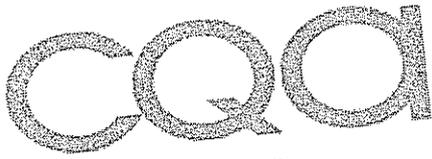
*¡Gracias!*

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

Gym class.



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Stephanie Ruiz* (Stephanie Ruiz)

My suggestions for the future are/ Mis sugerencias para el futuro son...

The School is amazing as is.  
Thank you for all you do.



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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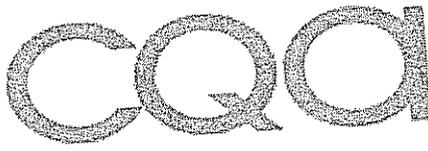
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Mommo Suf...

My suggestions for the future are/ Mis sugerencias para el futuro son...

Art drama Music dance singing.



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Robina B...

My suggestions for the future are/ Mis sugerencias para el futuro son...

[Empty box for suggestions]



CENTRAL QUEENS ACADEMY  
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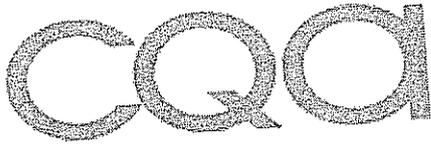
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

Seguir apoyando a los niños  
Para que [redacted] un buen  
Futuro



CENTRAL QUEENS ACADEMY  
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Signature/ Firma: 

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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Vendras*

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...

A CQA High School 😊



CENTRAL QUEENS ACADEMY  
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Signature/ Firma: Lobsang Lhamo

My suggestions for the future are/ Mis sugerencias para el futuro son...



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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: Sandra Rodriguez

My suggestions for the future are/ Mis sugerencias para el futuro son...

A Gym



January 5<sup>th</sup>, 2019

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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* *Danyal P. Ali*

My suggestions for the future are/ *Mis sugerencias para el futuro son...*

Dear Families,

COA would like to open another COA school in the future; a COA III. We are asking the State of New York for permission this month. As part of our application we want to show support from our COA families.

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!Gracias!

I support COA opening a second school // Apoyo a COA abriendo una segunda escuela

Signature/ Firma: Tania Cordova

My suggestions for the future are/ Mis sugerencias para el futuro son...



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma: \_\_\_\_\_

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Signature/ Firma: \_\_\_\_\_

My suggestions for the future are/ Mis sugerencias para el futuro son...



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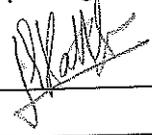
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My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma: \_\_\_\_\_

1-7-2019

My suggestions for the future are/ Mis sugerencias para el futuro son...

Should be from K to 8 grade



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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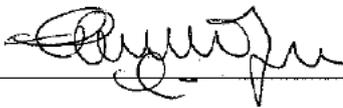
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I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: 

My suggestions for the future are/ Mis sugerencias para el futuro son...

*to add atleast a bigger cafeteria.*



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I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: Maria Penaloza

My suggestions for the future are/ *Mis sugerencias para el futuro son...*



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I support CQA opening a second school / Apoyo a CQA abriendo una segunda escuela

Signature/ Firma:

*Shauna Kedge*

My suggestions for the future are/ Mis sugerencias para el futuro son...

*After school programs for 5th and 6th graders.*





CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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---

I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ Firma: Yerania Saucedo A

My suggestions for the future are/ *Mis sugerencias para el futuro son...*





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*¡Gracias!*

I support CQA opening a second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firma: 

My suggestions for the future are/ Mis sugerencias para el futuro son...

- More space
- add playground
- and add gym
- more desks
- more computer
- add more teachers



CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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Signature/ Firma: Arónica Tordero 

My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma: Marta Berni

My suggestions for the future are/ Mis sugerencias para el futuro son...



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Signature/ Firma:

My suggestions for the future are/ Mis sugerencias para el futuro son...

Nosotros Apoyamos a CQA para que abran  
Una Escuela desde kindergarden.



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Signature/ Firma: Jose Sosa

My suggestions for the future are/ Mis sugerencias para el futuro son...









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Signature/ Firma: Yerania Savcedo A

My suggestions for the future are/ Mis sugerencias para el futuro son...

more programs, great school



South Asian Youth Action

January 7, 2019

Ms. Susie Miller Carello  
State University of New York  
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Ms. Carello,

On behalf of South Asian Youth Action (SAYA), I am writing in regard to CQA's proposed second school, CQA II. Based on our partnership with CQA since its opening, we are confident that District 24 students and families would be well served by a second CQA.

SAYA is a 501(c)3 youth development organization in New York City for students ranging in age from first graders to college students. Our mission is to foster a strong sense of belonging in youth and provide them with tools to thrive academically, professionally and personally. SAYA is South Asian-focused, inclusive and committed to connecting youth from all backgrounds to opportunities. Established in 1996, SAYA has grown into a \$4.3 million organization currently running programs at nine NYC schools and our community center in Elmhurst, Queens. We offer year-round programming that takes place during the school day, after school, on weekends and during the summer. In the 2017-18 school year, over 1,500 youth benefited from our services.

Many SAYA participants are first- or second-generation immigrants and face challenges that can hinder their chances to be academically successful, graduate high school and go to college. SAYA provides an accessible, safe and culturally affirming space for youth and offers mentorship beyond the classroom so they confidently grow into engaged community members ready for college, career and personal success. Our holistic and comprehensive services include free leadership and identity development, academic support, college access and success programming, career exploration, sports, arts and STEM instruction.

CQA's strong and positive school culture reflects a core belief about the importance of social and emotional health for life and academic success. Given SAYA's focus on building social and emotional learning competencies in youth, there is clear alignment between SAYA's and CQA's missions. Since CQA opened, SAYA has provided a 90-minute enrichment block to seventh and eighth graders following the instructional day. Currently, through a contract with the New York City Department of Youth and Community Development, SAYA is able to offer a variety of enrichment activities such as taekwondo, drama, sports and leadership skills-building. Following the enrichment block, students can receive help with their homework and school assignments.

54-05 Seabury St., Elmhurst, NY 11373

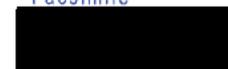
Telephone



Web Site

[www.saya.org](http://www.saya.org)

Facsimile



E-mail



By collaborating to provide free enrichment to each student, SAYA and CQA demonstrate a shared commitment to the whole child. We hope that the school will be able to offer this effective and impactful program to more families and look forward to exploring opportunities to expand our partnership with CQA to provide high quality services to the youth of District 24.

Please do not hesitate to contact me at [REDACTED] with any questions.

Best regards,



Sonia Bhuta Sisodia  
Executive Director

January 8, 2019

Susie Miller Carello  
State University of New York  
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Ms. Carello:

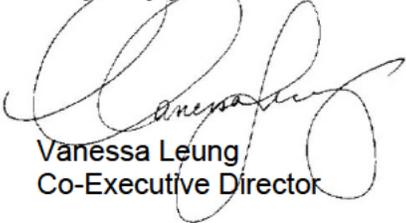
We are the Co-Executive Directors of the Coalition of Asian American Children and Families (CACF), and are pleased to provide our support Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Founded in 1986, CACF advocates for equity and opportunity for marginalized Asian Pacific American (APA) children and families. We do this by using and sharing information that counters the model minority myth and sheds light on community needs; activating APA youth and community members as "social justice" leaders; and mobilizing a coalition of partners to fight for systems and policy change. Our vision is for all children and families, including Asian Pacific Americans, in New York City to be safe, healthy, and able to reach their full potential in life.

As an organization committed to advancing educational equity in New York City for our young people, CACF believes that all families in all of NYC's neighborhoods should have high-quality public school options available to them. CQA's culturally responsive, academically rigorous school community values diversity and practices inclusivity. We believe this school climate should be open and available to all students, especially Asian American whoc face a variety of barriers in schools, ranging from intense bullying to linguistic isolation.

We hope CQA will be afforded the opportunity to expand and ask that you contact us via email should you have any further questions.

Very truly yours,

  
Vanessa Leung  
Co-Executive Director

  
Anita Gundanna  
Co-Executive Director



Suyin So [REDACTED]

## Meeting

Jo Ann Berger [REDACTED] Fri, Jan 4, 2019 at 4:04 PM  
To: Suyin So [REDACTED]  
Cc: Glenn Liebeck [REDACTED], [REDACTED] Lucy Accardo  
[REDACTED], Melissa Kinsella [REDACTED], Therese Paskoff [REDACTED]

Thank you very much. It was a pleasure meeting all of you and it was a very informative meeting. Wish you well with your plans for expansion.

Jo Ann Berger

On Fri, Jan 4, 2019 at 4:02 PM Suyin So [REDACTED] wrote:  
Dear Janet and JoAnn,

Thank you again for coming to the CQA II info session last night (and for eating the cookies!). If you or any other members of the CEC have questions about our plans for replication, please do not hesitate to email any of us. I have copied here Glenn Liebeck, our School Director, Therese Paskoff, our Operations Director, and Melissa Kinsella, our Advancement Director. I've also included some data about our students below.

We will be filing the proposal for our second charter on Wednesday January 9th and hope to be able to update the CEC with a positive response thereafter. Please do not hesitate to send us any feedback or input as the process unfolds!

Best regards,  
Suyin

### 2018-2019 CQA Enrollment

- Grades: 5-8
- Total Enrollment: 417
- Free/reduced lunch: 86%
- ELL: 23% of incoming 5th grade cohort; 10% overall
- SWD / SPED: 12% of incoming 5th grade cohort; 9% overall
- Hispanic / Latino: 69%
- Asian American: 16%
- African American: 11%
- White: 4%

On Thu, Jan 3, 2019 at 3:27 PM Suyin So [REDACTED] wrote:  
Hi Ms. Kregler,

We look forward to welcoming Ms. Berger. If other CEC members have questions about our process, I'm happy to meet with them at their convenience or communicate over email.

Thanks,  
Suyin

On Thu, Jan 3, 2019 at 3:09 PM Kregler Janet [REDACTED] wrote:

I wanted to let you know that Jo Ann Berger, a member of our CEC24 will be attending this evening.

Thank you.

Janet Kregler

Community Education Council 24

Mosaic Pre-K Center #777

[REDACTED]

Woodside, New York 11377

[REDACTED]

[REDACTED]

[REDACTED]

[www.facebook.com/CEC24](http://www.facebook.com/CEC24)

--

Executive Director

[www.centralqueensacademy.org](http://www.centralqueensacademy.org)

Central Queens Academy Charter School

55-30 Junction Boulevard

Elmhurst, NY 11373

p: 1-718-850-3111, ext. 2027

c: 646-552-9375

--

Executive Director

[REDACTED]

Central Queens Academy Charter School

55-30 Junction Boulevard

Elmhurst, NY 11373

[REDACTED]



**chhaya** CDC

Sustaining Homes  
Strengthening Communities

December 19, 2018

Susie Miller Carello  
State University of New York  
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Ms. Carello,

On behalf of Chhaya CDC, I write to express our support for Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Chhaya CDC was founded in 2000 to advocate for the housing needs of New York City's low-to-moderate income individuals and families. Our mission is to build the power, housing stability & economic well-being of South Asian and Indo Caribbean communities. Annually, Chhaya directly serves 2,000 individuals and reaches thousands more through our group workshops and outreach.

Central to the needs of Chhaya's constituents and community is access to high quality and culturally competent public education, particularly in the middle grades that CQA serves. I have visited CQA personally, and seen firsthand the direct impact its program makes each day.

As a longtime Jackson Heights resident and activist, I personally believe more schools should be built and opened in the overcrowded District 24 neighborhoods. I particularly believe these neighborhoods need schools that offer a culturally competent, high-quality and college-preparatory program inside a nurturing environment, such as CQA's. A second CQA would be a benefit to our neighborhoods and families.

Very truly yours,

Annetta Seecharan

**chhaya** CDC  
37-43 77th Street, 2nd Floor  
Jackson Heights, NY 11372



## Chinese-American Planning Council, Inc.

December 19, 2018

Susie Miller Carello  
State University of New York  
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Ms. Carello,

On behalf of Chinese-American Planning Council (CPC), I write to express our support for Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Founded in 1965, CPC's mission is to promote social and economic empowerment of Chinese American, immigrant and low-income communities. CPC serves over 3,000 individuals each day through the social services offered at our Queens Community Center. We provide early childhood education, school-age care, youth services, workforce development, community services, and senior services.

Our community has long advocated and asked the City of New York for more high-quality educational options well-suited for our families and children, 71% of whom are immigrants and another 21% of whom live in poverty. Still falsely touted as the model minority, Chinese Americans experience significant psychosocial and academic barriers in many schools across the city.

Particularly at a time when the quality and equity of New York City's public school system are under intense scrutiny, we believe schools serving highly immigrant communities that balance a warm school climate and rigorous academic preparation like CQA are needed more than ever.

If you would like further information about our support for Central Queens Academy II, please feel free to contact me at [REDACTED]. Thank you for your time and consideration.

Sincerely,

Wayne Ho  
President & CEO

## R-05ac - Enrollment

### (a) Enrollment Plan

#### *Grade Configuration and District Alignment*

CQA II will replicate the middle school enrollment plan from our first charter, starting middle school at 5th grade. This middle school entry year is misaligned with the surrounding district in that the NYCDOE schools offer middle school starting in grade 6.

In our fifth year, by which time CQA will have added a K-4 program, CQA II will open our second elementary school. We will offer grades K and 1 together in the fifth year of our proposed charter term and seek to add grades 2-4 in future charter terms assuming we are renewed unconditionally. The replication of CQA's K-8 grades will facilitate CQA's ability to open a high-quality high school to serve our scholars in the future, additional growth which we would also seek in future charter terms. We may also consider seeking to open a pre-Kindergarten program through NYCDOE based on a needs assessment and space planning.

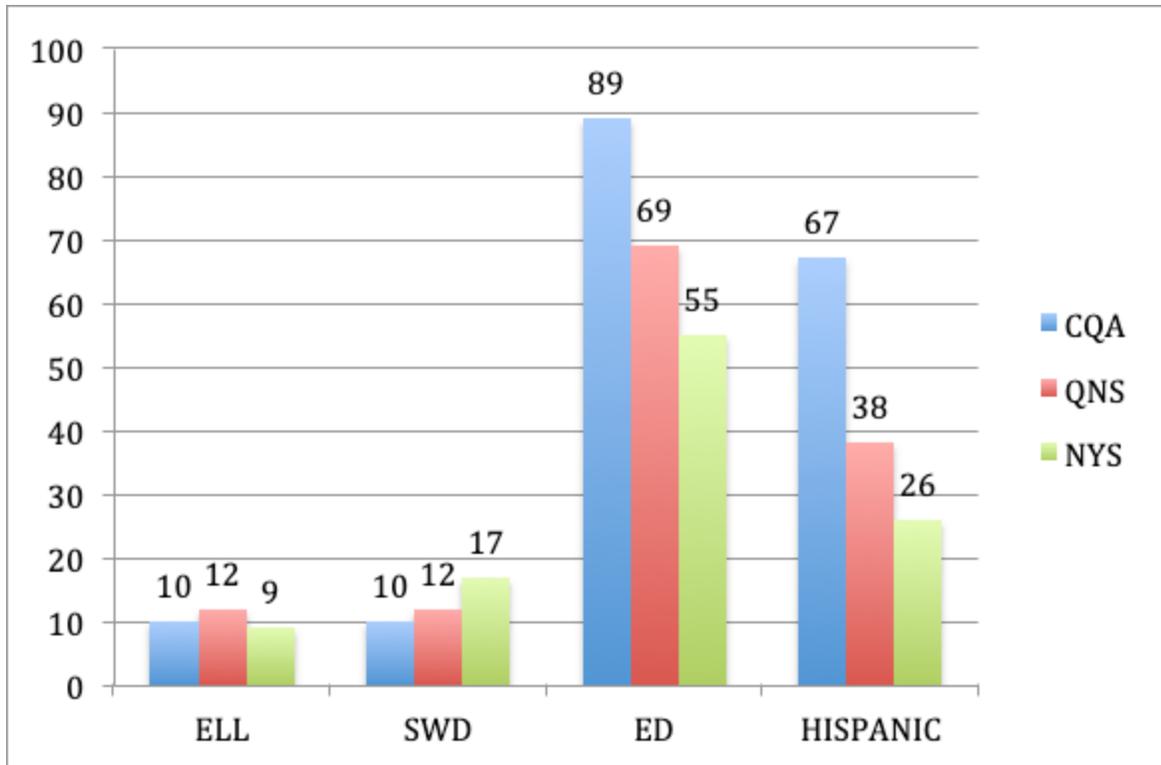
#### *Rationale*

Our experience has shown that general student mobility and attrition patterns have resulted in about 6-7% student attrition rates at CQA over time. CQA backfills all grades and will continue this pattern in CQA II. By enrolling a larger 5th grade cohort of about 113, expected attrition will soften the impact of student departures. We will also use the 20% "enrollment collar" offered by SUNY to adjust enrollment to balance out instructional and financial needs.

### (b) Target Population Enrollment

CQA was founded with a special focus on increasing ELL academic achievement, and we will continue to offer a 30% admissions preference for ELL students. We will also replicate our current enrollment practices which have resulted in a high level of service to SWD / SPED and Economically Disadvantaged (ED) / FRPL populations. Historically we have enrolled all subgroups in higher percentages than the City of New York and County of Queens.

### **Chart 1. Comparison of CQA, Queens County, and New York State Enrollment of ELL, SWD, ED, and Hispanic Subgroups (2018)**



Because of the highly diverse and multilingual community we serve, CQA II's outreach to families will necessarily follow the established patterns and procedures we use at CQA, including the following:

- Multilingual outreach through mailings and social media communication
- In-person volunteer and paid outreach to preschool and pediatrician offices
- Continued communication with local youth-serving community-based organizations
- Information Sessions on-site to introduce CQA II with enrolled and alumni families

In addition to the above means, we also hope to engage some of our young alumni from CQA who will be in high school or college, to assist with outreach for CQA II. By doing so we can not only connect to new families in an impactful manner, but also foster strong alumni connections through peer and community-based relationships and strategies.

(c) Student Enrollment Table

CENTRAL QUEENS ACADEMY 2  
2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School					118	4-6
1st Grade	Elementary School					109	5-7
2nd Grade	Elementary School						6-8
3rd Grade	Elementary School						7-9
4th Grade	Elementary School						8-10
5th Grade	Middle School	113	113	113	113	113	9-11
6th Grade	Middle School		104	104	104	104	10-12
7th Grade	Middle School			96	96	96	11-13
8th Grade	Middle School				88	88	12-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		113	217	313	401	628	

## R-05ac - Enrollment

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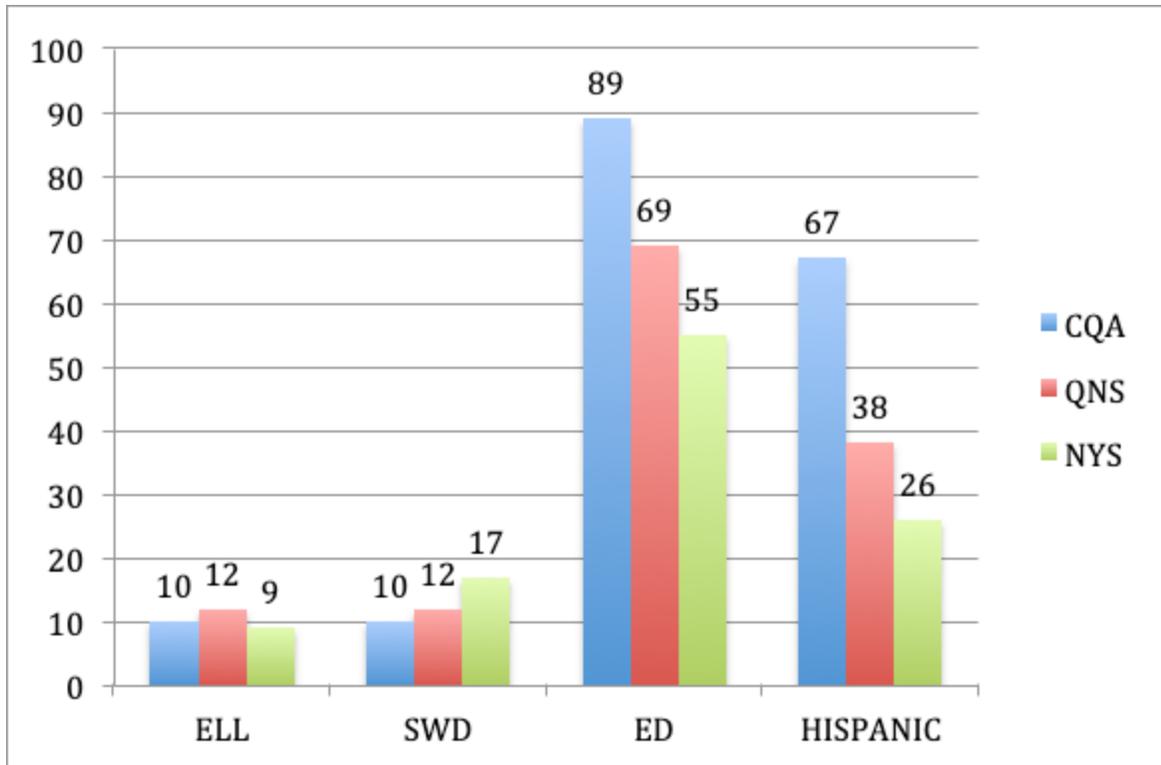
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12th Grade	High School						
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TOTAL		113	217	313	401	628	

R-5d - Admissions Policy

CQA II will replicate the Admissions Policy of CQA which is set forth in the Student and Family Handbook (see Response to Request 10ad) beginning on page 19.

## Overview

CQA II will replicate CQA's existing middle grades program that we have developed over our time serving our unique, highly diverse student population. All instructional strategies reflect our core belief that each of our highly diverse learners deserves highly differentiated instruction. Thus, our curriculum draws from a variety of instructional methods and pedagogical approaches to ensure that each student's needs are met at CQA in the general classroom. We also provide supplemental services in the form of academic intervention and enrichment services. We expect to apply these principles as we develop our previously approved K-4 curriculum.

## Curriculum

CQA's curriculum is the backbone of our academic program. CQA's curriculum is based on New York State and Core Curriculum Standards. CQA has developed a curriculum framework for each core subject area from fifth through eighth grades over our seven years of operation. English language arts (ELA) and mathematics have been aligned with the Common Core State Standards (CCSS), in recognition of the adoption by New York State of those standards. CQA has aligned our social studies curriculum with the New York State standards and our accelerated science program is driven by a combination of NYS, as well as Next Generation Science standards. Additionally, we have designed ELA and mathematics support classes throughout the grades that we call Interdisciplinary Studies.

CQA will continue to replicate our standards-based curricular frameworks along with our 4-pronged *Overarching Beliefs*: (*Caring and Competent Teachers, More time in School, Social and Emotional Learning, Importance of Enrichment*). Over CQA's first six years of operation, these beliefs have shaped our key instructional strategies, resulting in the adoption of our 10 Key Instructional Strategies:

1. **Increased focus on literacy-** *We understand that bridging the literacy gap is a primary lever to transformational change for our scholars and families. In addition to extended learning time, CQA is tenacious about maximizing our time and attention to bridge that gap. We provide twice as much English language instruction in each day, literacy intervention courses, novel studies, tutoring, office hours, and as much small group instruction as we can.*
2. **Inquiry-driven curriculum-** *We drive to trigger curiosity within our scholars as a tool to increase intellectual engagement. We design truly open-ended questions, allow scholar developed questions to thrive, research topics in class, have scholars present their findings or hypotheses, and push scholars to reflect on their process.*
3. **Flexible small-group instruction (SGI) integrated daily-** *We use real-time data to understand exactly what each scholar knows and does not know. Armed with that data, teachers can pull small groups to address specific hurdles within the context of the learning, thereby targeting the individual needs of their scholars.*
4. **Data-driven instruction based on cumulative and real-time data-** *Keeping track of the skill level and understanding of every scholar within the lesson AND over time as skills amass and intertwine is essential to our success. Within a lesson, teachers use targeted checks for understanding (CFU's) to identify the specific lesson elements that may be difficult for individuals. Additionally, we use cumulative assessments that isolate*

*and code every skill and standard. This information allows us to effectively and efficiently target our interventions.*

5. **High academic standards-** *Our scholars understand that academic achievement is a core value at CQA. It's clear to all that the standards are high (minimum passing score of 70%) and that we will allow nothing to interfere with their learning.*
6. **Build foundational and critical thinking skills-** *There is a large amount of base curricular knowledge that our scholars need to master to succeed in competitive high schools and college. Our team designs a scaffolded approach through the successive years to build that base. In addition, we recognize the importance of critical thinking skills of all scholars. We use an inquiry-based and student-centered learning lesson design to push our scholars' critical analysis and design thinking skills.*
7. **Clearly articulated standards that focus on growth-** *We understand that scholars learn best when the goals, objectives, and standards are laid out in a clearly communicated design. Our faculty build their curricula backwards mapped using the NYS frameworks as the central focus. We communicate each day's objective with scholars and we assess specific understandings and skill often. The increased frequency allows us to analyze growth patterns over time and adjust as needed.*
8. **Commitment to academic performance accountability-** *CQA is a NYS public charter school authorized by the SUNY Charter Schools Institute. As such, we are held accountable primarily for the academic performance of our scholars. We believe in this accountability and while other factors are integral to the development of a child, it is the academic growth of every child that our jobs begin and end with.*
9. **Concerted investment in relationships-** *Relationships are a core pillar in all the work that we do at CQA. We believe that scholars don't care what you know, unless they know that you care. We work continuously to build and strengthen relationships as a key lever to fulfilling our mission. This focus extends beyond scholars to families and staff.*
10. **Commitment to continual professional development for all staff-** *CQA is committed to helping staff master their craft. Frequent and targeted pedagogical and curricular feedback is its key mechanism. Teachers generally receive 10-12 written observations each year (we utilize the Danielson Framework for Teaching) along with bi-weekly coaching sessions. Additionally, we spend over 70 hours a year in focused professional development and teachers produce two professional development portfolios analyzing (video and data) their own practice.*

CQA has created a comprehensive curriculum that is academically rigorous, based on assessment goals, tailored using actual data, and built specifically to address individualized scholar needs by prioritizing differentiated instruction to hit their zone of proximal development, so as to promote maximum achievement for every learner.

After careful research, practice and consideration, the instructional leadership team has decided that CQA will continue with the following curricular programs for the four core subjects of English language arts, mathematics, science, and social studies:

- ELA- Engage NY
- Math- Engage NY
- Science- Pearson Interactive Science
- History/Social Studies- McGraw-Hill Network Discovering Our Past

## 6a-f. Curriculum & Instructional Design

In addition to the four core subjects, the team has decided to continue using the following curricular programs in our supplementary and intervention courses:

- Interdisciplinary Studies- CQA designed
- Literacy Intervention- The Fountas & Pinnell Leveled Literacy Intervention System (LLI) and The Trait Crate of Writing by Ruth Culham

Each of these programs has had proven positive results in academic achievement in New York City as well as the state, and has proven successful with our target population in CQA's initial charter school. Furthermore, the instructional leadership team is aware that no program is perfect and therefore, each program will continue to be supplemented by materials carefully selected by the School Director, Principal, the Deans of Instruction, and the teachers working in consultation and driven by analysis of academic achievement and growth data. These additional resource materials will allow teachers to ensure that all of the essential standards in the curriculum framework are adequately met, that literacy is taught across the content areas, and that teachers can engage in inquiry-based and student-centered planning.

The team has developed pacing guides that account for differentiated learning and scaffolded instruction for at-risk students, including the diverse population of English language learners from Central Queens, students with disabilities, and students below, at, and above grade level. The pacing guides suggest scaffolded techniques for students who may need additional support but are not technically at-risk. Finally the guides offer additional instructional materials and tools for advanced students aligned to either develop more in-depth understanding of the Common Core State Standards and New York State Standards, or aligned to more advanced standards. The pacing guides reflect the types of skills listed in Bloom's Taxonomy to ensure that all students receive the types of supports to gain mastery over the standards.

Given the curriculum resources and instructional materials, teachers select, create, or modify their own lesson plans and units to reflect the types of students that are in the classroom and the kind of support that each will need. This planning is done in consultation with the instructional coaches (principals, AP's, and deans) in weekly meetings.

### **(b) Assessment System**

CQA will continue to acquire, adopt and use local, state and/or national instructional improvement systems (curriculum selection and revision, formative and summative assessments, student data analysis linked directly to well resourced systems to support teacher instructional practices, etc.) to provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, overall effectiveness, and raise student achievement with the students they seek to serve.

At CQA, we believe that while assessments are a natural part of the learning process, they are not the reason for education. The point of learning is not assessment for assessment's sake; we will not teach to the test. Rather, assessments are a tool to help students on their journey to lifelong learning.

Students at CQA learn that assessments come in many different forms and that evaluation of what one knows is an important part of making sure that one has learned what one

## 6a-f. Curriculum & Instructional Design

is supposed to know. Through CQA's program, students focus on gaining deep understanding of the Common Core State Standards (CCSS) and New York State Standards (NYSS). We also teach students how to adapt to new assessments by focusing on the content and skills demanded of them through rigorous and transparent standards, and that test-taking skills are a specialized skill unto themselves.

At CQA, we administer regular assessments that are unit-based or lesson-based, teacher-created, commercially developed, previously administered state assessments, and culminate in New York State assessments. CQA has recently made leaps forward in developing teacher-designed assessments by completing a deep analysis of their alignment to New York State Standards (rather than that of content covered). This analysis will continue throughout our schools. In addition, CQA will continue to use assessments that are formative, to help students learn what they need to learn, and summative, to measure students' growth.

At CQA, assessments are integrated into the school's routine. Whether they are *Checks For Understanding* (CFU's) within lessons, quizzes or project-based assessments after multiple lessons, unit tests (given a minimum of two per quarter), or Interim Assessments (used to BOTH measure growth over time on NYS Standards AND serve as a diagnostic tool to identify individual student needs and strengths disaggregated by standard), they are a seamless part of the fabric of the school.

### **New York State Assessments**

CQA will continue to administer all assessments required by the New York State Regents of New York State public schools. These include the New York State Assessments for Mathematics and ELA for grades 5 through 8, and the NYSESLAT and LAB-R for English Language Learners for grades 5 through 8. CQA will continue to administer the NYS Earth Science Regents assessment in grade 8 for ALL scholars. All students, including students with disabilities and English Language Learners will continue to take all assessments mandated by New York State. If students with disabilities are exempt from the regular New York State assessments as dictated by the Individualized Education Program (IEP) developed by the Committee on Special Education (CSE) of the students' district of residence, then such students shall take the New York State Alternative Assessment (NYSAA) as required by law.

### **In-class Assessments**

CQA has a variety of formative and summative assessments that teachers use in the classroom to measure student mastery of the standards as measured against the curriculum framework. These assessments will continue to be designed using the curriculum framework, scope and sequence and pacing guides, and carefully aligned to the New York State Standards and Common Core State Standards. At CQA, we mandate that teachers incorporate daily CFU's in addition to a minimum quizzes to test/exam/unit assessment ratio of 2:1. In doing so, we have increased the teachers' abilities to identify skill or content understanding deficiencies early, attack them with small group instruction, and reassess for mastery. All of these assessments are either created by teachers, or compiled and modified using the assessment resources in the prepackaged curricula, supplemental resources, or nationally-normed assessment repositories. In either scenario, instructional coaches review and provide feedback prior to the assessment administration.

## 6a-f. Curriculum & Instructional Design

At CQA informal assessments are used daily (homework, short writings, google forms, Plickers, learning logs, and journals) are used by teachers to guide their path within a lesson or objective. While some do have measurable outcomes, they are primarily used to determine whether a student is engaging with and understanding the material so that teachers can determine whether or not to use additional scaffolded instruction.

CQA has and will continue to strive to create authentic assessments where possible that are both meaningful and fun for both formal and informal assessments. Traditional assessments are necessary for students to become familiar with the skills involved in taking traditional assessments, but authentic assessments allow students to use the higher-level skills of Bloom's taxonomy. Authentic assessments can also be meaningful for students and help them to build skills that they may use professionally.

### **Literacy Assessments**

Because CQA has an increased focus on literacy, we find it imperative to track each scholar's literacy growth over time. In doing so, CQA utilizes two literacy based assessments:

1. SRI (Scholastic Reading Inventory), which is a computer-adaptive is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile measures). The scale goes from Beginning Reader (less than 100L) to 1500L. A Lexile measure is determined by the difficulty of the items to which a student responded. (References Salvia, J. and J.E. Ysseldyke. *Assessment*, 7th Edition. New York: Houghton Mifflin Company, 1998. )

2. F&P (Fountas & Pinnell Benchmark Assessment System) is a resource to accurately and reliably identify each child's instructional and independent reading levels according to the F&P Text Level Gradient™, A–Z and document their progress through one-on-one formative and summative assessments. The *Benchmark Assessment System* is appropriate for use in RTI. It does not provide national norms or percentiles; it is not intended for national achievement testing. However, it is based on widely used grade-level criteria (see the website for detailed documents). It enables the classroom teacher and specialist teacher to engage in diagnosis of a variety of sub-skills. This complex and comprehensive assessment system is designed to measure progress in each of the subskills in a way that informs instruction. It is linked to a detailed continuum of observable behaviors to assess and teach for at every level. Included in every *BAS*, this continuum offers a very specific bridge to instruction. (Resnick, L. B., & Hampton, S. (2009). *Reading and writing grade by grade*. Newark, DE: International Reading Association.)

### **Technology and Assessments**

CQA has, and will continue to build its technology-based assessment toolkit. We have continually been able to leverage technology to effectively amass, organize, and analyze our student data to provide stakeholders (students, teachers, parents, staff, and administration) with the necessary metrics to guide next steps. Some of the most useful technology platforms CQA has amassed to support its assessment program:

- Gathering data-
  - SRI (Scholastic Reading Inventory)

## 6a-f. Curriculum & Instructional Design

- IXL- math diagnostic
- IXL- ELA diagnostic
- Plickers
- Google forms for Do Nows, CFU's, and quizzes
- Organizing and Analyzing data-
  - Gradecam
  - Microsoft Excel
  - Kickboard

### **Use of Assessment Results at CQA**

#### *With Students*

Informal assessment results at CQA are what guide our SGI (small group instruction). Teachers track these results throughout the lesson, day, or week, and use that information to pull small groups based on standard/skill deficiency or mastery. SGI occurs within the lessons throughout the week, at breakfast, at lunch, and during office hours. This SGI time is used to scaffold down for struggling learners as well as up for scholars that need to be pushed more deeply.

Formal assessments are used in two ways at CQA, diagnostic and summative. Our Interim Assessments (IA) serve that dual-functionality. CQA administers IA's three times a year (fall, winter, spring). Rather than testing only skills and content covered to date on IAs, CQA instead includes the entire year's standards on each and every assessment. The fall IA serves as a baseline. The winter IA is used as the key diagnostic heading into CQA's test-preparation module. The spring IA then allows us to gather and analyze an apples-to-apples growth measure over time for each scholar.

Since every question on the IAs correlates to a standard, we are also able to disaggregate the data by skill, scholar, class section, intervention group, etc. Similarly, the F&P reading assessment as well as the SRI are used to monitor growth in literacy three times throughout the year.

Teachers are able to easily use disaggregated data reports created by administration. The reports not only color code the scholars that struggled on particular standards, but also identifies the scholars during each period of daily instruction that need support on a particular standard during SGI. The IXL math and ELA diagnostics are used similarly with CQA's scholars. While the reports do produce a specific grade level equivalency, CQA uses the report breakdowns for each scholar disaggregated by skill area (numbers and operations, algebra, fractions, measurement, etc.) Again, teachers consult with their coaches and these reports to guide their SGI.

Our system has produced insightful results in that CQA has consistently seen a close correlation between the results on our IAs and the scholars' results on the NYS math and ELA Assessments.

#### *With Teachers*

## 6a-f. Curriculum & Instructional Design

At CQA, assessments are also used to gauge the effectiveness of our curriculum and teaching so that we can address areas that need improvement through professional development. Assessments are also a part of the teacher evaluation process for deciding whether teachers are meeting their expectations, when teachers need professional development intervention, and when more extreme measures are necessary. Teachers meet with their instructional coach to review student data at least eight times in an academic year using an internal Microsoft Excel tool, "Data Inspector." The tool's goal is to confirm that grades accurately reflect standards mastery. The Data Inspector allows each teacher to immediately see the current percentage breakdown of any given category within the class (HW, Projects, Quizzes, Exams, etc.) and course correct as needed with the goal of providing zero false positive indicators for students and families.

### *Other Stakeholders*

At each board meeting, the School Director reports on the state of the school and how students are progressing. The School's Board of Trustees uses its Education Accountability Committee to analyze data results from the assessments and decide whether the school is aligned to the goals stated within its Accountability Plan. If students are not meeting expectations in assessments, that may be a sign that the School Director and the Principal may be off track or need additional resources, training, and/or guidance to provide supports to teachers and students. Assessments may also indicate more systemic problems that require the Board of Trustees to inquire into, such as the effectiveness of the after school programming.

CQA parents have continual access to Information on student performance data. In addition to online access and regular performance reports, parents also have direct access to their child's advisor to monitor academic progress or the lack of it. Parents are encouraged to work closely with the teachers and advisors to discuss ways in which they can provide supports at home, possibly in the form of more attention to homework or reading to their child (even in their native languages). Assessments provide families with an objective measurement of academic accountability from the school.

Scholars also use assessments to gauge their own learning and check if they are meeting the goals that they have set for themselves. They monitor their own progress toward mastering the standards that the teachers have clearly and transparently laid out using Kickboard, CQA's chosen online system. And if not, they ask for supports and tools that might help them to master those standards. In our advisory program, we work with students to analyze their assessments and to be reflective about their learning. We also work with scholars to understand why they got something wrong, or why they didn't quite show mastery in a particular skill, and try to correct for the future.

### (c) Instructional Methods

#### **Overview**

At Central Queens Academy Charter School, we believe that students learn in different ways and need differentiated instruction. Teachers use a variety of instructional methods and pedagogical approaches to ensure that they reach all of the students at CQA in the general classroom, and through supplemental services in the form of academic intervention and enrichment services.

## 6a-f. Curriculum & Instructional Design

While CQA only hires highly-qualified, certified, and engaged teachers with their own specialized skills and styles, CQA expects teachers to adhere to our **10 Key Instructional Strategies** (see *section 6a*) that have proven successful with our current student population. Moreover, teachers are primary role models for CQA's culture and are therefore responsible for teaching students in a way consistent with our core values of

- (1) **Caring for the Community**
- (2) **Quality of Character**
- (3) **Achievement Through Academics**

### **Consistency Across Classrooms**

Every teacher follows a basic structure in their planning in order to promote consistency across the classrooms. The general framework for lessons is based on these five key components, based on the models of several high performing urban charter schools. Teachers are expected to:

- (1) Set clear content goals and language goals, which may include an overview of the lesson, essential questions, or key vocabulary words. Teachers will also make it clear what students need to **know** vs. what they need to **understand** vs. what they need to **do**;
- (2) Have a DO NOW or hook to engage the class and maximize instruction;
- (3) Launch the class activity, which may include guided instruction, modeling, and independent practice, and other strategies for teaching. It is here, that teachers must utilize their strategies for *Checks for Understanding* (CFU's) as well as *small group instruction* (SGI);
- (4) Closure to the lesson, which is a review of the content, skills, and hints/reminders/resources as they relate directly back to the stated objective of the lesson.
- (5) Prepare an exit ticket, which may include written reflection or quick check for understanding. Exit tickets give feedback to students, informs instruction the next day, can offer information as to how to support struggling students, and is aligned to summative assessments.

Teachers and instructional coaches evaluate the lesson plans using this framework. They also evaluate the lesson plan by asking what went well, what went poorly, and how the lesson could be improved.

### **Students Are Held To High Expectations**

CQA teachers hold all scholars to high expectations. Our techniques, influenced by leading thinkers such as Doug Lemov, include pushing all students to think about all questions by the teacher. CQA teachers don't allow students to opt out of answering questions, and teachers avoid hands-raised question and answering methods that fail to engage all students in all questions. The use of mini-whiteboards and *PLICKERS* are two examples of this technique. When necessary for scholars, teachers use scaffolding techniques to support scholars

## 6a-f. Curriculum & Instructional Design

understanding of the question or the multi-step thinking that the task calls for. At CQA, we don't stop at surface level questioning. Instead we push through the multiple levels of Bloom's Taxonomy using multiple follow-up questions. And teachers do not apologize for having high expectations, but rather show students that they believe in their abilities.

The National Council of Teachers of English also recommends that teachers have high expectations of their English language learner students and engage them with challenging content materials. CQA's use mixed use of *Structured English Immersion* and a *Sheltered English Instruction* model will set high expectations for ELLs since they will be taught in the general education classroom with their native English-speaking peers. (See Section 8c)

### **Lessons And Units Will Have Standards That Are Clear And Transparent**

The curriculum has been developed with an eye towards alignment with the Common Core State Standards (CCSS) and the New York State Standards and Core Curriculum. Teachers know these standards and plan units and lessons accordingly, and with a focus on assessing progress on those standards. Since the standards enumerated by the CCSS and the NYS Standards are not easily accessible for scholars, CQA teachers unpack these standards into student-friendly statements that can be used as benchmarks or goals for students to understand, and which are articulated in writing. Teachers are transparent about how students will be assessed, which may mean describing the interim assessments, explaining what students are expected to **know** and **understand** for tests or other assessments, and teaching the skills necessary for students to know what to **do** on those assessments. Teachers regularly implement review days on which students work through the goals and benchmarks, and re-teach concepts that the entire class did not "get."

While all students benefit from clear and transparent goals, at-risk students (such as English Language Learners) benefit in particular. Linguistic and cultural barriers can make it more difficult for ELLs to make inferences about expectations and goals that students who have more native proficiency in English are able to. Similarly students with disabilities may also not be capable of making the proper inferences about hidden goals and expectations. Having clear and transparent measures aligned to goals, however, takes away this guesswork from all students, and makes clear what the objectives are so that all students, including those at-risk, can see where they are and where they need to go.

### **Focus On Literacy Goals**

Students can make connections when they can verbalize them. Focusing on literacy in the content areas allows our students to put their thoughts into words, and then allows them to make the connections that are necessary to give meaning to their learning. Using Bloom's taxonomy, we can see how a focus on literacy in the content areas can improve learning. Students remember better when they can put it into words. They can show their comprehension and understanding of material if they can explain what they have learned. For example, in math, a student is much more likely to learn the process for division of fractions if she is able to verbalize the steps. Application of knowledge, which requires solving problems or making connections, requires literacy in order to put knowledge into practice. Word problems in math are a classic example of application of knowledge. The end goal is that students can take real problems in their lives or work that they can translate into math problems and solve.

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On the higher order of the Bloom's taxonomy, students require literacy in order to analyze concepts, problems, and materials. A student in science needs to be able to verbalize what happened in an experiment, what facts he can derive from the outcome and what inferences about future outcomes. Synthesis and creation also require literacy. A science student who can design an experiment shows more understanding than one who can only analyze the experiment. That student, however, needs to be able to explain in words how that newly created experiment works. Finally, evaluation is the pinnacle of Bloom's taxonomy. Students need to be able to understand the values that allow for making decisions about knowledge. A science student needs to know what values are important in order to decide whether an experiment involving the killing of an animal is ethically justifiable. Focusing on literacy will teach students how to think critically and analyze what they are learning so that they can gain mastery of each of the skills on Bloom's taxonomy.

At CQA, we have worked to develop the pedagogical skills of designing lessons that are student-centered and inquiry-based. Teachers are encouraged and guided to use literacy strategies that work effectively with urban populations as well as with ELLs:

- Read Alouds
- K-W-L Charts
- Graphic Organizers
- Vocabulary Instruction
- Writing to Learn
- Structured Note Taking
- Reciprocal Teaching

These strategies are routinely implemented across classrooms and have different benefits. Read alouds let students hear fluent reading and can help to build vocabulary. K-W-L charts are based on the questions "What do you know about this topic," "What do you want to know about this topic," and "What have you learned about this topic." This helps students make connections to what they know, be active in the learning process, and reflect on what they have learned. Graphic organizers, such as Venn diagrams and timelines, are helpful for giving students a visual representation of what they have learned and also for making connections. Writing to learn helps students to inquire, clarify, and reflect on the content, and it allows them to work on the metacognitive skills necessary to have a deeper understanding of the material. Structured note taking helps students organize their reading and develop good study habits for focus and reflection. The end goal would be the gradual release of structured note-taking to independent note-taking by 8<sup>th</sup> grade. Reciprocal teaching helps students to read in groups and develop their group skills for coming to a better understanding of the material by predicting, questioning, clarifying, and summarizing. Teachers model how to use reciprocal teaching and help students to focus on the habits of discussion.

At CQA, we also emphasize vocabulary. Beginning in 2017-2018, we identified a gap between our scholars' ability to understand a word in context and their ability to use the word in their writing correctly, without the use of context clues. As part of our vocabulary program, every classroom includes *active* (used within the daily instruction) word walls. Scholars also receive an extra daily course of isolated vocabulary instruction in the school day.

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Writing is expected in every classroom. This ensures that students have adequate opportunities for using their words to explain and apply their learning. Such writing helps students to verbalize what they comprehend or what is difficult about the material. Some other examples of writing exercises that teachers use in the classroom and for homework are:

- Personal writing, including traditional journals, memoirs, learning logs, web logs
- Factual writing, including lab reports, articles, Wiki entries, and research papers
- Opinion and argumentative writing, including essays and editorials
- Speech and presentation writing, including speeches and powerpoint slides
- Creative writing, including short stories, poems, and historical fiction
- Short writing, including twitter entries, letters to the editor, and math word problems
- Document-based-question (DBQs) analysis
- Evidence-based claims

Teachers use various interdisciplinary planning methods to ensure that students use literacy techniques to make connections across content areas. For example, a student learning about the mathematical concept of a pyramid might develop a greater understanding and appreciation for learning about Egyptian pyramids in history if they could make the connection between the uses of the word “pyramid” in both contexts. Also, history has lessons about economics that can be incorporated into math word problems. Instead of using abstract ears of corn to teach multiplication or division, teachers can incorporate the maize that Mayans planted that were found in the New World and brought back to Europe.

Literacy and interdisciplinary planning across the curriculum helps students derive meaning and draw connections. The focus on literacy can also be extremely helpful to students with disabilities and ELLs who need more help verbalizing their thoughts and drawing meaningful connections that may not be immediately culturally relevant. ELLs may have had different educational practices in their home countries, and allowing interdisciplinary planning will help them to utilize strengths from various subjects to help them learn in other subjects.

### **Teachers Use Varied Pedagogical Methods And Differentiated Instruction**

Teachers at CQA factor the various learning styles and needs of students into how they teach their content. Teachers use a wide range of instructional methods in the classroom that allow students to actively participate in class and be engaged, and to provide them with the skills to excel in the assessments such as research papers, science labs, math projects, DBQs, quizzes, exams, and so on. These instructional methods also prepare students to be ready for the challenges they face in high school and college.

CQA has chosen each of the different curricula because they use different pedagogical techniques that focus on the student as the driver of their education. For example, we use Teachers College Reading and Writing Project because it focuses on reading and writing as a process that is learned in stages, and uses a constructivist workshop model that is based on a student’s own experiences. The Engage NY Math curriculum, designed by Expeditionary Learning uses pedagogy that is project-based and scaffolded throughout multiple modules of learning, and focuses on mathematical problem solving. The Pearson Interactive Science curriculum is guided by experimental questioning and lab-based activities for students to absorb the concepts through “doing” and then unpacking the learning within. The work is heavily

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group-based, requires students to engage in discussions and reflective thinking, and teaches students to draw conclusions based on evidence.

The Discovering our Past social studies curriculum also uses multiple intelligences to teach students social studies. The materials use graphic organizers to help organize key ideas and help students understand the connections and logic of what they read. Students engage in visual discovery to understand key concepts. Students:

- engage in authentic experiences to relive history and connect their experiences to key concepts and events.
- have writing assignments that allow them to discuss complex issues, play a historical role, or develop an opinion or argument.
- use their experiences to help inform their writing and that will be memorable and meaningful to write.
- work in pairs or small groups on specific skills-based tasks such as mapping, graphing, identifying perspective, discussing questions, solve problems, and interpreting primary sources.

The LLI (*Leveled Literacy Intervention*) curriculum is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

All of these learner-centric instructional methods will help students to use their higher order thinking skills on Bloom's taxonomy that they may need in the future to solve real life problems in the workplace and in their lives. Since the activities are more engaging and require students to be more active, learner-centric instructional methods tend to be more fun and meaningful for students.

At CQA, teachers rarely use teacher-centric instructional methods such as lectures. When necessary, they do use explicit teaching, or demonstrations to model what mastery looks like. When these methods are needed, teachers limit this teacher-centric technique to a small 8-10 minute window followed by students interacting with the new knowledge. They may use drill and practice exercises to give students a sense of accomplishment about using their memory to recall facts or memorize vocabulary words.

With enough variation in the curriculum, CQA teachers engage students in ways that are not boring, and lead them to meet higher expectations. All of these instructional methods can also be used as formative assessments when the teachers make sure that the outcomes are

measurable and that they inform teachers as to what else needs to be covered or re-taught, and that they directly connect to meeting and exceeding state performance standards.

### **Teachers Use Scaffolding To Guide Students To Independent Mastery**

Teachers at CQA use teacher-guided scaffolding techniques to help students in the classroom to master the explicitly stated standards. Scaffolding may take the form of individualized attention during independent work times. This may also take place with or without the help of push-in support from Learning Supports specialists (Special Education and ELL staff). For example, a teacher may provide more guidance during SGI exercises, when one team of students may need more of the teacher's help (e.g., figuring out how to solve for the hypotenuse of a right triangle), while other groups are more proficient and self-sufficient. Teachers regularly model what mastery looks like and what they expect students to be able to do. Teachers then ask guiding questions to help student think through the process with cues.

When teachers use SGI strategies, they use the data collected in informal assessments to arrange groups into heterogeneous skill levels. Sometimes the students with more mastery may help students with less mastery. This helps students in two ways: (1) it provides extra support for students who need more guidance in a way that encourages cooperation and peer learning; (2) it allows students with greater mastery to reinforce their own learning, practice a higher order skill on Bloom's taxonomy, and help those students develop more confidence to take on even harder challenges.

Pull-out techniques occur in place of IDS (Interdisciplinary Studies), or in place of vocabulary instruction. Those classes are taught specifically by the intervention team. In addition, general content teachers use time during electives to spend time with students who are having difficulty with the material, regardless of whether they are below, at, or above grade level, or students with disabilities or ELLs.

The goal of scaffolding is to give students the guidance to handle the challenges and high expectations involved in working on independent projects such as research projects and term papers. These help students develop a sense of self-confidence and self-sufficiency. Independent projects with scaffolding also provide advanced students opportunities to take on greater challenges with additional guidance from teachers.

### **Special Education Program**

CQA uses an ICT (Integrated Collaborative Teaching) model as its tier of support for scholars with IEPs. ICT scholars at CQA are educated with age-appropriate peers in the general education classroom. ICT provides access to the general education curriculum and specially designed instruction to meet students' individual needs, using any of the following proven effective methods:

1. **Team Teaching:** Both co-teachers deliver instruction to the whole group at the same time.
2. **One Teach, One Observe:** While one teacher leads the lesson, the co-teacher collects specific data about the students, the co-teacher or the environment.

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3. **Station Teaching:** Teachers divide content and students. Three groups of students rotate through three stations in which they work on non-hierarchical activities.
4. **Parallel Teaching:** Two co-teachers teach the same content to separate groups simultaneously.
5. **Alternate Teaching:** One teacher works with the large part of the class while the co-teacher works with a smaller group.
6. **One Teach, One Assist:** one teacher leads instruction while the co-teacher circulates providing unobtrusive help as needed.

(d) Course Overviews

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Math:

In the 2019\_2020 school year, CQA will be making the leap to an Algebra 1 Regents for all 8th grade scholars path. In doing so, the math curriculum at CQA has been backwards mapped directly from the NYS Algebra 1 curriculum. Supporting the curriculum are the following resources:

- Math In Focus (grade 5 only)
- Engage NY Math
- Ready NY (Test Preparation)
- Rally NY (Test Preparation)
- IXL Math- computer-based practice, support, and diagnostic tool

Essential Summative Assessments in the program are as follows

5th grade: IAs (3/yr), NYS 5th grade Math Exam

6th grade: IAs (3/yr), NYS 6th grade Math Exam

7th grade: IAs (3/yr), NYS 7th grade Math Exam

8th grade: IAs (3/yr), NYS Algebra 1 Regents Exam

Below please see the four-year matrix...

**Grade 5:**

Domain	Essential Understanding	Standard	Description	Performance Indicator
Operations and Algebraic Thinking	Write and interpret numerical expressions	NY-5.O A.1	Apply the <b>order of operations</b> to evaluate numerical expressions	$6 + 8 \div 2$ , $(6 + 8) \div 2$ *Note: Exponents and nested grouping symbols are not included

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		<b>NY-5.O A.2</b>	Write <b>simple expressions</b> that record calculations with numbers, and interpret numerical expressions without evaluating them	Express the calculation “add 8 and 7, then multiply by 2” as $(8 + 7) \times 2$ . Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ , without having to calculate the indicated sum or product
<b>Operations and Algebraic Thinking</b>	Analyze patterns and relationships	<b>NY-5.O A.3</b>	Generate two <b>numerical patterns</b> using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane	Given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so
<b>Number and Operations in Base Ten</b>	Understand the place value system	<b>NY-5.NB T.1</b>	Recognize that in a multi-digit number, a digit in one place represents <b>10 times</b> as much as it represents in the place to its right and <b>1/10 of</b> what it represents in the place to its left	
		<b>NY-5.NB T.2</b>	Use whole-number exponents to denote powers of 10. Explain <b>patterns in the number of zeros</b> of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10	
		<b>NY-5.NB T.3</b>	Read, write, and compare <b>decimals to thousandths</b>	
		<b>NY-5.NB T.3a</b>	Read and write decimals to thousandths using base-ten numerals, number names, and <b>expanded form</b>	$*47.392 = 4 \times 10 + 7 \times 1 + 3 \times 1/10 + 9 \times 1/100 + 2 \times 1/1000$ $*47.392 = (4 \times 10) + (7 \times 1) + (3 \times 1/10) + (9 \times 1/100) + (2 \times 1/1000)$ $*47.392 = (4 \times 10) + (7 \times 1) + (3 \times 0.1) + (9 \times 0.01) + (2 \times 0.001)$
		<b>NY-5.NB T.3b</b>	<b>Compare two decimals</b> to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons	
		<b>NY-5.NB T.4</b>	Use place value understanding to <b>round decimals</b> to any place	
<b>Number and Operations in Base Ten</b>	Perform operations with multi-digit whole numbers and with decimals to hundredths	<b>NY-5.NB T.5</b>	Fluently <b>multiply</b> multi-digit whole numbers using a standard algorithm	

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		<p><b>NY-5.NB T.6</b></p>	<p>Find whole-number <b>quotients</b> of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models</p>	<p>*Students should be taught to use strategies based on place value, the properties of operations, <i>and</i> the relationship between multiplication and division; however, when solving any problem, students can choose any strategy. * Students should be taught to use equations, rectangular arrays, and area models; however, when illustrating and explaining any calculation, students can choose any strategy.</p>
		<p><b>NY-5.NB T.7</b></p>	<p>Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: <b>add and subtract decimals</b> to hundredths; <b>multiply and divide decimals</b> to hundredths. Relate the strategy to a written method and explain the reasoning used</p>	<p>*Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, <i>and</i> the relationship between operations. When solving any problem, students can choose to use a concrete model <i>or</i> a drawing. Their strategy must be based on place value, properties of operations, or the relationship between operations. *Division problems are limited to those that allow for the use of concrete models or drawings, strategies based on properties of operations, and/or the relationship between operations (e.g., <math>0.25 \div 0.05</math>). Problems should not be so complex as to require the use of an algorithm (e.g., <math>0.37 \div 0.05</math>)</p>
<p><b>Number and Operations—Fractions</b></p>	<p>Use equivalent fractions as a strategy to add and subtract fractions</p>	<p><b>NY-5.NF .1</b></p>	<p><b>Add and subtract fractions</b> with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators</p>	
		<p><b>NY-5.NF .2</b></p>	<p><b>*Solve word problems</b> involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. *Use <b>benchmark fractions</b> and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	
<p><b>Number and Operations—Fractions</b></p>	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p>	<p><b>NY-5.NF .3</b></p>	<p>*Interpret a <b>fraction as division</b> of the numerator by the denominator (<math>a/b = a \div b</math>). *Solve <b>word problems</b> involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</p>	<p>*Interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. *using visual fraction models or equations to represent the problem. *If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>

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		<b>NY-5.NF .4</b>	Apply and extend previous understandings of multiplication to <b>multiply a fraction</b> or whole number by a fraction	
		<b>NY-5.NF .4a</b>	Interpret the <b>product</b> $a/b \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$	
		<b>NY-5.NF .4b</b>	Find the <b>area</b> of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas	
		<b>NY-5.NF .5</b>	Interpret multiplication as <b>scaling</b> (resizing)	
		<b>NY-5.NF .5a</b>	<b>Compare</b> the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication	In the case of $10 \times \frac{1}{2} = 5$ , 5 is half of 10 and 5 is 10 times larger than $\frac{1}{2}$
		<b>NY-5.NF .5b</b>		
		<b>NY-5.NF .6</b>	Solve <b>real world problems</b> involving <b>multiplication of fractions and mixed numbers</b>	using visual fraction models or equations to represent the problem
		<b>NY-5.NF .7</b>	Apply and extend previous understandings of <b>division</b> to divide unit fractions by whole numbers and whole numbers by unit fractions. *Note: Students able to multiply fractions in general can develop strategies to divide	

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			fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement until grade 6 (NY-6.NS.1)	
		<b>NY-5.NF .7a</b>	<b>Interpret division</b> of a <b>unit fraction</b> by a non-zero whole number, and compute such quotients	
		<b>NY-5.NF .7b</b>	<b>Interpret division</b> of a <b>whole number</b> by a unit fraction, and compute such quotients	
		<b>NY-5.NF .7c</b>	Solve <b>real-world problems</b> involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions	
<b>Measurement and Data</b>	Convert like measurement units within a given measurement system	<b>NY-5.M D.1</b>	<b>Convert</b> among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems	*All conversion factors will be given *Grade 5 expectations for decimal operations are limited to work with decimals to hundredths
<b>Measurement and Data</b>	Represent and interpret data	<b>NY-5.M D.2</b>	Make a <b>line plot</b> to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Given different measurements of liquid in identical beakers, make a line plot to display the data and find the total amount of liquid in all of the beakers
<b>Measurement and Data</b>	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	<b>NY-5.M D.3</b>	Recognize <b>volume</b> as an attribute of solid figures and understand concepts of volume measurement	
		<b>NY-5.M D.3a</b>	Recognize that a cube with side length 1 unit, called a “ <b>unit cube</b> ,” is said to have “one cubic unit” of volume, and can be used to measure volume	
		<b>NY-5.M D.3b</b>	Recognize that a solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ <b>cubic units</b>	

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		<p><b>NY-5.M D.4</b></p>	<p><b>Measure volumes</b> by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units</p>	
		<p><b>NY-5.M D.5</b></p>	<p>Relate volume to the operations of multiplication and addition and solve <b>real world</b> and mathematical problems <b>involving volume</b></p>	
		<p><b>NY-5.M D.5a</b></p>	<p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by <b>multiplying the edge</b> lengths, equivalently by multiplying the <b>height by the area of the base</b></p>	
		<p><b>NY-5.M D.5b</b></p>	<p>Apply the <b>formulas</b> <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems</p>	
		<p><b>NY-5.M D.5c</b></p>	<p>Recognize <b>volume as additive</b>. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems</p>	
<p><b>Geometry</b></p>	<p>Graph points on the coordinate plane to solve real-world and mathematical problems</p>	<p><b>NY-5.G. 1</b></p>	<p>*Use a pair of perpendicular number lines, called axes, to define a <b>coordinate system</b>, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. *Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.</p>	<p>x-axis and x-coordinate, y-axis and y-coordinate</p>
		<p><b>NY-5.G. 2</b></p>	<p>Represent real world and mathematical problems by <b>graphing points in the first quadrant</b> of the coordinate plane, and interpret coordinate values of points in the context of the situation</p>	

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Geometry	Classify two-dimensional figures into categories based on their properties	NY-5.G.3	Understand that <b>attributes</b> belonging to a category of <b>two-dimensional figures</b> also belong to all subcategories of that category	All rectangles have four right angles and squares are rectangles, so all squares have four right angles. *The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as "A quadrilateral with at least one pair of parallel sides"
		NY-5.G.4	Classify <b>two-dimensional figures</b> in a hierarchy based on properties	

Grade 6:

Domain	Essential Understanding	Standard	Description	Performance Indicator
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	NY-6.RP.1	Understand the concept of a ratio and use <b>ratio language</b> to describe a ratio relationship between two quantities	"The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received three votes."
		NY-6.RP.2	Understand the concept of a <b>unit rate</b> $a/b$ associated with a ratio $a:b$ with $b \neq 0$ ( $b$ not equal to zero), and use rate language in the context of a ratio relationship. *Note: Expectations for unit rates in this grade are limited to non-complex fractions.	"This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there are $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."
		NY-6.RP.3	Use <b>ratio and rate</b> reasoning to solve <b>real-world</b> and mathematical problems	Strategies may include but are not limited to the following: tables of equivalent ratios, tape diagrams, double number lines, and equations
		NY-6.RP.3a	Make <b>tables</b> of equivalent ratios relating quantities with whole-number measurements, <b>find missing values</b> in the tables, and <b>plot the pairs</b> of values on the coordinate plane. Use tables to compare ratios	
		NY-6.RP.3b	Solve <b>unit rate</b> problems	If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? What is the unit rate? *Problems may include unit pricing and constant speed
		NY-6.RP.3c	Find a <b>percent</b> of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent	30% of a quantity means 30/100 times the quantity
		NY-6.RP.3d	Use ratio reasoning to <b>convert measurement units</b> ; manipulate and transform units appropriately when multiplying or dividing	Conversion of units occur within a given measurement system, not across different measurement systems

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			quantities	
<b>The Number System</b>	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	<b>NY-6.NS .1</b>	Interpret and compute <b>quotients of fractions</b> , and solve word problems involving division of fractions by fractions	*Strategies may include but are not limited to the following: using visual fraction models, a standard algorithm, and equations to represent the problem.
<b>The Number System</b>	Compute fluently with multi-digit numbers and find common factors and multiples	<b>NY-6.NS .2</b>	<b>Fluently divide</b> multi-digit numbers using a standard algorithm	
		<b>NY-6.NS .3</b>	<b>Fluently add, subtract, multiply, and divide</b> multi-digit <b>decimals</b> using a standard algorithm for each operation	
		<b>NY-6.NS .4</b>	*Find the <b>greatest common factor</b> of two whole numbers less than or equal to 100. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor other than 1. *Find the <b>least common multiple</b> of two whole numbers less than or equal to 12.	Express $36 + 8$ as $4(9 + 2)$
<b>The Number System</b>	Apply and extend previous understandings of numbers to the system of rational numbers	<b>NY-6.NS .5</b>	Understand that <b>positive and negative numbers</b> are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation	temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge

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		<b>NY-6.NS .6</b>	Understand a rational number as a point on the <b>number line</b> . Use number lines and <b>coordinate axes</b> to represent points on a number line and in the coordinate plane with negative number coordinates	
		<b>NY-6.NS .6a</b>	Recognize <b>opposite signs</b> of numbers as indicating locations on <b>opposite sides of 0 on the number line</b> . Recognize that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite	With the number 3, $-(-3) = 3$
		<b>NY-6.NS .6b</b>	Understand signs of numbers in <b>ordered pairs</b> as indicating locations in <b>quadrants of the coordinate plane</b> . Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	
		<b>NY-6.NS .6c</b>	Find and position integers and other rational numbers on a <b>horizontal or vertical number line</b> . Find and position pairs of integers and other rational numbers on a coordinate plane	
		<b>NY-6.NS .7</b>	Understand <b>ordering and absolute value</b> of rational numbers	
		<b>NY-6.NS .7a</b>	Interpret statements of <b>inequality</b> as statements about the <b>relative position of two numbers on a number line</b>	Interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right
		<b>NY-6.NS .7b</b>	Write, interpret, and explain statements of <b>order for rational numbers in real-world contexts</b>	Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$
		<b>NY-6.NS .7c</b>	Understand the <b>absolute value</b> of a rational number as its <b>distance from 0 on the number line</b> . Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation	For an account balance of $-30$ dollars, write $ -30  = 30$ to describe the size of the debt in dollars
		<b>NY-6.NS .7d</b>	<b>Distinguish comparisons</b> of absolute value from statements about order	Someone with a balance of \$100 in their bank account has more money than someone with a balance of $-\$1,000$ , because $100 > -1,000$ . But, the second person's debt balance is much greater than the first person's credit balance because $ -1,000  >  100 $ .

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		<b>NY-6.NS.8</b>	Solve real-world and mathematical problems by <b>graphing points on a coordinate plane</b> . Include use of coordinates and absolute value to <b>find distances</b> between points with the same first coordinate or the same second coordinate	
<b>Expressions, Equations, and Inequalities</b>	Apply and extend previous understandings of arithmetic to algebraic expressions	<b>NY-6.EE.1</b>	Write and evaluate <b>numerical expressions</b> involving whole-number <b>exponents</b>	
		<b>NY-6.EE.2</b>	Write, read, and evaluate expressions in which <b>letters stand for numbers</b>	
		<b>NY-6.EE.2a</b>	<b>Write expressions</b> that record operations with numbers and with letters standing for numbers	Express the calculation “Subtract $y$ from 5” as $5 - y$
		<b>NY-6.EE.2b</b>	<b>Identify parts of an expression</b> using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity	Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms
		<b>NY-6.EE.2c</b>	<b>Evaluate</b> expressions given specific values for their variables. Include expressions that arise from <b>formulas</b> in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).	Use the formulas $V = s^3$ and $SA = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$ . *Expressions may or may not include parentheses. Nested grouping symbols are not included
		<b>NY-6.EE.3</b>	Apply the properties of operations to generate <b>equivalent expressions</b>	Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .
		<b>NY-6.EE.4</b>	<b>Identify</b> when two <b>expressions</b> are <b>equivalent</b>	The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ represents
<b>Expressions, Equations, and Inequalities</b>	Reason about and solve one-variable equations and inequalities	<b>NY-6.EE.5</b>	Understand <b>solving an equation or inequality</b> as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	

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		<p><b>NY-6.EE.6</b></p> <p><b>Use variables</b> to represent numbers and write expressions when <b>solving a real-world or mathematical problem</b>. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set</p>	
		<p><b>NY-6.EE.7</b></p> <p><b>Solve real-world and mathematical problems by writing and solving equations</b> of the form <math>x + p = q</math>; <math>x - p = q</math>; <math>px = q</math>; and <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math>, and <math>x</math> are all nonnegative rational numbers.</p>	Note: For the $x/p = q$ case, $p \neq 0$
		<p><b>NY-6.EE.8</b></p> <p><b>Write an inequality</b> of the form <math>x &gt; c</math>, <math>x \geq c</math>, <math>x \leq c</math>, or <math>x &lt; c</math> to <b>represent a constraint or condition</b> in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on a number line</p>	
<p><b>Expressions, Equations, and Inequalities</b></p>	<p>Represent and analyze quantitative relationships between dependent and independent variables</p>	<p><b>NY-6.EE.9</b></p> <p>*Use <b>variables to represent two quantities</b> in a real-world problem that <b>change in relationship to one another</b>. *Given a verbal context and an equation, identify the <b>dependent variable</b>, in terms of the other quantity, thought of as the <b>independent variable</b>. <b>Analyze the relationship</b> between the dependent and independent variables <b>using graphs and tables</b>, and relate these to the equation.</p>	<p>*In a problem involving motion at constant speed, list and graph ordered pairs of distances and times. *Given the equation <math>d = 65t</math> to represent the relationship between distance and time, identify <math>t</math> as the independent variable and <math>d</math> as the dependent variable.</p>
<p><b>Geometry</b></p>	<p>Solve real-world and mathematical problems involving area, surface area, and volume</p>	<p><b>NY-6.G.1</b></p> <p>Find <b>area of triangles, trapezoids, and other polygons</b> by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and</p>	<p>The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as "A quadrilateral with <i>at least</i> one pair of parallel sides." (This definition includes parallelograms.)</p>

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			mathematical problems	
		<b>NY-6.G. 2</b>	Find <b>volumes of right rectangular prisms with fractional edge lengths</b> in the context of solving real-world and mathematical problems	
		<b>NY-6.G. 3</b>	<b>Draw polygons in the coordinate plane</b> given coordinates for the vertices. Use coordinates to <b>find the length of a side</b> joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems	
		<b>NY-6.G. 4</b>	Represent <b>three-dimensional figures using nets</b> made up of rectangles and triangles, and <b>use the nets to find the surface area</b> of these figures. Apply these techniques in the context of solving real-world and mathematical problems	Three-dimensional figures include only right rectangular prisms, right rectangular pyramids, and right triangular prisms. When finding surface areas, all necessary measurements will be given
		<b>NY-6.G. 5</b>	<b>Use area and volume models</b> to explain <b>perfect squares and perfect cubes</b>	
<b>Statistics and Probability</b>	Develop understanding of statistical variability	<b>NY-6.SP. 1a</b>	Recognize that a <b>statistical question</b> is one that anticipates <b>variability</b> in the data related to the question and accounts for it in the answers	"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages
		<b>NY-6.SP. 1b</b>	Understand that <b>statistics</b> can be used to gain information about a <b>population</b> by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is <b>representative</b> of that population	Students need to understand that data are generated with respect to particular contexts or situations and can be used to answer questions about those contexts or situations
		<b>NY-6.SP. 1c</b>	Understand that the method and sample size used to <b>collect data</b> for a particular question is intended to reduce the difference between a population and a sample taken from the population so <b>valid inferences</b> can be drawn about the population. Generate multiple samples (or simulated samples) of the same size to recognize the variation in estimates or predictions	Examples of acceptable methods to obtain a representative sample from a population include, but are not limited to, a simple random sample for a given population or a systematic random sample for an unknown population. Examples of unacceptable methods of sampling include, but are not limited to, online polls and convenience sampling because they introduce bias and are not representative of the population

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		<p><b>NY-6.SP. 2</b></p>	<p>Understand that a set of quantitative data collected to answer a statistical question has a <b>distribution</b> which can be described by its <b>center, spread, and overall shape</b></p>	<p>*Students need to determine and justify the most appropriate graph to display a given set of data (histogram or dot plot). *Students extend their knowledge of symmetric shapes, to describe data displayed in dot plots and histograms in terms of symmetry. They identify clusters, peaks and gaps, recognizing common shapes and patterns in these displays of data distributions, and ask why a distribution takes on a particular shape for the context of the variable being considered.</p>
		<p><b>NY-6.SP. 3</b></p>	<p>Recognize that a <b>measure of center for a quantitative data set</b> summarizes all of its values with a single number while a <b>measure of variation</b> describes how its values vary with a single number</p>	<p>Measures of center are mean, median, and mode. The measure of variation is the range</p>
<p><b>Statistics and Probability</b></p>	<p>Summarize and describe distributions</p>	<p><b>NY-6.SP. 4</b></p>	<p><b>Display quantitative data</b> in plots on a number line, including dot plots, and histograms</p>	
		<p><b>NY-6.SP. 5</b></p>	<p><b>Summarize quantitative data</b> sets in relation to their context</p>	
		<p><b>NY-6.SP. 5a</b></p>	<p>Report the number of <b>observations</b></p>	
		<p><b>NY-6.SP. 5b</b></p>	<p>Describe the <b>nature of the attribute</b> under investigation, including how it was measured and its units of measurement</p>	
		<p><b>NY-6.SP. 5c</b></p>	<p><b>Calculate range and measures of center</b>, as well as describe any overall <b>pattern</b> and any striking <b>deviations</b> from the overall pattern with reference to the context in which the data were gathered</p>	<p>Measures of center are mean, median, and mode. The measure of variation is the range. The role of outliers should be discussed, but no formula is required</p>
		<p><b>NY-6.SP. 5d</b></p>	<p><b>Relate the range</b> and the choice of measures of <b>center</b> to the <b>shape of the data distribution</b> and the context in which the data were gathered</p>	<p>Measures of center are mean, median, and mode. The measure of variation is the range</p>
<p><b>Statistics and Probability</b></p>	<p>Investigate chance processes and develop, use, and evaluate probability models</p>	<p><b>NY-6.SP. 6</b></p>	<p>Understand that the <b>probability</b> of a chance event is a number between 0 and 1 inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event</p>	

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		<b>NY-6.SP.7</b>	<b>Approximate the probability of a simple event</b> by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability	When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. *Compound events are introduced in grade 7
		<b>NY-6.SP.8</b>	Develop a <b>probability model</b> and use it to find probabilities of simple events. <b>Compare probabilities from a model to observed frequencies</b> ; if the agreement is not good, explain possible sources of the discrepancy	
		<b>NY-6.SP.8a</b>	<b>Develop a uniform probability model</b> by assigning equal probability to all outcomes, and use the model to <b>determine probabilities</b> of simple events.	The probability of rolling a six-sided fair number cube and landing on a 2 is $\frac{1}{6}$ . The probability of landing on an even number is $\frac{3}{6}$ .
		<b>NY-6.SP.8b</b>	<b>Develop a probability model</b> (which may not be uniform) by <b>observing frequencies</b> in data generated from a chance process	Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7th Grade:

Domain	Essential Understanding	Standard	Description	Performance Indicator
<b>Ratios &amp; Proportional Relationships</b>	Analyze proportional relationships and use them to solve real-world and mathematical problems.	<b>NY-7.R P.1</b>	Compute unit rates associated with ratios of fractions.	If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour with 2 being the unit rate.
		<b>NY-7.R P.2</b>	Recognize and represent proportional relationships between quantities.	Equivalent Ratios and/or graphing on coordinate plane
		<b>NY-7.R P.2a</b>	Decide whether two quantities are in a proportional relationship.	Equivalent Ratios and/or graphing on coordinate plane
		<b>NY-7.R P2b</b>	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Equivalent Ratios and/or graphing on coordinate plane
		<b>NY-7.R P2c</b>	Represent a proportional relationship using an equation.	If total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$ , the relationship between the total cost and the number of items can be expressed as $t = pn$ .

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		<p><b>NY-7.R P2d</b></p>	<p>Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p>	
		<p><b>NY-7.R P3</b></p>	<p>Use proportional relationships to solve multistep ratio and percent problems.</p>	<p>Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error</p>
<p><b>The Number System</b></p>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p><b>NY-7. NS.1</b></p>	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers. Represent addition and subtraction on a horizontal or vertical number line.</p>	
		<p><b>NY-7. NS.1a</b></p>	<p>Describe situations in which opposite quantities combine to make 0.</p>	
		<p><b>NY-7. NS.1b</b></p>	<p>Understand addition of rational numbers; <math>p + q</math> is the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts</p>	
		<p><b>NY-7. NS.1c</b></p>	<p>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts</p>	
		<p><b>NY-7. NS.1d</b></p>	<p>Apply properties of operations as strategies to add and subtract rational numbers</p>	
		<p><b>NY-7. NS.2</b></p>	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers</p>	

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		<p><b>NY-7.NS.2a</b></p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts</p>	
		<p><b>NY-7.NS.2b</b></p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.</p>	
		<p><b>NY-7.NS.2c</b></p> <p>Apply properties of operations as strategies to multiply and divide rational numbers</p>	
		<p><b>NY-7.NS.2d</b></p> <p>Convert a fraction to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats</p>	
		<p><b>NY-7.NS.3</b></p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers</p>	
<p><b>Expressions, Equations &amp; Inequalities</b></p>	<p>Use properties of operations to generate equivalent expressions</p>	<p><b>NY-7.E.1</b></p> <p>Add, subtract, factor, and expand linear expressions with rational coefficients by applying the properties of operations</p>	
		<p><b>NY-7.E.2</b></p> <p>Understand that rewriting an expression in different forms in real-world and mathematical problems can reveal and explain how the quantities are related.</p>	<p><math>a + 0.05a</math> and <math>1.05a</math> are equivalent expressions meaning that “increase by 5%” is the same as “multiply by 1.05.”</p>
<p><b>Expressions, Equations &amp; Inequalities</b></p>	<p>Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities</p>	<p><b>NY-7.E.3</b></p> <p>Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. Assess the reasonableness of</p>	<p>If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50.</p>

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			answers using mental computation and estimation strategies.	
		<b>NY-7.E E4</b>	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities	
		<b>NY-7.E E4a</b>	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach	The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
		<b>NY-7.E E4b</b>	Solve word problems leading to inequalities of the form $px + q > r$ , $px + q \geq r$ , $px + q \leq r$ , or $px + q < r$ , where $p$ , $q$ , and $r$ are rational numbers. Graph the solution set of the inequality on the number line and interpret it in the context of the problem	As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions
<b>Geometry</b>	Draw, construct, and describe geometrical figures and describe the relationships between them	<b>NY-7. G1</b>	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale	
		<b>NY-7. G2</b>	Draw triangles when given measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	
		<b>NY-7. G3</b>	Describe the two-dimensional shapes that result from slicing three-dimensional solids parallel or perpendicular to the base.	
<b>Geometry</b>	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	<b>NY-7. G4</b>	Apply the formulas for the area and circumference of a circle to solve problems	
		<b>NY-7. G5</b>	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve	

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			simple equations for an unknown angle in a figure	
		<b>NY-7.G6</b>	Solve real-world and mathematical problems involving area of two-dimensional objects composed of triangles and trapezoids	
<b>Statistics and Probability</b>	Draw informal comparative inferences about two populations	<b>NY-7.S P1</b>	Construct and interpret box-plots, find the interquartile range, and determine if a data point is an outlier	
		<b>NY-7.S P3</b>	Informally assess the degree of visual overlap of two quantitative data distributions.	
		<b>NY-7.S P4</b>	Use measures of center and measures of variability for quantitative data from random samples or populations to draw informal comparative inferences about the populations	
<b>Statistics and Probability</b>	Investigate chance processes and develop, use, and evaluate probability models	<b>NY-7.S P8</b>	Find probabilities of compound events using organized lists, sample space tables, tree diagrams, and simulation	
		<b>NY-7.S P8a</b>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
		<b>NY-7.S P8b</b>	Represent sample spaces for compound events using methods such as organized lists, sample space tables, and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	
		<b>NY-7.S P8c</b>	Design and use a simulation to generate frequencies for compound events	Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

**Grade 8 (Algebra 1 Regents):**

Domain	Essential Understanding	Standard	Description	Performance Indicator
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The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers	NY-8.NS1	Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.	
		NY-8.NS2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.	
Expressions, Equations, and Inequalities	Work with radicals and integer exponents	NY-8.E1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	
		NY-8.E2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Know square roots of perfect squares up to 225 and cube roots of perfect cubes up to 125. Know that the square root of a non-perfect square is irrational.	is irrational
		NY-8.E3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	Estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$ , and determine that the world population is more than 20 times larger.
		NY-8.E4	Perform multiplication and division with numbers expressed in scientific notation, including problems where both standard decimal form and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology	
Expressions, Equations, and Inequalities	Understand the connections between proportional relationships, lines, and linear equations	NY-8.E5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways	Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed
		NY-8.E6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through	

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			the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .	
<b>Expressions, Equations, and Inequalities</b>	Analyze and solve linear equations and pairs of simultaneous linear equations	<b>NY-8.E E7</b>	Solve linear equations in one variable.	
		<b>NY-8.E E7a</b>	Recognize when linear equations in one variable have one solution, infinitely many solutions, or no solutions. Give examples and show which of these possibilities is the case by successively transforming the given equation into simpler forms	
		<b>NY-8.E E7b</b>	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	This includes equations that contain variables on both sides of the equation
		<b>NY-8.E E8</b>	Analyze and solve pairs of simultaneous linear equations	
		<b>NY-8.E E8a</b>	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Recognize when the system has one solution, no solution, or infinitely many solutions	
		<b>NY-8.E E8b</b>	Solve systems of two linear equations in two variables with integer coefficients: graphically, numerically using a table, and algebraically. Solve simple cases by inspection	$3x + y = 5$ and $3x + y = 6$ have no solution because $3x + y$ cannot simultaneously be 5 and 6.
		<b>NY-8.E E8c</b>	Solve real-world and mathematical problems involving systems of two linear equations in two variables with integer coefficients	Solving systems algebraically will be limited to at least one equation containing at least one variable whose coefficient is 1
<b>Functions</b>	Define, evaluate, and compare functions.	<b>NY-8.F 1</b>	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	The terms <i>domain</i> and <i>range</i> may be introduced at this level; however, these terms are formally introduced in Algebra I
		<b>NY-8.F 2</b>	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Given a linear function represented by a table of values and a linear function represented by an algebraic equation, determine which function has the greater rate of change.
		<b>NY-8.F 3</b>	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Recognize	The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9),

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			examples of functions that are linear and non-linear.	which are not on a straight line
<b>Functions</b>	Use functions to model relationships between quantities	<b>NY-8.F 4</b>	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values	
		<b>NY-8.F 5</b>	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described in a real-world context	where the function is increasing or decreasing or when the function is linear or non-linear
<b>Geometry</b>	Understand congruence and similarity using physical models, transparencies, or geometry software.	<b>NY-8.G 1</b>	Verify experimentally the properties of rotations, reflections, and translations.	A translation displaces every point in the plane by the same distance (in the same direction) and can be described using a vector. A rotation requires knowing the center/point of rotation and the measure/direction of the angle of rotation. A line reflection requires a line and the knowledge of perpendicular bisectors.
		<b>NY-8.G 2</b>	Know that a two-dimensional figure is congruent to another if the corresponding angles are congruent and the corresponding sides are congruent. Equivalently, two two-dimensional figures are congruent if one is the image of the other after a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that maps the congruence between them on the coordinate plane.	
		<b>NY-8.G 3</b>	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Lines of reflection are limited to both axes and lines of the form $y = k$ and $x = k$ , where $k$ is a constant. Rotations are limited to 90 and 180 degrees about the origin. Unless otherwise specified, rotations are assumed to be counterclockwise.

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		<p><b>NY-8.G 4</b></p>	<p>Know that a two-dimensional figure is similar to another if the corresponding angles are congruent and the corresponding sides are in proportion. Equivalently, two two-dimensional figures are similar if one is the image of the other after a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that maps the similarity between them on the coordinate plane.</p>	<p>With dilation, the center and scale factor must be specified.</p>
		<p><b>NY-8.G 5</b></p>	<p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p>Arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.</p>
<p><b>Geometry</b></p>	<p>Understand and apply the Pythagorean Theorem</p>	<p><b>NY-8.G 6</b></p>	<p>Understand a proof of the Pythagorean Theorem and its converse.</p>	
		<p><b>NY-8.G 7</b></p>	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>	
		<p><b>NY-8.G 8</b></p>	<p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	
<p><b>Geometry</b></p>	<p>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</p>	<p><b>NY-8.G 9</b></p>	<p>Given the formulas for the volume of cones, cylinders, and spheres, solve mathematical and real-world problems</p>	
<p><b>Statistics and Probability</b></p>	<p>Investigate patterns of association in bivariate data</p>	<p><b>NY-8.S P1</b></p>	<p>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	
		<p><b>NY-8.S P2</b></p>	<p>Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model</p>	

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			fit by judging the closeness of the data points to the line.	
		<b>NY-8.S P3</b>	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr. as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

### Science:

In the 2015\_2016 school year, CQA made the leap to an Earth Science Regents for all 8th grade scholars path. In doing so, the science curriculum at CQA was backwards mapped directly from the NYS Regents Earth Science curriculum. Supporting the curriculum are the following resources:

- Pearson Interactive Science (grades 5-7)
- *Holt McDougal Earth Science*
- Barrons Earth Science Regents Review

Essential Summative Assessments in the program are as follows...

5th grade: Course specific unit exams, Course specific labs

6th grade: Course specific unit exams, Course specific labs

7th grade: Course specific unit exams, Course specific labs

8th grade: NYS Earth Science Regents Exam

Below please see the three-year (5-7) matrix followed by the Regents Earth Science Curricular overview...

### 5th Grade

Science	Unit	Core Ideas	Essential Understandings
Earth	Space systems	Types of Interactions	Gravitational Forces
Earth	Space systems	Types of Interactions	Relationship between gravitational force and mass
Earth	Space systems	Types of Interactions	Relationship between star's brightness and distance from earth
Earth	Space systems	The Universe & it's stars	Components of the Milky Way
Earth	Space systems	The Universe & it's stars	Solar System formation
Earth	Space systems	The Universe & it's stars	Patterns of apparent motion of stars, moon, sun

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Earth	Space systems	The Universe & it's stars	Movement of objects result in eclipses
Earth	Space systems	Earth in the Solar System	Earth's orbit and rotation- day vs night, length of a year
Earth	Space systems	Earth in the Solar System	Patterns created by Earth's axis tilt- seasons
Earth	Space systems	Earth in the Solar System	Direction of shadows created by placement of sun in sky
Life	Ecosystems	Interdependent Relationships	Competition for resources, predator/prey, beneficial interactions, humans' impact on & by Biodiversity
Life	Ecosystems	Ecosystems	Dynamics, Functioning, Resilience- shifts in populations
Life	Ecosystems	Cycles for animals	Food webs
Life	Matter & Energy	Cycle of Matter & Energy in Ecosystems	Energy flow, Cycle of matter between air and earth
Life	Matter & Energy	Cycles for plants	Plants using energy from light
Life	Matter & Energy	Cycles for animals	Breakdown of food to release energy
Phys	Forces and Motion	Forces	Electromagnetic Force- Attraction/Repulsion, charges
Phys	Forces and Motion	Forces	Gravitational Force
Phys	Forces and Motion	Forces	Frictional Force
Phys	Structure & Properties of Matter	Properties	States of matter & their molecular structure
Phys	Structure & Properties of Matter	Properties	Phase Changes
Phys	Structure & Properties of Matter	Properties	Density
Phys	Structure & Properties of Matter	Properties	Buoyancy
Phys	Waves and Fields	Waves	Properties

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Phys	Waves and Fields	Waves	Patterns of wavelength, frequency, amplitude
Phys	Waves and Fields	Waves	Transmission through materials
Phys	Waves and Fields	Waves	Sound wave travel
Phys	Waves and Fields	Electromagnetic Radiation	Light wave travel
Phys	Waves and Fields	Electromagnetic Radiation	Reflection
Phys	Waves and Fields	Electromagnetic Radiation	Refraction
Phys	Waves and Fields	Electromagnetic Radiation	Absorption
Phys	Waves and Fields	Electromagnetic Radiation	Colors of light
Phys	Waves and Fields	Electromagnetic Radiation	Colors of objects relationship w/ absorption vs. reflection

## 6th Grade

Science	Unit	Core Ideas	Essential Understandings
Earth	Earth's systems	Materials & Systems	Hydrosphere, Atmosphere, Biosphere, Geosphere
Earth	Earth's systems	Materials & Systems	Interaction of the spheres
Earth	Earth's systems	Role of Water	Where is it? What forms?
Earth	Earth's systems	Role of Water	Distribution of water- interpreting using graphs & tables
Life	Matter & Energy	Basic chemical reactions in ecosystems	Chem reaction of photosynthesis requires inputs, Chem rxn of respiration releases energy
Life	Natural Selection & Adaptation	Natural Selection	Evidence of common ancestry
Life	Natural Selection & Adaptation	Natural Selection	Anatomical comparisons
Life	Natural Selection & Adaptation	Natural Selection	Embryological comparisons
Life	Natural Selection & Adaptation	Natural Selection	Natural Selection Defined

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Life	Structure & Function	Building Blocks	Cells--> Tissues --> Organs --> Organ System --> Organism
Life	Structure & Function	Building Blocks	Organelle Function
Life	Structure & Function	Building Blocks	Body systems
Life	Structure & Function	Building Blocks	Interaction of systems leading to homeostasis
Life	Structure & Function	Building Blocks	Processing info, Response to change, Sensory receptors
Phys	Structure & Properties of Matter	Structure	Elements
Phys	Structure & Properties of Matter	Structure	Atoms
Phys	Structure & Properties of Matter	Structure	Molecules
Phys	Structure & Properties of Matter	Structure	Mixtures
Phys	Chemical Reactions	Chem 101	Elements
Phys	Chemical Reactions	Chem 101	Atoms
Phys	Chemical Reactions	Chem 101	Molecules
Phys	Energy	Types of Energy	Energy Defined
Phys	Energy	Types of Energy	Potential vs. Kinetic
Phys	Energy	Types of Energy	Measures of Energy
Phys	Energy	Types of Energy	Temperature impact on phase
Phys	Waves and Fields	Waves	Transmission through materials
Phys	Waves and Fields	Electricity	Defined
Phys	Waves and Fields	Electricity	Components
Phys	Waves and Fields	Electricity	Conductors

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Phys    Waves and Fields    Electricity    Travel

### 7th Grade

Science	Unit	Core Ideas	Essential Understandings
Phys	Chemical Reactions	Chem 201	Re-grouping of atoms changes properties
Phys	Chemical Reactions	Chem 201	Molecular bonds
Phys	Chemical Reactions	Reactions	Balancing equations
Phys	Chemical Reactions	Reactions	Conservation of Mass
Phys	Chemical Reactions	Reactions	Endothermic reactions
Phys	Chemical Reactions	Reactions	Exothermic reactions
Life	Biochemical Processes	Photosynthesis	Where in cell
Life	Biochemical Processes	Photosynthesis	Reactants
Life	Biochemical Processes	Photosynthesis	Product
Life	Biochemical Processes	Respiration	Where in cell
Life	Biochemical Processes	Respiration	Reactants
Life	Biochemical Processes	Respiration	Product
Life	Growth & Development	Reproduction	Sexual- plant & animal, meiosis & mitosis
Life	Growth & Development	Reproduction	A-sexual
Life	Growth & Development	Reproduction	Transfer of genetic information
Life	Growth & Development	Reproduction	Impact of genetic information on organism growth

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Life	Growth & Development	Inheritance of traits	Chromosomes
Life	Growth & Development	Inheritance of traits	Genes- responsible for production of proteins
Life	Growth & Development	Inheritance of traits	Alleles
Life	Growth & Development	Inheritance of traits	Traits
Life	Growth & Development	Inheritance of traits	Variation- In sexual reproduction, In mutation
Life	Growth & Development	Inheritance of traits	Selective breeding
Life	Natural Selection & Adaptation	Natural Selection	Natural Selection Defined
Life	Natural Selection & Adaptation	Adaptation	Genetic variation impact on population
Life	Natural Selection & Adaptation	Adaptation	Adaptation impact on population
Life	Natural Selection & Adaptation	Adaptation	Adaptations lead to Evolution over long periods of time
Phys	Energy	Energy Laws	Conservation of Energy
Phys	Energy	Energy Laws	Impact of friction
Phys	Energy	Energy Transfer	Direction of transfer
Phys	Energy	Energy Transfer	Transfer w/in an electrical circuit
Phys	Energy	Energy Transfer	Transfer between objects- causes motion
Phys	Forces and Motion	Motion	Newton's Laws of Motion
Phys	Forces and Motion	Motion	Motion is determined by net sum of forces
Phys	Forces and Motion	Motion	Speed, Velocity, Acceleration
Phys	Forces and Motion	Motion	Solving for Velocity, distance, or time

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Phys Forces and Motion Motion

Solving for Force, Mass, Acceleration

### 8th Grade Regents Earth Science

#### Course Overview:

Year at a Glance		Essential Questions
August-September:	Unit 1; Maps, Models & Measurement	<ul style="list-style-type: none"> <li>a. What is Earth Science and how is it similar or different from other scientific</li> <li>b. How are observations and inferences similar/different?</li> <li>c. What are some ways in which we can accurately represent our world?</li> <li>d. How do scientists collect and analyze data to form answer questions and formulate theories?</li> </ul>
September-October:	Unit 2; Dynamic Earth	<ul style="list-style-type: none"> <li>a. What is earth's composition; below, at and above earth's surface?</li> <li>b. How has earth changed over time?</li> <li>c. What are some causes of earth's surface change?</li> <li>d. How do the Theory of Continental Drift and Plate Tectonics explain earth's changing crust?</li> <li>e. What causes earthquakes, volcanoes and the formation of mountain ranges and sea floor?</li> </ul>
October-November:	Unit 3; Rocks, Minerals and Fossils	<ul style="list-style-type: none"> <li>a. How are rocks and minerals similar/different?</li> <li>b. How are rocks and minerals formed?</li> <li>c. What are the physical properties used to identify rocks and minerals?</li> <li>d. How can a rock's composition be changed over time?</li> </ul>
November-December:	Unit 4; Landscapes	<ul style="list-style-type: none"> <li>a. What is the water cycle? How does the water cycle re-use the water on planet earth?</li> <li>b. What properties of rock and soil affect runoff and infiltration?</li> <li>c. What causes the weathering, erosion and deposition of rock and soil?</li> </ul>
January:	Unit 5; Earth's History	<ul style="list-style-type: none"> <li>a. How has Earth Changed over time?</li> <li>b. Where are these changes visible?</li> <li>c. How do scientists study the changes of Earth and their rates?</li> </ul>
January-February:	Unit 6; Insolation & Solar Radiation	<ul style="list-style-type: none"> <li>a. How does location and season on Earth impact the Sun's apparent motion?</li> <li>b. How does an object's properties impact the radiation it receives?</li> <li>c. What causes seasons? Day and night?</li> </ul>
February-March:	Unit 7; Meteorology	<ul style="list-style-type: none"> <li>a. How was Earth's atmosphere formed?</li> <li>b. What patterns can be observed in the weather?</li> <li>c. How can we accurately predict weather?</li> <li>d. What models can be used to represent weather variables?</li> </ul>

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March-April:	Unit 8; Climate	a. What factors influence a location’s climate? b. How do global currents and winds impact climate? c. How is climate on Earth Changing?
April-May:	Unit 9; Astronomy	a. In what ways do Earth and other objects in the solar system move? b. How do Earth’s motions change the apparent motion of the Sun, Moon and stars? c. How do we observe space and celestial objects?
May-June:	Regents Prep	

ELA:

In the 2016-2017 school year, CQA made a complete switch to utilize the Engage NY ELA curriculum with positive learning results. Each grade scaffolds through the circulating ELA standards by way of text-based modules. Supporting the curriculum are the following resources:

- Engage NY ELA curriculum, lesson plans, ELL and special education supports
- Ready NY (Test Preparation)
- IXL ELA computer-based practice, support, and diagnostic tool

Essential Summative Assessments in the program are as follows

5th grade: IAs (3/yr), NYS 5th grade ELA Exam

6th grade: IAs (3/yr), NYS 6th grade ELA Exam

7th grade: IAs (3/yr), NYS 7th grade ELA Exam

8th grade: IAs (3/yr), NYS 8th grade ELA Exam

Below please note the four-year course matrix:

Unit	Standards	Grade 8	Grade 7	Assessments	Grade 6	Grade 5
Unit 0 8/28 (29*)-9/4 PTC 9/12 & 9/13	Presentatio n 3, 4, 5, 6	8/29-9/4 4 days <b>How to Be in the classroom as a Reader and Writer: Culture building</b> Diagnostic Intro Conferences Library Talk Launching the Notebook Intro to Meta-cognition Summer Project Presentations Complete diagnostic grading by: 9/12	8/28-9/4 5 days <b>How to Be in the classroom as a Reader and Writer: Culture building</b> Diagnostic Intro Conferences Library Talk Launching the Notebook Intro to Meta-cognition Summer Project Presentations Complete diagnostic grading by: 9/12	Baseline Diagnostic  Introductory Conferences	8/28-9/4 5 days <b>How to Be in the classroom as a Reader and Writer: Culture building</b> Diagnostic Intro Conferences Library Talk Launching the Notebook Intro to Meta-cognition	8/28-9/4 5 days <b>How to Be in the classroom as a Reader and Writer: Culture building</b> Diagnostic Intro Conferences Library Talk Launching the Notebook Intro to Meta-cognition

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Unit 1	Focus Power Standards	Unit 1 9/5- 10/15	Unit 1 9/5-10/23		Unit 1 9/6-10/26	Unit 1 9/6-10/26
	Reading: 1-9 Writing 1-5 Language: Vocabulary: 4-6	<b>Who Am I as A Reader and Writer</b> Agency and Independence	<b>Who Am I as A Reader and Writer</b> Agency and Independence	Notebook entries  Student choice: identify, apply, synthesize, and evaluate the 7 metacognitive strategies  Four written genres: Memoir, Fantasy Personal Essay, Science/Historical/ Realistic, Compare and Contrast, Persuasive, Feature Article,	<b>Who Am I as A Reader and Writer</b> Agency and Independence	<b>Who Am I as A Reader and Writer</b> Agency and Independence
		INTERIM ASSESSMENT Complete SR and On Demand grading completed by: 11/5	10/24 & 10/25			
Unit 2 10/26*-12/21 35 days PTC 11/19 & 11/20	Key Ideas and Details: 3 4-6 Craft and Structure 4-6 Integration of Knowledge and Ideas 9 Writing: 1,2	Unit 2 10/16-11/21	Unit 2 10/26*-12/21	3 Quizzes MC and SR Test Literary Essay Performance Task	Unit 2 10/29-11/13	Unit 2 10/29-11/13

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		<i>Inside Out and Back Again</i> Standards Week 1: 4-6 Week 2: 4-6	<i>A Long Walk to Water</i>		On My Own: Independent Pieces Spotlight	On My Own: Independent Pieces Spotlight
Unit 3 (excluding Jan 9 <sup>th</sup> and 10 <sup>th</sup> for IA) End of 2 <sup>nd</sup> Marking PD 1/25		Unit 3 11/26-12/21	Unit 3 1/2 -2/15 including a Grammar unit		Unit 3 11/14-12/21	Unit 3 11/14-12/21
		<i>Diary Of Anne Frank</i> Assessment: Performance Task:	<i>A Raisin in the Sun</i>		<i>Lightning Thief</i> Assessment: Essay Performance Task: PSA	<i>Esperanza Rising</i> Essay Performance Task: PSA
INTERIM ASSESSMEN T 7&8	INTERIM ASSESSME NT 7&8	INTERIM ASSESSMENT With an On Demand writing component Complete SR and OD grading by: 1/18	1/9 &1/10 Complete SR and ER grading by: 1/18			
Unit 4 PTC 2/10 & 2/11		Unit 4 1/2-2/15	Unit 4 2/25-4/3		Unit 4 1/2-2/8	Unit 4 1/2-2/8
		<i>To Kill A Mockingbird</i>	How To Be An Effective Test taker All Standards		Non-fiction Shorts Research MLA style Essay	Non-fiction Shorts Research MLA style Essay
Unit 5		Unit 5 2/25-4/3	Unit 5 4/4-5/3*		Unit 5 2/11-4/3	Unit 5 2/11-4/3
		How To Be An Effective Test taker All Standards Learning Stations	Poetry		How To Be An Effective Test taker All Standards Learning Stations	How To Be An Effective Test taker All Standards Learning Stations
		NEW YORK STATE ELA	4/3&4/4		NEW YORK STATE ELA	
Unit 6 End of 3 <sup>rd</sup> Marking PD 4/5 Math State Exam (5/1-5/3) If there is no		Unit 6 4/4-5/10*		Poetry Slam  Assessment: Poetry Devices	Unit 6 4/4-5/3	Unit 6 4/4-5/3

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interruption then unit can end 5/3 if there are schedule interruptions ends						
		Poetry			Poetry	Poetry
		Unit 7 5/3-6/14	Unit 6 5/3-6/14		Unit 7 5/6-6/14	Unit 7 5/6-6/14
		<i>Unbroken</i>	<i>Frederick Douglass</i>	Research style essay	<i>Dragon Wings</i> Compare and Contrast Essay	<i>Jackie Robinson</i> Photo Essay
		INTERIM ASSESSMENT with On Demand component Grading to be completed by: <b>6/3</b>	5/22 & 5/23			
School ends 6/21	School ends 6/21	Unit 8 6/17-6/21	Unit 7 6/17-6/21	Oral Presentations	Unit 8 6/17-6/21	Unit 8 6/17-6/21
		Who Am I Now? What kind of reader and writer will I be in high school?	Who Am I Now? What kind of reader and writer will I be in ___ grade?		Who Am I Now? What kind of reader and writer will I be in ___ grade?	Who Am I Now? What kind of reader and writer will I be in ___ grade?

History/Social Studies (HSS)

HSS at CQA follows the NYS social studies standards. While building a strong base in the study of history and social studies, it serves as a strong support for our literacy and writing growth. Students regularly research topics, create biographies of fictional historical characters, use document based analysis to defend a point of view, and engage in structured debate.

Supporting the curriculum are the following resources:

*McGraw-Hill Network Discovering Our Past*

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Essential Summative Assessments in the program are as follows

5th grade: Course specific unit exams, Course specific writing projects

6th grade: Course specific unit exams, Course specific writing projects

7th grade: Course specific unit exams, Course specific writing projects

8th grade: Course specific unit exams, Course specific writing projects

Below please note the four-year course overviews:

Grade 5:

**August 2018**

**UNIT 1 - The Land and Early People (22 Days)**

**Key Understandings:** In this unit, students will learn about the geography of the United States. They will learn about the environments in which various early Americans lived and how each group's environment influenced its way of life.

**Essential Questions:**

- How do the geography and the climate of the United States differ from region to region?
- What was the impact of early North American civilizations?
- How did geography and climate affect Native American groups?

**Standards:**

- 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE, 5.4a, 5.4 b, 5.4c
- 5.1 EARLY PEOPLES OF THE AMERICAS
- 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS 5.2a, 5.2b

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
20 Return Day for Staff	21	22	23	24
27	28 First Day of 5 <sup>th</sup> grade Ice Breakers	29 Why do we study history? SWBAT understand and explain the importance of history.	30-Day 1 Introduction to Geography SWBAT identify the United States as nation in North America.	31 Day 2 Latitude and Longitude SWBAT use latitude and longitude to determine exact locations; collect, analyze, and interpret information from maps.

**September 2018**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<p>3</p> <p><b>Labor Day School Closed</b></p>	<p>4 Day 3</p> <p>Water &amp; Landforms Physical features SWBAT identify and locate major bodies of water in the United States; explain why many cities in the United States are located near rivers.</p>	<p>5</p> <p>Social Studies Assessment</p>	<p>6 Day 4</p> <p>Where geography meets history? SWBAT explain and understand what it was like to live during the time when important events in our nation took place; learn about the people who took part in those events and about the place where each event happened.</p>	<p>7 Day 5</p> <p>Weekly quiz Geography Article</p>
<p>10</p> <p><b>Rosh Hashanah School Closed</b></p>	<p>11</p> <p><b>Rosh Hashanah School Closed</b></p>	<p>12 Day 6</p> <p>5<sup>th</sup> Grade Parent Meeting  Day 1: States and Regions Objective: Describe the relative location of the five regions of the United States. Identify the United States as a nation in North America.</p>	<p>13 Day 7</p> <p>Land Bridge Story Vocabulary SWBAT identify possible explanations of how people came to live in the Americas.</p>	<p>14 Day 8</p> <p>Weekly Quiz 2  Introduction to Hispanic Heritage Month  Hand out study guide</p>
<p>17 Day 9</p> <p>Early Ways of Life SWBAT explain how early peoples in the Americas lived, hunted and farmed; understand how changed in the environment affected early peoples' lives.</p>	<p>18 Day 10</p> <p>Civilizations SWBAT explain how early peoples in the Americas lived, hunted and farmed; understand how changed in the environment affected early peoples' lives.</p>	<p>19</p> <p>Yom Kippur School Closed</p>	<p>20 Day 11</p> <p>Eastern Woodlands Vocab SWBAT describe how the Eastern Woodlands peoples adapted to their environment; locate the Eastern Woodlands cultural area and compare ways of life among its inhabitants.</p>	<p>21 Day 12</p> <p>Weekly quiz 3 Iroquois SWBAT describe how the Eastern Woodlands peoples adapted to their environment; locate the Eastern Woodlands cultural area and compare ways of life among its inhabitants.</p>

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24 Day 13	25 Day 14	26 Day 15	27 Day 16	28 Day 17
<p>Iroquois SWBAT describe how the Eastern Woodlands peoples adapted to their environment; locate the Eastern Woodlands cultural area and compare ways of life among its inhabitants.</p>	<p>Algonquian SWBAT describe how the Eastern Woodlands peoples adapted to their environment; locate the Eastern Woodlands cultural area and compare ways of life among its inhabitants.</p>	<p>Life in the Plains SWBAT describe how the plains people adapted to their environment; compare and contrast the ways of life of the different Plains people.</p>	<p>The Plains People DBQ SWBAT describe how the plains people adapted to their environment; compare and contrast the ways of life of the different Plains people.</p>	<p>Weekly Quiz 4  Southwest and West People Introduction SWBAT describe how the Pueblo peoples adapted to their environment; identify the lifeways of other peoples of the Southwest and the West.</p>

**October 2018**

**UNIT 2 - Exploration and Settlement (Day 29)**

**Key Understandings:** In this unit, students will learn why and how Europeans explored the Americas and where and why they built their colonies.

**Essential Questions:**

- Why did Europeans begin to explore different areas of the world?
- What explorers led key expeditions and what routes did they follow?

**Standards:**

- 5.3 EUROPEAN EXPLORATION AND ITS EFFECTS 5.3a, 5.3b, 5.3d

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1 Day 18  Southwest and Groups in the West SWBAT describe how the Pueblo peoples adapted to their environment; identify the lifeways of other peoples of the Southwest and the West.</p>	<p>2 Day 19  Northwest and the Arctic People Vocabulary SWBAT describe how the peoples of the Pacific Northwest adapted to their environment and used the area's resources to meet their needs; understand how the peoples of the Arctic survived in a cold climate with limited resources.</p>	<p>3 Day 20  Northwest and the Arctic People SWBAT describe how the peoples of the Pacific Northwest adapted to their environment and used the area's resources to meet their needs; understand how the peoples of the Arctic survived in a cold climate with limited resources.</p>	<p>4 Day 20  Study Guide Jeopardy Game</p>	<p>5 Day 21  Columbus-Hero or a Villain DBQ SWBAT analyze documents and conclude whether or not Columbus was a villain or a hero.</p>

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<p>8</p> <p><b>Columbus Day: School Closed</b></p>	<p>9 Day 22</p> <p>Unit 1 Exam</p>	<p>10 Day 1</p> <p>Exploration and Technology Vocabulary SWBAT explain the reasons for European exploration; explain the technology that made ocean exploration possible.</p>	<p>11 Day 2</p> <p>Prince Henry's Navigation School Mini Project SWBAT explain the reasons for European exploration; explain the technology that made ocean exploration possible.</p>	<p>12 Day 3</p> <p>Weekly Quiz Exploration and Technology SWBAT analyze the technological innovations that made sea exploration possible.</p>
<p>15 Day 4</p> <p>A Changing World Vocabulary SWBAT describe the aims, obstacles, and accomplishments of early explorers; trace the routes of the explorers and identify the areas they claimed.</p>	<p>16 Day 5</p> <p>A Changing World SWBAT describe the aims, obstacles, and accomplishments of early explorers; trace the routes of the explorers and identify the areas they claimed.</p>	<p>17 Day 6</p> <p>Spanish Explorations Vocabulary SWBAT describe the aims, obstacles and accomplishments of Spanish explorers; trace the routes of Spanish explorers and identify their claims.</p>	<p>18 Day 7</p> <p>Spanish Explorations SWBAT describe the aims, obstacles and accomplishments of Spanish explorers; trace the routes of Spanish explorers and identify their claims.</p>	<p>19 Day 8</p> <p>Weekly Quiz Study Guide</p>
<p>22 Day 9</p> <p>Other Nations Explore Vocabulary SWBAT describe the aims, obstacles and accomplishments of European explorers; trace the routes of European explorers and identify their claims.</p>	<p>23 Day 10</p> <p>Other Nations Explore Henry Hudson SWBAT describe the aims, obstacles and accomplishments of European explorers; trace the routes of European explorers and identify their claims.</p>	<p>24 Day 11</p> <p>Exploration DBQ SWBAT describe the aims, obstacles and accomplishments of European explorers; trace the routes of European explorers and identify their claims.</p>	<p>25 Day 12</p> <p>Review Day Jeopardy Game</p>	<p>26 Day 13</p> <p>Unit 2 Exam/Part 1</p>
<p>29 Day 14</p> <p>Spanish Colonies Vocabulary SWBAT locate the lands in North America; describe the relations between Spanish settlers and Native Americans.</p>	<p>30 Day 15</p> <p>Spanish Colonies SWBAT locate the lands in North America; describe the relations between Spanish settlers and Native Americans.</p>	<p>31 Day 16</p> <p>The Virginia Colony SWBAT learn how the Virginia Colony was settled; describe the relations between English settlers and Native Americans.</p>		

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**November 2018**

**UNIT 2** - Exploration and Settlement (Unit 2 is broken down into 3 sections) (21 days)

**Key Understandings:** In this unit, students will learn why and how Europeans explored the Americas and where and why they built their colonies.

**Essential Questions:**

- How did new settlers and colonists impact Native American groups?
- Why did different people come to the English colonies and where did they settle?

**Standards:**

- 5.3 EUROPEAN EXPLORATION AND ITS EFFECTS 5.3a, 5.3b, 5.3d

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1 Day 17 The Virginia Colony SWBAT learn how the Virginia Colony was settled; describe the relations between English settlers and Native Americans.	2 Day 18 Weekly Quiz ELA article
5 Day 19 Roanoke DBQ SWBAT analyze documents and form their own conclusion of what happened to Roanoke.	6 Day 20 Election Day Friday Schedule Roanoke DBQ SWBAT analyze documents and form their own conclusion of what happened to Roanoke.	7 Day 21 The Plymouth Colony SWBAT learn how people lived in the Plymouth Colony; describe the cooperation and conflict between settlers and Native Americans; and Explain how English settlers developed ways to govern themselves.	8 Day 22 The Plymouth Colony SWBAT learn how people lived in the Plymouth Colony; describe the cooperation and conflict between settlers and Native Americans; and Explain how English settlers developed ways to govern themselves.	9 Day 23 Weekly quiz ELA article

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12  No School Veterans Day	13 Day 24  Mayflower DBQ SWBAT understand and apply the steps in the problem-solving process; analyze a problem the Pilgrims faced in their new land.	14 Day 25  The French and the Dutch  SWBAT describe how European nations struggled for control of North America; describe the relations between French and Dutch settlers and Native Americans.	15 Day 26  The French and the Dutch  SWBAT describe how European nations struggled for control of North America; describe the relations between French and Dutch settlers and Native Americans.	16 Day 27  Weekly quiz  ELA article study guide
19 Day 28  PTC 5 <sup>th</sup> grade  Study guide review Jeopardy game	20 Day 29  Unit 2 Exam/Part II	21 Day 1  The First Thanksgiving Article SWBAT understand and explain true and false facts of the first Thanksgiving through a DBQ	22  Thanksgiving Break	23  Thanksgiving Break
26 Day 2  The New England Colonies SWBAT describe the religious beliefs and practices of the Puritans; examine relations between Native Americans and settlers; examine relations between Native Americans and settlers; describe the New England economy and the Middle Passage.	27 Day 3  The New England Colonies SWBAT describe the religious beliefs and practices of the Puritans; examine relations between Native Americans and settlers; examine relations between Native Americans and settlers; describe the New England economy and the Middle Passage.	28 Day 4  The New England Colonies SWBAT describe the religious beliefs and practices of the Puritans; examine relations between Native Americans and settlers; examine relations between Native Americans and settlers; describe the New England economy and the Middle Passage.	29 Day 5  The Middle Colonies SWBAT identify the people who founded the Middle Colonies; describe how religion affected the Middle Colonies; discuss the lifeways and the economy of the Middle Colonies.	30 Day 6  Weekly quiz  ELA article

**December 2018**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
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<p>3 Day 7</p> <p>The Middle Colonies</p> <p>SWBAT identify the people who founded the Middle Colonies; describe how religion affected the Middle Colonies; discuss the lifeways and the economy of the Middle Colonies.</p>	<p>4 Day 8</p> <p>The Southern Colonies</p> <p>SWBAT explain why the Southern Colonies were founded; discuss how slavery influenced daily life in the Southern Colonies; identify the major industries in the Southern Colonies.</p>	<p>5 Day 9</p> <p>The Southern Colonies</p> <p>SWBAT explain why the Southern Colonies were founded; discuss how slavery influenced daily life in the Southern Colonies; identify the major industries in the Southern Colonies.</p>	<p>6 Day 10</p> <p>Jeopardy Quiz Review</p>	<p>7 Day 11</p> <p>13 Colonies Quiz ELA article Study guide</p>
<p>10 Day 12</p> <p>Slavery/Middle Passage DBQ</p>	<p>11 Day 13</p> <p>Jeopardy Game</p>	<p>12 Day 14</p> <p>Unit 2 Part II Exam</p>	<p>13 Day 15</p> <p>Compare Primary and Secondary Sources SWBAT analyze the difference between primary and secondary sources in historical and modern contexts.</p>	<p>14 Day 16</p> <p>13 Colonies DBQ</p>
<p>17 Day 17</p> <p>13 Colonies DBQ</p>	<p>18 Day 18</p> <p>13 Colonies Pamphlet Project Research starts</p>	<p>19 Day 19</p> <p>13 Colonies Pamphlet Project</p>	<p>20 Day 20</p> <p>13 Colonies Pamphlet Project</p>	<p>21 Day 21</p> <p>13 Colonies Pamphlet Project Due today</p>
<p>24</p> <p>Winter Break</p>	<p>25</p> <p>Winter Break</p>	<p>26</p> <p>Winter Break</p>	<p>27</p> <p>Winter Break</p>	<p>28</p> <p>Winter Break</p>
<p>31</p> <p>Winter Break</p>				

**January 2019**

**UNIT 3 - The American Revolution (41 days)**

**Key Understandings:** In this unit, students will learn about why and how the 13 colonies broke away from British rule and established their own country.

**Essential Questions:**

- What disagreements led to the American Revolution?
- Which people have groups impacted the American Revolution?

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- What were the major events and battles of the American Revolution?
- How did the American Revolution affect the United States history?

**Standards:**

- 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. 5.5b
- 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place, 5.6a, 5.6b, 5.6c
- 5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world, 5.7a, 5.7b, 5.7c

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1  New Year's Day School Closed.	2 Day 1  Unit 3 Lesson 1 Fighting for Control, Day 1  Describe the fight to control North America; describe how alliances between Native Americans and colonists affected the French and Indian War; and explain the new laws passed after the French and Indian War.  Vocabulary and French and Indian War	3 Day 2  Unit 3 Lesson 1 Fighting for Control, Day 2  Describe the fight to control North America; describe how alliances between Native Americans and colonists affected the French and Indian War; and explain the new laws passed after the French and Indian War.	4 Day 3  Weekly quiz ELA article

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<p style="text-align: center;"><b>14 Day 4</b></p> <p><b>Colonists Speak Out: The Stamp Act DBQ - Day 1</b></p> <p><b>Objective: Identify the laws that caused conflicts in the colonies; and explain the importance of the Committees of Correspondence</b></p>	<p style="text-align: center;">15 Day 5</p> <p>Colonists Speak Out: The Stamp Act DBQ - Day 2</p> <p>Objective: Identify the laws that caused conflicts in the colonies; and explain the importance of the Committees of Correspondence</p>	<p style="text-align: center;">16 Day 6</p> <p>Colonists Speak Out: Day 3</p> <p>Objective: Identify the laws that caused conflicts in the colonies; and explain the importance of the Committees of Correspondence.</p> <p>Colonists Work Together and Boston Massacre.</p>	<p style="text-align: center;">17 Day 7</p> <p>Lesson 3 Disagreements Grow, Day 1</p> <p>Objective: Explain why the colonists refused to accept the new laws passed by Parliament; and describe why fighting broke out at Lexington and Concord.</p> <p>Vocabulary and the Boston Tea Party.</p>	<p style="text-align: center;">18 Day 8</p> <p>Weekly quiz ELA article</p>
<p style="text-align: center;"><b>21</b></p> <p><b>Martin Luther King, Jr.'s Birthday School Closed</b></p>	<p style="text-align: center;">22 Day 9</p> <p>Lesson 3 Disagreements Grow, Day 2</p> <p>Objective: Explain why the colonists refused to accept the new laws passed by Parliament; and describe why fighting broke out at Lexington and Concord.</p>	<p style="text-align: center;">23 Day 10</p> <p>Lesson 3 Disagreements Grow, Day 3</p> <p>Objective: Explain why the colonists refused to accept the new laws passed by Parliament; and describe why fighting broke out at Lexington and Concord.</p> <p>Battle of Lexington DBQ</p>	<p style="text-align: center;">24 Day 11</p> <p>Loyalists DBQ Focus Question: Why did some colonists support England and oppose independence?</p> <p>Objective: SWBAT seek answers to why many colonists remained loyal to the British crown, who the loyalists were and why they opposed independence by sourcing, contextualizing, and corroborating two documents written by Loyalists.</p>	<p style="text-align: center;">25 Day 12</p> <p>Weekly quiz ELA article</p>

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<p style="text-align: center;">28 Day 13</p> <p><b>Debate</b> <b>Loyalists vs. Patriots</b></p>	<p style="text-align: center;">29 Day 14</p> <p>Lesson 4 The Road to War, Day 1 Explain the significance of the Second Continental Congress; and understand the importance of the Battle of Bunker Hill.</p> <p>Vocabulary and Second Continental Congress.</p>	<p style="text-align: center;">30 Day 15</p> <p>Lesson 4 The Road to War, Day 2 Explain the significance of the Second Continental Congress; and understand the importance of the Battle of Bunker Hill.</p>	<p style="text-align: center;">31 Day 16</p> <p>Lesson 5, Declaring Independence, Day 1</p> <p>Objective: Understand the people and events associated with the Declaration of Independence; and tell why the declaration of independence is important and identify its key political concepts.</p> <p>Vocabulary and Thomas Jefferson</p>	
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**February 2019**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				<p style="text-align: right;">1 Day 17</p> <p style="text-align: right;">Weekly Quiz ELA article</p>
<p style="text-align: right;">4 Day 18</p> <p>Lesson 5, Declaring Independence, Day 2</p> <p>Objective: Understand the people and events associated with the Declaration of Independence; and tell why the declaration of independence is important and identify its key political concepts.</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">Lunar New Year</p>	<p style="text-align: right;">6 Day 19</p> <p>Lesson 5, Declaring Independence, Day 3</p> <p>Objective: Understand the people and events associated with the Declaration of Independence; and tell why the declaration of independence is important and identify its key political concepts.</p>	<p style="text-align: right;">7 Day 20</p> <p style="text-align: center;">Declaration of Independence DBQ</p>	<p style="text-align: right;">8 Day 21</p> <p style="text-align: right;">Weekly Quiz ELA article</p> <p style="text-align: right;">American Revolution Project Handout and due date 3/10/2018 and study guide for quiz 1 on 3/15/2018.</p>

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<p>11 Day 22</p> <p>Lesson 1 Americans and the Revolution, Day 1 Objective: Describe the personal and economic effects of the war; and explain the roles of women, African Americans, and Native Americans during the war.</p> <p>Vocabulary and Personal Hardships.</p>	<p>12 Day 23</p> <p>Lesson 1 Americans and the Revolution, Day 2 Objective: Describe the personal and economic effects of the war; and explain the roles of women, African Americans, and Native Americans during the war.</p>	<p>13 Day 24</p> <p>Jeopardy Review Game</p>	<p>14 Day 25</p> <p>American Revolution Quiz 1</p>	<p>15 Day 26</p> <p>The King and M&amp;Ms game.</p> <p>Return quiz and review.</p>
<p>18</p> <p>School Closed</p>	<p>19</p> <p>School Closed</p>	<p>20</p> <p>School Closed</p>	<p>21</p> <p>School Closed</p>	<p>22</p> <p>School Closed</p>
<p>25 Day 27</p> <p>Shays Rebellion DBQ</p>	<p>26 Day 28</p> <p>Lesson 2, Fighting for Independence, Day 1</p> <p>Objective: Identify the early battles, campaigns and turning points of the Revolution; examine the roles of American and British leaders; and describe how individuals and other nations contributed to the war's outcome.</p> <p>Vocabulary and Comparing Armies.</p>	<p>27 Day 29</p> <p>Lesson 2, Fighting for Independence, Day 2</p> <p>Objective: Identify the early battles, campaigns and turning points of the Revolution; examine the roles of American and British leaders; and describe how individuals and other nations contributed to the war's outcome.</p>	<p>28 Day 30</p> <p>Lesson 3, Winning Independence, Day 1</p> <p>Objective: Identify the major battles and campaigns of the Revolutionary War; and describe how individuals and other nations contributed to the war's outcome.</p> <p>Vocabulary, Revolutionary Heroes and The War Moves.</p>	

March 2019

**Unit 4 – A Growing Nation**

**Key Understandings:** The United States established a new government and grew larger as more people arrived and lands were acquired.

**Essential Questions:**

- What were some of the major problems faced by the writers of the Constitution?
- How does the Constitution secure our liberty?
- How did western settlement affect Native Americans?

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- What kind of changes did the United States face in the early 1800s?

**Standards:**

- 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. 5.5b
- 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place, 5.6a, 5.6b, 5.6c

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 Weekly Quiz Article
4 Day 31  Lesson 3, Winning Independence, Day 2  Objective: Identify the major battles and campaigns of the Revolutionary War; and describe how individuals and other nations contributed to the war's outcome.	5 Day 32  Lesson 4 Effects of the War, Day 1  Objective: Evaluate how the Declaration of Independence changed views on slavery; and understand the significance of new land policies and their impact on Native Americans.	6 Day 33  Lesson 4 Effects of the War, Day 2  Objective: Evaluate how the Declaration of Independence changed views on slavery; and understand the significance of new land policies and their impact on Native Americans.	7 Day 34  Unit 3 Exam Study Guide Handout 4/9/2018.	8 Day 35  Revolutionary War Government DBQ Day 1

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<p>11 Day 36</p> <p>Revolutionary War Government DBQ Day 2</p>	<p>12 Day 37</p> <p>Jeopardy Review Game</p>	<p>13 Day 38</p> <p>Unit 3 Exam</p>	<p>14 Day 39</p> <p><b>Project Due and Presentations</b></p>	<p>15 Day 40</p> <p><b>Project Due and Presentations</b></p>
<p>18 Day 41</p> <p><b>Project Due and Presentations</b></p>	<p>19</p> <p><b>Unit 4 – A Growing Nation</b> Lesson 1 The Constitutional Convention, Day 1</p> <p>Objective: Describe how the Constitution set up the government of the United States; and explain the importance of the Great Compromise.</p> <p>Vocabulary and Reasons for Change.</p>	<p>20</p> <p>Unit 4, Lesson 1 The Constitutional Convention, Day 2</p> <p>Objective: Describe how the Constitution set up the government of the United States; and explain the importance of the Great Compromise.</p>	<p>21</p> <p>Lesson 2 Three Branches of Government, Day 1</p> <p>Objective: Explain the purpose of the Constitution; and compare the powers of functions of the three branches of government.</p> <p>Vocabulary and The Preamble</p>	<p>22</p> <p>Weekly quiz Article</p>
<p>25</p> <p>Lesson 2 Three Branches of Government, Day 2</p> <p>Objective: Explain the purpose of the Constitution; and compare the powers of functions of the three branches of government.</p>	<p>26</p> <p>Slavery in the Constitution DBQ</p>	<p>27</p> <p>Lesson 3, The Bill of Rights, Day 1</p> <p>Objective: Describe the struggle to get the Constitution approved; explain the key rights guaranteed in the Bill of Rights; and describe the development of the United States government.</p> <p>Vocabulary and the Struggle to Ratify</p>	<p>28</p> <p>Lesson 3, The Bill of Rights, Day 2</p> <p>Objective: Describe the struggle to get the Constitution approved; explain the key rights guaranteed in the Bill of Rights; and describe the development of the United States government.</p>	<p>29</p> <p>Weekly quiz Article</p>

April 2019

Unit 5 – Civil War Times

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**Key Understandings:** Social and economic differences divided the nation and to lead to war. The nation was reunited, but continued to face many challenges.

**Essential Questions:**

- What caused the Civil War?
- How did the Union win the Civil War?
- What happened in the South after the Civil War?
- How did the United States change after the Civil War?

**Standards:**

- 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. 5.5b
- 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place, 5.6a, 5.6b, 5c
- 5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world, 5.7a, 5.7b, 5.7c

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
<p>Lesson 4 A Constitutional Democracy, Day 1</p> <p>Objective: Identify the principles of a constitutional government; learn how the authority of a democracy comes from its people; and compare the powers granted to citizens, the federal government and the states.</p> <p>Vocabulary and sharing powers.</p>	<p><b>ELA State Exam</b></p> <p>Study Guide for Unit 4 Quiz U.S. Government</p>	<p><b>ELA State Exam</b></p> <p>Study Guide for Unit 4 Quiz U.S. Government</p>	<p><b>ELA State Exam</b></p> <p>US Constitutional Rights - Where Jerry's Rights violated?</p> <p>SWBAT explain and analyze how the rights of Jerry were being violated.</p>	<p>Jeopardy Game Review</p>

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<p>8</p> <p>Lesson 4 A Constitutional Democracy, Day 2</p> <p>Objective: Identify the principles of a constitutional government; learn how the authority of a democracy comes from its people; and compare the powers granted to citizens, the federal government and the states.</p>	<p>9</p> <p>Gallery Walk</p> <p>US Constitution - Bill of Rights</p> <p>SWBAT analyze different real life situations and decide whether or not the individuals rights were being violated.</p>	<p>10</p> <p>Unit 4 Exam</p> <p>US Government</p>	<p>11</p> <p>Unit 5 Civil War, Lesson 1</p> <p>The North and South, Day 1</p> <p>Objective: Analyze sectional differences and events leading to the Civil War; describe legislative acts that dealt with slavery; and explain how the Kansas-Nebraska Act led to conflict.</p> <p>Vocabulary and different regions.</p>	<p>12</p>
<p>15</p> <p>Unit 4 Civil War, Lesson 1</p> <p>The North and South, Day 2</p> <p>Objective: Analyze sectional differences and events leading to the Civil War; describe legislative acts that dealt with slavery; and explain how the Kansas-Nebraska Act led to conflict</p>	<p>16</p> <p>Lesson 2 Resisting Slavery, Day 1</p> <p>Objective: Analyze how the Dred Scott Decision affected the United States; explain the aim and operation of the Underground Railroad; explain the contributions of women to the antislavery movement; and identify important abolitionists and describe their work.</p> <p>Vocabulary, Dred Scott Decision, and Challenging Slavery.</p>	<p>17</p> <p>Lesson 3, The Nation Divides, Day 1</p> <p>Objective: Describe Abraham Lincoln's political career; analyze the election of 1860; identify reasons that some Southern states left the Union; and describe the events at Fort Sumter that began the Civil War.</p> <p>Vocabulary and Abraham Lincoln.</p>	<p>18</p> <p>Weekly Quiz</p> <p>Abraham Lincoln DBQ</p>	<p>19</p> <p>Spring Break</p>
<p>22</p> <p>Spring Break</p>	<p>23</p> <p>Spring Break</p>	<p>24</p> <p>Spring Break</p>	<p>25</p> <p>Spring Break</p>	<p>26</p> <p>Spring Break</p>
<p>29</p> <p>Louisiana Purchase DBQ</p>				

May 2018

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1  NYS Math Exam  John Brown DBQ	2  NYS Math Exam  John Brown DBQ	3  NYS Math Exam

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<p style="text-align: center;">6</p> <p>Lesson 3, The Nation Divides, Day 2</p> <p>Objective: Describe Abraham Lincoln's political career; analyze the election of 1860; identify reasons that some Southern states left the Union; and describe the events at Fort Sumter that began the Civil War</p>	<p style="text-align: center;">7</p> <p>Lesson 4, The War Begins, Day 1</p> <p>Objective: Anaylze the early battles of the Civil War, Discuss the Emancipation Proclamation and describe its effects, and identify different groups of Americans who contributed to the Civil War effort.</p> <p>Vocabulary and War Plans</p>	<p style="text-align: center;">8</p> <p>Lesson 4, The War Begins, Day 2</p> <p>Objective: Anaylze the early battles of the Civil War, Discuss the Emancipation Proclamation and describe its effects, and identify different groups of Americans who contributed to the Civil War effort</p>	<p style="text-align: center;">9</p> <p>Emancipation Proclamation DBQ</p>	<p style="text-align: center;">10</p> <p>Weekly Quiz</p> <p>SWBAT analyze documents and explain how the lives of Civil War soldiers were affected.</p>
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<p style="text-align: center;">13</p> <p>Abraham Lincoln DBQ</p>	<p style="text-align: center;">14</p> <p>Lesson 5, Toward a Union Victory, Day 1</p> <p>Objective: Identify major battles of the Civil War and their results; analyze the Gettysburg Address and its impact on the Civil War; and describe the surrender of General Lee to General Grant at Appomattox Court House.</p> <p>Vocabulary, Two Major Battles.</p>	<p style="text-align: center;">15</p> <p>Emancipation Proclamation DBQ</p>	<p style="text-align: center;">16</p> <p>Lesson 5, Toward a Union Victory, Day 2</p> <p>Objective: Identify major battles of the Civil War and their results; analyze the Gettysburg Address and its impact on the Civil War; and describe the surrender of General Lee to General Grant at Appomattox Court House.</p> <p>Vocabulary, Two Major Battles.</p>	<p style="text-align: center;">17</p> <p>Weekly Quiz Civil War Study Guide</p>
<p style="text-align: center;">20</p> <p>Civil War Study Guide Review</p>	<p style="text-align: center;">21</p> <p>Extra Credit Work Today</p>	<p style="text-align: center;">22</p> <p>Civil War In-Class Project</p>	<p style="text-align: center;">23</p> <p>Civil War In-Class Project</p>	<p style="text-align: center;">24</p> <p>Civil War In-Class Project</p>

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27 <b>Memorial Day School Closed</b>	28 Jeopardy Review Game	29 Unit 4 Civil War Exam	30 Return Exam and Review	31 Thomas Nast's Political Cartoon DBQ
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### June 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4 <b>Eid-al-Filtr School Closed</b>	5 Radical Reconstruction DBQ	6 Reconstruction DBQ, Day 2	7 Battle of Bighorn DBQ
10 Reconstruction DBQ, Day 1	11 Chinese Immigration and Exclusion DBQ	12 Homestead Strike	<b>13 No School</b>	14 The Atomic Bomb DBQ
17 U.S. Entry into WWI	18 Mexicans in the US in the 1920s DBQ	19 Eleanor Roosevelt DBQ	20 World War II DBQ	21 Pledge of Allegiance DBQ
24 Social Studies Review Game	25 What was the most important thing they learned in history this year?	26 <b>Last Day of School</b>	27	<b>28</b>

**Grade 6:**

Week	September	October	November	December	January
	How did geography influence the development of the Eastern Hemisphere?	How did geography influence the development of the Eastern Hemisphere?	How do geography, economies, people, and key events connect to shape a continent?	How do geography, economies, people, and key events connect to shape a continent?	How do geography, economies, people, and key events connect to shape a continent?
1		<p><b><u>The Continents, Countries, and Regions of the Eastern Hemisphere</u></b>                      Defined by political and physical boundaries                      Economics and cultural features                      Share a long, diverse history                      Important individuals, groups, and institutions.</p> <p><i>What are the basic ideas of economics?</i></p> <p><i>How do geographers study population and culture?</i></p> <p><i>What are the different types of economic systems?</i></p> <p><i>What are the benefits and disadvantages of trade?</i></p>	<p><b><u>Geography of the Middle East</u></b>                      (Deserts, Seas, Rivers, Mountains, and Regions)  <b><u>Case Study of an early people of the Middle East (Sumer or Mesopotamia)</u></b>                      Key geographic features.</p> <p><i>Why did people settle in Mesopotamia?</i></p> <p><i>What was life like in Sumer?</i></p>	<p><b><u>Growth and Development</u></b>                      The rise of modern Middle Eastern Nations (Iraq, Saudi Arabia, Kuwait).</p> <p><b>How did ancient Mesopotamia/Sumer/Babylon influence the modern middle east?</b></p>	<p><b><u>Growth and Development</u></b>                      Dynasties and social hierarchies                      Trade and Cultural Diffusion                      Explorers and Traders</p> <p><i>How did the Qin emperor unite China?</i></p> <p><i>What improvements did the Chinese make under Han rulers?</i></p>
2	<p><b><u>Geography of the Eastern Hemisphere</u></b></p> <ul style="list-style-type: none"> <li>A variety of geographic features                      Located and represented using maps, globes, aerial and satellite photos and computer models                      Located using cardinal and intermediate directions.</li> <li>Textbook: Discovering our past – A history of the world</li> </ul>	<p><b><u>Early Civilizations</u></b>                      Measure and represent history using timelines                      BCE/CE, eras, millennia, centuries, decades</p> <p>Development of Early Civilizations:                      Paleolithic Revolution                      Neolithic Revolution.</p> <p><i>What was life like during the Paleolithic Age?</i></p> <p><i>How did people adapt to survive during the Ice Ages?</i></p>	<p><b><u>Case Study of an early people of the Middle East (Sumer or Mesopotamia)</u></b>                      Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Religious Beliefs (Islam, Judaism, and Christianity)                      Umayyad and Abbasid caliphates</p> <p><i>What ideas and inventions did Sumerians pass on to other civilizations?</i></p>	<p><b><u>Geography of Asia</u></b>                      (Deltas, deserts, Seas, Rivers, Mountains, Countries, and Regions)  <b><u>Case Study of an ancient culture of Asia (China, India, Korea, Japan)</u></b>                      Key geographic features</p> <p><i>How have rivers, mountains, and deserts shaped the development of China's civilization?</i></p>	<p><b><u>Growth and Development</u></b>                      Missionaries and the arrival of Christianity                      Effect of trade on people (Culture, Politics)</p> <p><i>How did the Silk Road benefit China and the rest of the world?</i></p>

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	<ul style="list-style-type: none"> <li>Essential Questions:</li> </ul> <p><i>How do geographers use the five themes and six essential elements of geography?</i></p> <p><i>What are some of the key ways that maps are used?</i></p> <p><i>What are the uses of charts, graphs, and diagrams?</i></p> <p><i>What is the difference between a physical map and a political map?</i></p> <p><i>When might you need to use a physical map?</i></p>				
3	<p><b>Geography of the Eastern Hemisphere</b> Showing distance from Equator and Prime Meridian using latitude, longitude Includes 4 continents Many diverse countries Vast oceans, important bodies of water, and land masses.</p> <p>Essential Questions: <i>What methods do geographers use to show the Earth's surface?</i></p> <p><i>Why do geographers use imaginary lines when showing Earth's surface?</i></p> <p><i>What is the significance of the Equator and the Prime Meridian?</i></p>	<p><b>Early Civilizations</b> Development of the Ancient River Valley Civilizations</p> <p>Geographic factors that influenced development (access to water, resources, stability)</p> <p>Introduction of food production/farming.</p> <p><i>How did farming change people's lives?</i></p> <p><i>What was life like during the Neolithic Age?</i></p>	<p><b>Case Study of an early people of the Middle East (Sumer or Mesopotamia)</b> Economic systems Use of land and resources Development of science and technology (invention of 0, Golden Age of science) Contributions and achievements People and events in history. Geographic factors influence the development of classical civilizations and their political structures.</p> <p><i>How did Mesopotamia's first empires develop?</i></p> <p><i>How did the Assyrians influence Southwest Asia?</i></p>	<p><b>Case Study of an ancient culture of Asia (China, India, Korea, Japan)</b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Golden Age and unification of China Religious Beliefs (Hinduism, Taoism, Buddhism)</p> <p><i>Why did China's Shang rulers become powerful?</i></p> <p><i>How did the Zhou claim the right to rule China?</i></p> <p><i>Why did Buddhism become a popular religion in China?</i></p>	<p><b>Geography of Africa</b> (Deserts, rainforests, savannahs, regions, rivers) <b>Case Study of an ancient kingdom of Africa (Kush, Nubia, Ghana, Ashanti, Benin, Mali, Egypt)</b> Key geographic features</p> <p><i>Why was the Nile River important to ancient Egyptians?</i></p> <p><i>How did ancient Egyptians depend on the Nile River to grow their crops?</i></p>
4	<p><b>Geography of the Eastern Hemisphere</b> Extremes in climate (sub-tropical vs arctic, droughts vs monsoons). Plate tectonics. Infographic maps.</p> <p><i>How do geographers study population and culture?</i></p> <p>What is a special purpose map?</p>	<p><b>Early Civilizations</b> Introduction of new technologies Development of political, religious, and social systems. Active use of resources.</p> <p><i>What characteristics did early civilizations share?</i></p>	<p><b>Growth and Development</b> Expansion of Ottoman empire European crusades and religion in the Ottoman empire Resistance to European influences Effect of alliance with Germany and Austria-Hungary during WW1.</p> <p><i>Why was Babylon an important city in the ancient world?</i></p>	<p><b>Case Study of an ancient culture of Asia (China, India, Korea, Japan)</b> Economic systems Use of land and resources Development of science and technology Contributions and achievements People and events in history.</p> <p><i>How did Chinese thinkers influence society and government?</i></p> <p><i>How was early Chinese society organized?</i></p>	<p><b>Case Study of an ancient kingdom of Africa (Kush, Nubia, Ghana, Ashanti, Benin, Mali, Egypt)</b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Religious Beliefs (Animism, Islam, Coptic, Christianity, Polytheism)</p> <p><i>How did Egypt become united?</i></p> <p><i>How was ancient Egypt governed?</i></p>

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					<p><i>Why and how were pyramids built?</i></p> <p><i>What kind of religion did the ancient Egyptians practice?</i></p>
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Week	February	March	April	May	June
	<p><b>How do geography, economies, people, and key events connect to shape a region?</b></p>	<p><b>How do geography, economies, people, and key events connect to shape a region?</b></p>	<p><b>How do geography, economies, people, and key events connect to shape a region?</b></p>	<p><b>How do geography, economies, people, and key events connect to shape a region?</b></p>	<p><b>How do geography, economies, people, and key events connect to shape a region?</b></p>
1	<p><b><u>Case Study of an ancient kingdom of Africa (Kush, Nubia, Ghana, Ashanti, Benin, Mali, Egypt)</u></b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Religious Beliefs (Animism, Islam, Coptic, Christianity, Polytheism)</p> <p><i>How was Egyptian society organized?</i></p> <p><i>Why was the Middle Kingdom a "golden age" for Egypt?</i></p>	<p><b><u>Geography of ancient Greece</u></b> (Deserts, Seas, Rivers, Mountains, and Regions)</p> <p><b><u>Case study of ancient Greece</u></b> Key geographic features</p> <p><i>How did physical geography influence the lives of the early Greeks?</i></p> <p><i>How did the civilization of Minoans develop?</i></p> <p><i>How did the Mycenaean gain power in the Mediterranean?</i></p> <p>FOCUS ON GEOGRAPHIC REASONS ABOVE</p>	<p><b><u>Geography of Rome</u></b> (Deserts, Seas, Rivers, Mountains, and Regions)</p> <p><b><u>Case study of ancient Rome</u></b> Key geographic features</p> <p><i>What effect did geography have on the rise of Roman civilization?</i></p> <p><i>How did Rome become a great power?</i></p>	<p><b><u>Geography of Medieval Europe</u></b> (Deserts, Seas, Rivers, Mountains, and Regions)</p> <p><b><u>Case Study of Medieval Europe</u></b> Key geographic features</p> <p><i>How did geography shape life in Europe after the fall of Rome?</i></p> <p><i>How did Germanic groups build kingdoms in Western Europe?</i></p>	<p><b><u>Modern World</u></b> Events, locations, and significant people of today in cultures we have discussed throughout the year.</p> <p><b><u>Wrap up</u></b> Final work to be collected. Last minute hand-ins collected.</p>
2	<p><b><u>Case Study of an ancient kingdom of Africa (Kush, Nubia, Ghana, Ashanti, Benin, Mali, Egypt)</u></b> Economic systems Use of land and resources Development of science and technology Contributions and achievements People and Events in history Golden Age of Africa</p> <p><i>Why did the kingdom of Kush prosper?</i></p> <p><i>How did Nubia and Egypt influence each other?</i></p> <p><i>Why was the New Kingdom a unique period in ancient Egypt's history?</i></p> <p><i>How did two unusual pharaohs change Egypt?</i></p>	<p><b><u>Case study of ancient Greece</u></b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Religious Beliefs (Gods and Goddesses)</p> <p><i>How did the civilization of Minoans develop?</i></p> <p><i>How did the Mycenaean gain power in the Mediterranean?</i></p> <p><i>How did early Greeks spread their culture?</i></p> <p><i>How did Greek city-states create the idea of citizenship?</i></p>	<p><b><u>Case study of ancient Rome</u></b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language), Religious Beliefs (Christianity, Gods and Goddesses). Roman clashes with Middle East</p> <p><i>How did conflict between classes change Rome's government?</i></p> <p><i>How did Rome conquer the Mediterranean region?</i></p>	<p><b><u>Case Study of Medieval Europe</u></b> Daily life, Social and Political organization, Culture (Art, Music, Literature, Architecture, Language)</p> <p><i>How did the Catholic Church influence life in early medieval Europe?</i></p> <p><i>How did Europeans try to bring order to their society after the fall of Charlemagne's empire?</i></p> <p><i>How did most Europeans live and work during the Middle Ages?</i></p> <p><i>How did the Catholic Church affect the lives of medieval Europeans?</i></p>	<p><b><u>FINAL GROUP PROJECT</u></b> Students will be allowed to work in groups of 4 or by themselves to create a board game that incorporates one civilization (Greece, Rome, Africa, Asia, etc...).</p>
3		<p><b><u>Case Study of ancient Greece</u></b></p>	<p><b><u>Case Study of Ancient Rome</u></b></p>	<p><b><u>Case Study of Medieval Europe</u></b></p>	<p><b><u>FINAL REVIEW</u></b></p>

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		<p>Economic systems Use of land and resources Development of science and technology Contributions and achievements People and Events in history. Famous classical philosophers Athens vs. Sparta Pros and Cons of each city state</p> <p><i>Which types of government did the Greek city-states have?</i></p> <p><i>Why did the Spartans focus on military skills?</i></p> <p><i>How did the culture in Athens differ from that of other Greek city-states?</i></p>	<p>Economic systems Use of land and resources Development of science and technology Contributions and achievements People and Events in history Roman Golden Age and how it leads to decline Transition from republic to empire.</p> <p><i>What factors led to the decline of the Roman Republic?</i></p> <p><i>How did Julius Caesar rise to power in Rome?</i></p> <p><i>How did Rome become an empire?</i></p> <p><i>How did Augustus create a new age of prosperity for Rome?</i></p>	<p>Economic systems Use of land and resources Development of science and technology Contributions and achievements People and Events in history</p> <p><i>How did increased trade change life in medieval Europe?</i></p> <p><i>What types of learning and art developed during the Middle Ages?</i></p>	<p>Review of all work prior to this period including a review game and final test.</p>
4	<p><b><u>Growth and Development</u></b> Colonization and African cultures and civilizations. Reasons for European colonization African Resistance</p> <p><i>Why did the Egyptian empire decline in the late 1200s B.C.?</i></p>	<p><b><u>Growth and Development</u></b> Golden age Alexander the Great's quest for world domination Greek Plays Comparing and contrasting civilizations we learned about.</p> <p><i>How did the Persians rule a vast empire?</i></p> <p><i>How did the Greeks defeat the Persians</i></p> <p><i>How did Pericles influence government and culture in Athens?</i></p> <p><i>What was life like for Athenians under the rule of Pericles?</i></p> <p><i>How did the Peloponnesian War affect the Greek city-states?</i></p>	<p><b><u>Growth and Development</u></b> Roman decline and the Byzantine empire. How the Byzantine empire held onto Roman beliefs. Comparing Rome and Greece. Rome's fall and the shockwave throughout the rest of the world.</p> <p><i>How did the Greeks influence Roman culture?</i></p> <p><i>What problems led to Rome's decline?</i></p> <p><i>What effect did Germanic invaders have on the Roman Empire?</i></p> <p><i>What are the key achievements and contributions of Roman civilization?</i></p> <p><i>How did the Byzantine Empire become rich and powerful?</i></p>	<p><b><u>Growth and Development</u></b> Magna Carta and the implications on today's world. Renaissance and Reformation Crusades and the Black Death</p> <p><i>How was the king's power strengthened and then limited in medieval England?</i></p> <p><i>How did the kings of France increase their power?</i></p> <p><i>Why did Western Europeans go on crusades?</i></p> <p><i>How did the Black Death affect Europe during the Late Middle Ages?</i></p> <p><i>How did disputes and wars change societies in Europe during the Late Middle Ages?</i></p>	

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Grade 7

	September	October	November	December	January
Unit Name or Theme	<ul style="list-style-type: none"> <li>• Pre-Unit: Geography</li> <li>• Native Americans</li> <li>• Colonial Developments</li> </ul>	<ul style="list-style-type: none"> <li>• Colonial Developments</li> <li>• American Independence</li> </ul>	<ul style="list-style-type: none"> <li>• American Independence</li> <li>• Historical Development of the Constitution</li> <li>• The Constitution in Practice</li> </ul>	<ul style="list-style-type: none"> <li>• The Constitution in Practice</li> </ul>	<ul style="list-style-type: none"> <li>• The Constitution in Practice</li> <li>• Westward Expansion</li> </ul>
Standards and Performance Indicators	<p><u>7.1 Native Americans</u></p> <ul style="list-style-type: none"> <li>■ Theories of human settlement in the Americas</li> <li>■ The influence of geographic and climate factors on Native American culture groups</li> <li>■ Compare and contrast different Native American culture groups</li> </ul> <p><u>7.2 Colonial Developments</u></p> <ul style="list-style-type: none"> <li>■ Technological developments</li> <li>■ European voyages to North America</li> <li>■ European interaction with native peoples and effects</li> </ul>	<p><u>7.2 Colonial Developments</u></p> <ul style="list-style-type: none"> <li>■ Reasons for European colonization</li> <li>■ Examine characteristics of each region</li> <li>■ Examine the Middle Passage</li> <li>■ Colonial slavery</li> </ul> <p><u>7.3 American Independence</u></p> <ul style="list-style-type: none"> <li>■ Effects of the French and Indian War</li> <li>■ Examine economic changes between colonies and Britain</li> <li>■ Compare proportions of Loyalists and Patriots</li> </ul>	<p><u>7.3 American Independence</u></p> <ul style="list-style-type: none"> <li>■ Examine the events at Lexington and Concord</li> <li>■ Examine the influences of the Enlightenment</li> <li>■ Examine the Declaration of Independence</li> <li>■ Explore various military strategies used and allies</li> <li>■ Examine the terms of the Treaty of Paris</li> </ul> <p><u>7.4 Historical Development of the Constitution</u></p> <ul style="list-style-type: none"> <li>■ Identify the successes and failures of the Articles of Confederation</li> <li>■ Explore the compromises made during Constitutional Convention</li> <li>■ Examine the idea of federalism (7.5)</li> </ul>	<p><u>7.5 The Constitution in Practice</u></p> <ul style="list-style-type: none"> <li>■ Examine the idea of federalism</li> <li>■ The Bill of Rights</li> <li>■ Examine the precedents of Washington’s presidency</li> <li>■ Examine Hamilton’s Economic Plan</li> <li>■ Examine <i>Marbury v. Madison</i></li> <li>■ Examine the Louisiana Purchase</li> <li>■ Causes and effects of the War of 1812, including the Era of Good Feeling</li> </ul>	<p><u>7.5 The Constitution in Practice</u></p> <ul style="list-style-type: none"> <li>■ Missouri Compromise</li> <li>■ The Monroe Doctrine (1823)</li> </ul> <p><u>7.6 Westward Expansion</u></p> <ul style="list-style-type: none"> <li>■ Examine the growth of white male suffrage during Jackson’s administration</li> <li>■ Examine the conditions faced on the Trails of Tears and the effect of removal</li> <li>■ Examine examples of Native American resistance to westward settlement</li> <li>■ Examine the way westward movements affected the lives of women and African Americans</li> <li>■ Compare and evaluate the ways in which territories from the Mexican Cession were added to the U.S.</li> </ul>

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Essential Questions	How do geography, climate, and natural resources affect the way people live and work? Did geography greatly affect the development of colonial America?	How did the English start colonies with distinct qualities in North America?	How did the colonists break away from Britain and create a republican form of government?	What problems might a new nation face? How did Americans respond to internal and external challenges?	How did Americans respond to internal and external challenges?
Texts	<ul style="list-style-type: none"> <li>o <i>Exploring the New World</i></li> <li>o <i>The Story of Pocahontas</i></li> </ul>	<ul style="list-style-type: none"> <li>o <i>America: Three Worlds Meet</i></li> <li>o <i>Mayflower Compact</i></li> <li>o <i>Declaration of Independence</i></li> </ul>	<ul style="list-style-type: none"> <li>o <i>Treaty of Paris</i></li> <li>o <i>Articles of Confederation</i></li> <li>o <i>U.S. Constitution</i></li> <li>o <i>The Bill of Rights</i></li> </ul>	<ul style="list-style-type: none"> <li>o <i>U.S. Constitution</i></li> <li>o <i>Marbury v. Madison</i></li> </ul>	<ul style="list-style-type: none"> <li>o <i>The Missouri Compromise</i></li> <li>o <i>The Monroe Doctrine</i></li> <li>o <i>Worcester v. Georgia</i></li> </ul>
Assessment Strategies	<ul style="list-style-type: none"> <li>o Quizzes (marching/fill-in-the-blank)</li> <li>o DBQ Essay</li> </ul>	<ul style="list-style-type: none"> <li>o Colonial Brochure</li> <li>o Quiz (scaffolded questions)</li> <li>o Loyalist/Patriot (role-play)</li> </ul>	<ul style="list-style-type: none"> <li>o Exam (reduce # of questions/short-answer)</li> <li>o Federalist/Anti federalist Speech (role-play)</li> <li>o Quiz (re-phrase questions)</li> <li>o DBQ Essay</li> </ul>	<ul style="list-style-type: none"> <li>o Quiz (change format)</li> <li>o Exam (reduce # of questions/extended time)</li> <li>o DBQ Essay</li> </ul>	<ul style="list-style-type: none"> <li>o Quiz (change format)</li> <li>o Jackson Position Paper</li> <li>o Oregon Trail simulation</li> </ul>

	February	March	April	May	June
Unit Name or Theme	<ul style="list-style-type: none"> <li>• Westward Expansion</li> <li>• Reform Movements</li> </ul>	<ul style="list-style-type: none"> <li>• A Nation Divided</li> </ul>	<ul style="list-style-type: none"> <li>• A Nation Divided</li> </ul>	<ul style="list-style-type: none"> <li>• A Nation Divided</li> <li>• Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruction</li> </ul>
Standards and Performance Indicators	<p><u>7.6 Westward Expansion</u></p> <ul style="list-style-type: none"> <li>■ Compare and evaluate the ways in which territories from the Mexican Cession were added to the U.S.</li> </ul> <p><u>7.7 Reform Movements</u></p> <ul style="list-style-type: none"> <li>■ Investigate examples of early 19<sup>th</sup> century reform movements</li> </ul>	<p><u>7.8 A Nation Divided</u></p> <ul style="list-style-type: none"> <li>■ Examine regional economic differences as related to industrialization</li> <li>■ Examine efforts to resolve conflicts over the expansion of slavery</li> <li>■ Examine growing sectional tension within the U.S.</li> <li>■ Examine long – and short-</li> </ul>	<p><u>7.8 A Nation Divided</u></p> <ul style="list-style-type: none"> <li>■ Examine long – and short-term causes of the Civil War</li> <li>■ Identify which states seceded to form the Confederacy</li> <li>■ Compare the advantages and disadvantages of the North and South</li> <li>■ Examine how the use of various technologies affected</li> </ul>	<p><u>7.8 A Nation Divided</u></p> <ul style="list-style-type: none"> <li>■ Examine the topography and geographic conditions at Gettysburg and Antietam</li> <li>■ Analyze military strategies at Gettysburg or Antietam</li> <li>■ Examine the aftermath of the war in terms of destruction and population loss</li> </ul>	<p><u>8.1 Reconstruction</u></p> <ul style="list-style-type: none"> <li>■ Examine the effects of the Sharecropping system on African Americans</li> <li>■ Examine the reasons for the migration of African Americans to the North</li> <li>■ Examine the rise of African Americans in government</li> <li>■ Examine southern methods at limiting African American</li> </ul>

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	<ul style="list-style-type: none"> <li>■ Examine ways in which enslaved Africans organized and resisted their conditions</li> <li>■ Explore the efforts of Abolitionists</li> <li>■ Examine the effects of <i>Uncle Tom's Cabin</i></li> <li>■ Examine NY's role in the Abolitionist Movement</li> <li>■ Examine the efforts of women to acquire more rights</li> <li>■ Explain the significance of the Seneca Falls Convention</li> </ul>	<p>term causes of the Civil War</p>	<p>the conduct and outcome of the war</p> <ul style="list-style-type: none"> <li>■ Examine the enlistment of freed slaves</li> <li>■ Examine the role of women, civilian and free African Americans</li> </ul>	<p><u>8.1 Reconstruction</u></p> <ul style="list-style-type: none"> <li>■ Compare and contrast Reconstruction plans</li> <li>■ Examine the Reconstruction Amendments</li> <li>■ Examine the Freedmen's Bureau's purpose</li> </ul>	<p>rights in the South</p> <ul style="list-style-type: none"> <li>■ Explore the responses of some Southerners to increased African American rights</li> <li>■ Examine how the federal government failed in its promises to African Americans</li> <li>■ Examine the effects of the <i>Plessy v. Ferguson</i> ruling</li> </ul>
Essential Questions	How did Americans respond to internal and external challenges?	What forces unite and divide a nation?	What forces unite and divide a nation?	What forces unite and divide a nation? What were the short term and long-term effects of the Civil War?	How should we remember the Confederacy? Does our Confederate past have a place in today's America? Should Confederate statues and monuments remain on public grounds in the United States?
Texts	<ul style="list-style-type: none"> <li>o Uncle Tom's Cabin</li> <li>o Narrative of the Life of Frederick Douglass</li> <li>o Narrative of Sojourner Truth</li> <li>o <i>United States v. The Amistad (1841)</i></li> </ul>	<ul style="list-style-type: none"> <li>o Missouri Compromise</li> <li>o Compromise of 1850</li> <li>o Kansas-Nebraska Act</li> <li>o <i>Dred Scott v. Sanford</i></li> </ul>	<ul style="list-style-type: none"> <li>o Emancipation Proclamation</li> </ul>	<ul style="list-style-type: none"> <li>o Gettysburg Address</li> <li>o U.S. Constitution</li> </ul>	<ul style="list-style-type: none"> <li>o <i>Plessy v. Ferguson</i></li> </ul>
Assessment Strategies	<ul style="list-style-type: none"> <li>o Exam (alternate version/extended timing/reduce # of questions)</li> <li>o Reform Movement project</li> <li>o DBQ Essay</li> </ul>	<ul style="list-style-type: none"> <li>o Quizzes (provide word bank)</li> <li>o Exam (unpack the question)</li> </ul>	<ul style="list-style-type: none"> <li>o Quiz (visuals/change answers)</li> </ul>	<ul style="list-style-type: none"> <li>o Quizzes (hints)</li> <li>o Exams (alternate version/extended timing/reduce # of questions)</li> </ul>	<ul style="list-style-type: none"> <li>o End of Year Project</li> <li>o DBQ Final Timed Assessment</li> </ul>

Grade 8

**Unit 1: Industrialization, Immigration, and the Progressive Movement. (21 days)**  
**September-Early October**

1. Key Understandings:

- a. Following the Civil War, the north continued to Industrialize causing cities to expand and created a wider gap between social classes.
- b. Immigration from Eastern and Southern European countries exploded in the early 20<sup>th</sup> century creating a new class of Americans that struggled for their place in society.
- c. Effects of rapid industrialization as well as immigration caused certain Americans known as Progressives to shine light on the vast problems of society.

2. Essential Questions:

- a. What is the difference between a Robber Baron and a Captain of Industry?
- b. Why is the late 1800s/Early 1900s known as the Gilded Age?
- c. Why were labor unions important to the Gilded Age?
- d. Why were so many immigrants attracted to the U.S.?
- e. How did increased immigration lead to more conflict?
- f. How did individuals help shape the Progressive Movement?
- g. What role did the government play in the Progressive Movement?

Resources:

<https://www.biography.com/people/groups/captains-of-industry>

<https://www.history.com/topics/haymarket-riot>

<http://www.encyclopedia.chicagohistory.org/pages/1029.html>

<https://www.history.com/topics/homestead-strike>

<https://www.kcet.org/shows/california-coastal-trail/the-immigrant-experience-at-angel-island-the-ellis-island-of-the>

**Unit 2: Expansion and Imperialism (16 Days)**

Key Understandings:

- a. The movement out west following the Civil War created both economic as well as geographic hardships for those on the frontier.
- b. Native American life on the Plains would forever be altered by American Settlers due to increased conflict.
- c. The United States began to move away from an isolationist view leading the Spanish American War which forever changed U.S. foreign policy.

Essential Questions:

- a. Was the risk worth the reward for those that traveled out west after the Civil War?
- b. Was the Dawes Act a positive or negative for future Native Americans?
- c. To what degree should a nation be involved in the affairs of other nations?
- d. What are the responsibilities (and consequences) of being a world superpower?

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### Resources:

<https://www.britannica.com/topic/Dawes-General-Allotment-Act>

<https://newsela.com/read/offensive-monuments-native-americans/id/42117/>

<https://taskandpurpose.com/117-years-later-the-sinking-of-the-uss-maine-remains-a-mystery/>

### **Unit 3: World War I and the Roaring Twenties (23 days)**

#### Key Understandings:

- a. Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I.
- b. Involvement in the war altered the lives of Americans.
- c. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.
- d. Behaviors of the 1920s proved to a precursor for the troubles that would lie ahead for the 1930s.

#### Essential Questions:

- a. Why did the United States want to stay out of World War I?
- b. How did advances in technology have a major impact on World War I?
- c. How did the Allied victory in World War I affect the United States?
- d. What major changes were made to society during the 1920s?
- e. How could the actions of both the government and individuals in society possibly lead to future problems?

#### Resources:

<https://www.nytimes.com/2006/05/03/us/03pardon.html>

<http://mentalfloss.com/article/31882/12-technological-advancements-world-war-i>

<https://www.history.com/this-day-in-history/monkey-trial-begins>

### **Unit 4: The Great Depression (13 Days)**

#### Key Understandings:

- a. Economic and environmental disasters in the 1930s created hardships for many Americans.
- b. Many Americans debated the appropriate role of government to aid the effects of the Depression.
- c. President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy.

#### Essential Questions:

## 6a-f. Curriculum & Instructional Design

- a. Was more government involvement necessary during the Great Depression?
- b. How did forms of entertainment change during the Great Depression?
- c. Which aspects of the New Deal had a lasting role?

Resources:

<https://newsela.com/read/lib-history-hooverilles-great-depression/id/28668/>

<https://newsela.com/read/primary-source-interview-dust-bowl-oklahoma/id/28834/>

### **Unit 5: World War II (21 days)**

Key Understandings:

- a. The aggression of the Axis powers threatened United States security and led to its entry into World War II.
- b. The nature and consequences of warfare during World War II transformed the United States and global community.
- c. Women were called into new roles, especially in the workforce.
- d. The atrocities of war, especially the effects of the Holocaust, would forever change efforts to protect human rights.
- e. Measures taken at home for security would lead to controversial decision.

Essential Questions:

- a. Why was the United States once again trying to avoid involvement in a global conflict?
- b. How could the world leaders handled Hitler's aggression differently?
- c. How did the American society change during the World War II?
- d. What were similarities and differences between World War I and World War II?
- e. Was Japanese Internment necessary during World War II?
- f. How did the atomic bomb change the U.S. role as a world power?

Resources:

<http://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%202/Night%2026-32%20excerpt.pdf?id=13367>

<https://www.historyonthenet.com/reasons-against-dropping-the-atomic-bomb/>

<https://www.historyonthenet.com/decision-use-atomic-bomb-arguments-support/>

### **Unit 6: Early Cold War and the Vietnam Years (22 Days)**

Key Understandings:

- a. The period after WWII became known as the Cold War as tensions between the United States and the Soviet Union grew.
- b. Containment would become the policy that dictated U.S. foreign policies for nearly 50 years.
- c. Fear of Communism would lead to start of McCarthyism which had various negative effects on individual liberties.

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- c. Conflicts in Cuba led to the closest the nation would have to a nuclear war. This event caused a greater concern of atomic attacks back at home.
- d. The Vietnam War divided the nation leading the growing opposition movement from the younger generation.
- e. The Vietnam years also brought a new found distrust of the federal government.

### Essential Questions:

- a. Why did tension between the U.S. and Soviet Union grow after World War II?
- b. What were the positive and negative aspects of the presidencies during the early Cold War years?
- b. Why did Americans eventually reject Joseph McCarthy?
- c. How did containment increase U.S. involvement in foreign conflicts?
- d. What was the domestic impact of the U.S. involvement in the Vietnam War?

### Resources:

[https://www.elionline.com/res/ftpeli/resources/bestcommercialpractice/D2\\_W5.pdf](https://www.elionline.com/res/ftpeli/resources/bestcommercialpractice/D2_W5.pdf)

<https://www.azlyrics.com/lyrics/bobdylan/mastersofwar.html>

<https://newsela.com/read/gl-history-sixties-protest-music/id/27770/>

## **Unit 7: The Civil Rights Movement (16 days)**

### Key Understanding:

- a. The Civil Rights Movement and the Great Society were attempts by people and the government to address major social, legal, and economic issues affecting a wide variety of Americans.
- b. The start of the Civil Rights Movement can be traced back to the early days of Reconstruction.
- c. Leaders such as Martin Luther King Jr. and Malcolm X differed in the way they chose to take on the goals of the Civil Rights Movement.
- d. Presidents like Kennedy and Johnson helped pass important Civil Rights Legislation.

### Essential Questions:

- a. How did the Southern government ignore Civil Rights legislation throughout U.S. history?
- b. How did the Supreme Court affect the progress of Civil Rights?
- c. Which president had the largest impact on the Civil Right Movement?
- d. How did the Civil Rights Movement expand to other groups during the Civil Rights Movement.

### Resources:

<https://www.history.com/topics/black-history/freedom-rides>

<https://www.history.com/topics/black-history/march-on-washington>

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<https://www.history.com/topics/black-history/freedom-summer>

<https://www.gilderlehrman.org/content/civil-rights-movement-dr-martin-luther-king-jr-and-malcolm-x>

<https://www.publicschoolreview.com/blog/segregated-proms-an-ongoing-controversy-in-georgia>

### **Unit 8: New Challenges for the Nation (21 days)**

#### Key Understanding:

- a. The presidency of Richard Nixon begins with positive strides abroad, but a scandal brings down his presidency.
- b. Conflicts in the Middle East will become a major foreign policy concern for decades.
- c. Jimmy Carter struggles to with both domestic as well as foreign crisis.
- d. Ronald Reagan's presidency helps bring the Cold War to a close. However, his domestic policies drew some concern.
- e. The 1990s brought new conflicts in both the Middle East and Europe.
- f. Bill Clinton's impeachment threatens his legacy as well as his presidency.
- g. The attacks on 9/11 forever change the nation both domestically as well in foreign policy.

#### Essential Questions:

- a. What were the causes of the Watergate Scandal?
- b. Would Nixon have been removed had he not resigned?
- c. Did the Iran Hostage Crisis influence the election of 1980?
- d. What made Ronald Reagan so popular with both Democrats as well as Republicans?
- e. Why did George HW Bush eventually lose popularity with Americans?
- f. Should Bill Clinton have been removed from office?
- g. How was the Iraq War as well as the War in Afghanistan related to the 9/11 attacks?
- h. What effects did the 9/11 attack have on American society

#### Resources:

<https://www.history.com/topics/watergate>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/richardnixon/> (Focus on Minutes 4:00-6:00 of video)

<https://www.britannica.com/event/Watergate-Scandal>

<https://www.youtube.com/watch?v=IHnmriyXYeg>

<https://www.cnn.com/2013/09/15/world/meast/iran-hostage-crisis-fast-facts/index.html>

<https://newsela.com/read/lib-war-on-terror/id/32172/>



## 6a-f. Curriculum & Instructional Design

### (e) Promotion Policy

CQA believes that it is imperative to do everything in our power to make sure that scholars are set up for success. Part of setting scholars up for success is striving to keep the window of time before our scholars reach college as small as possible. That means that we do everything in our power to avoid scholar retention, though we understand that there are cases in which scholars cannot be successful moving on without repeating the year's content and skills along with added supports. Those decisions are at the sole discretion of CQA's School Director.

Minimum Course Passing Grade: 70%

Minimum Promotion Standards:

- A yearlong average of 70% in ELA + a yearlong average of 70% in either math, science or social studies

**OR**

- A yearlong average of 70% in Math + a yearlong average of 70% in either ELA, science or social studies

**OR**

- Successful completion of CQA Summer School at the discretion of the Principal.

We take seriously the need for possible content and skill remediation. In doing so, we rely heavily on interventions other than retention. When necessary, we deliver:

- Homework help in office hours
- Tutoring in office hours
- Data-based small group instruction
- Breakfast or lunch academic support
- Summer school for ELA, math, or both
- Modifications of instruction, assignments and assessments

CQA families are rarely surprised regarding promotion in doubt conversations because of the full transparency into their children's progress through quarterly report cards, biweekly progress reports, and daily access to student grades online. When it appears that scholars may not be on track to meet the aforementioned expectations listed by the second semester, CQA informs families in writing and in person (at Parent/Teacher Conferences) that the scholar is "Promotion in Doubt" and the child may not be promoted to the next grade. Along with the letter, families also receive a second semester plan of support including the list of strategies above. For those scholars that are still not on track by the end of the third quarter, families receive a second notification and a mandatory in-person meeting with the Principal. Along with the fourth quarter report cards, scholars that have not successfully completed the requirements receive a letter explaining that the promotion is in doubt and that successful completion of summer school is necessary to be promoted.

No promotion/retention decisions are determined prior to the end of the 5-week CQA summer school program. If it appears that half-way through the summer school program, a scholar is still not on track to be promoted, then families are called in for another meeting with the Principal. Final promotion/retention letters accompany the CQA summer school report cards on the last day of the program and are at the complete discretion of the Principal.

## 6a-f. Curriculum & Instructional Design

### (f) Programmatic Audit

Replicating CQA's programmatic audit practices, CQA II's programmatic audit shall consist of annual submission of an Annual Progress Report to the SUNY Charter Schools Institute and the New York Board of Regents, in accordance with Education Law § 2857(2). This Report will include the state-mandated *School Report Card*, in accordance with regulations [8 NYCRR 119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of CQA and will also list: the School's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other relevant information. The Annual Report will further include a discussion of the progress made toward CQA's achievement goals.

CQA II's administration and faculty throughout the school year will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in CQA's education program or its implementation. CSI shall be informed of any significant changes made, or pending to be made, that are deemed necessary to fulfill the achievement goals of CQA.

CQA II shall also consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to recommend changes for improvement. Factors affecting the Board's decision will include the progress (or lack thereof) made toward achievement of CQA's educational goals, the affordability of such a contractual arrangement, and other factors.

R-06g - Accountability Plan

# CENTRAL QUEENS ACADEMY CHARTER SCHOOL 2018-2019 CALENDAR

**Aug 20**—First Day for All Staff  
**Aug 28**—First Day for Grades 5 & 7  
**Aug 29**—First Day for Grades 6 & 8  
**Aug 28-30**—3:30pm dismissal for Grades 7 & 8

AUGUST '18						
S	M	T	W	Th	F	S
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FEBRUARY '19						
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**Feb 5**—No School for Lunar New Year  
**Feb 11**—Parent-Teacher Conferences for Grades 5 & 7  
**Feb 12**—Parent-Teacher Conferences for Grades 6 & 8  
**Feb 18-22**—No School for Midwinter Recess

**Sep 3**—No School for Labor Day  
**Sep 10-11**—No School for Rosh Hashanah  
**Sep 12**—Parent Meeting for Grades 5 & 7 (5:30pm-7:00pm)  
**Sep 13**—Parent Meeting for Grades 6 & 8 (5:30pm-7:00pm)  
**Sep 19**—No School for Yom Kippur

SEPTEMBER '18						
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30						

MARCH '19						
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24	25	26	27	28	29	30
31						

**Mar 15**- No School for Teacher Prep Day

**Oct 8**—No School for Columbus Day

OCTOBER '18						
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28	29	30	31			

APRIL '19						
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28	29	30				

**Apr 2-4**—NYS ELA EXAM  
**Apr 5**—Last Day of 3<sup>rd</sup> Marking Period  
**Apr 19-26**—No School for Spring Break

**Nov 6**—School is OPEN on Election Day from 8:00am-2:00pm  
**Nov 9**—Last Day of First Marking Period  
**Nov 12**—No School for Veterans Day  
**Nov 19**—Parent-Teacher Conferences for Grades 5 & 7  
**Nov 20**—Parent-Teacher Conferences for Grades 6 & 8  
**Nov 22-23**—No School for Thanksgiving Break

NOVEMBER '18						
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MAY '19						
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19	20	21	22	23	24	25
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**May 1-3**—NYS MATH EXAM  
**May 27**—No School for Memorial Day

**Dec 24-Jan 1**—No School for Winter Recess

DECEMBER '18						
S	M	T	W	Th	F	S
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30	31					

JUNE '19						
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30						

**Jun 4**—No School for Eid-al-Fitr  
**Jun 6**—No School for Staff Meeting Day  
**Jun 17-24**—2pm dismissal  
**Jun 20**- Earth Sci Regents Exam for Grade 8  
**Jun 24**—Last Day of School

**Jan 1**—No School for New Years Day  
**Jan 21**—No School for Dr. Martin Luther King Day  
**Jan 25**—Last Day of Second Marking Period

JANUARY '19						
S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY '19						
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21	22	23	24	25	26	27
28	29	30	31			

**July 8 to July 31**—Summer School Session

8(a) Struggling Students

Over the course of its first charter, CQA has significantly built up its intervention program and strategies to help support students that are struggling academically. At CQA, struggling academically is defined as any student who meets any of the following criteria

- failing to meet a 70% average on quarterly course grades
- reading more than two years below grade level (as assessed using F&P Reading Inventory)
- computing math at a level more than two years below grade level
- failing to score a 2.5 or higher on any of the CQA interim assessments (3x/yr)
- failing to score a 2.5 or higher on the previous year’s NYS math or ELA assessment

CQA uses a fully functional three tier RTI approach to interventions. Its tiered program is outlined in the following matrix:

Tier 1	Tier 2	Tier 3
High quality instruction that includes differentiated instruction	Small group pull-out literacy intervention	ICT classroom setting (in accordance with IEP classification)
Small group instruction (SGI) integrated into daily lessons	Small group pull-out math intervention	One-on-One or small group speech services (in accordance with IEP classification)
Office hours (tutoring time) four days a week	Small group pull-out study skills interdisciplinary support	One-on-One or small group OT services (in accordance with IEP classification)
Breakfast and lunch tutoring time availability	Isolated vocabulary instructional period	One-on-One or small group PT services (in accordance with IEP classification)
Group counseling		One-on-One or small group Counseling (in accordance with IEP classification)
Advisor assigned support		
Interdisciplinary studies course that supports the application of math, science and literacy		
Double block of ELA instruction 5 days per week		

One of CQA’s defining characteristics is its ability to provide intervention supports for any student (mandated or not) that is struggling to succeed. In its first charter, of the 417 students in grades 5-8, more than 175 students are receiving some type of academic intervention service. Roughly 75 students are mandated. CQA employs a thoughtful and efficient method to analyze the “right fit” intervention for any struggling scholar. Through the years, CQA has continued to build this program into one that accommodates more than twelve

different types of academic need. This growth and development has been the result of ongoing deep-dives into data, and a bias to action to build programs to fill gaps, run small pilot tests, analyze preliminary results, make thoughtful changes, and then take to scale.

*It should be noted that at any point in the RTI process, parents may request an informal evaluation for a specific RTI support or for a formal evaluation to determine eligibility for special education. Our RTI process does not deny or delay a formal evaluation for special education.*

The method of identifying the “right fit” intervention for a struggling scholar looks similar to the following pathway (assumes that each previous level was not sufficient):

*Teacher uses in-class checks for understanding to identify scholars to pull for small group instruction → Teacher pulls scholar for office hours → Teacher pulls scholar for breakfast or lunch tutoring → Teacher calls home to discuss specific skill deficiency with family → Teacher brings concern to the grade level leader → Grade level team discusses the holistic performance and supports given across disciplines → Student profile (includes skill deficiencies, academic data, evidence of Tier 1 support, student’s response to that support) is presented to the Principal and the special education coordinator → A comprehensive analysis of: presented profile, previous year NYS assessment results, historic F&P reading assessment results, IXL math diagnostic results.*

Once the aforementioned process has been completed, a complete report is brought to the instructional leadership team for a recommendation of support services, followed by swift and clear communication with families, the student, and the grade level team. After communication, the plan is implemented and services begin using the same sets of criteria to monitor success.

One example of this process is CQA’s recent addition of *Test Taking Techniques Intervention*. An analysis of data revealed a pattern of small groups of scholars that are high achieving based on standards-aligned classroom assessments and quarterly grades, yet struggle to demonstrate similar mastery on standardized tests. The need for support was identified, a program was designed, the data identified the scholars in need, a pilot intervention is now (2018-2019) underway.

The small group pull-out study skills interdisciplinary support was created in a similar fashion. In 2015-2016, our internal and external data revealed that for some of our scholars, their lack of structure, time management, organization, multi-tasking, and long-term attention were key factors holding them back from succeeding in their classes. In 2016 CQA’s Director of Special Education designed an eighth grade only study skills interdisciplinary support course to run five days per week. Again, using internal data, the instructional leadership team identified nine scholars (six with IEPs and three without) that it felt would benefit from the course. ALL nine scholars were admitted into the *Study Skills IDS* course in August 2016. Eight of the scholars graduated on time; one moved out of the country mid-year. By August of 2018, more than twenty scholars across two grades receive the support.

CQA employs a well rounded staff to support its scholars in need of intervention. In addition to qualified veteran classroom teachers (the average number of years teaching is 8) utilizing the **CQA 10 Key Strategies** (see section 6a), every teacher conducts 2 days of office hours per week, serves as an academic advisor, and teaches a section of isolated vocabulary instruction to a tiered group of students. Because we double the amount of ELA instruction, the school has two ELA teachers per grade level and an Interdisciplinary Studies teacher for each grade level to support the application of math, science, and literacy skills they are learning in their other classes. Each grade has its own literacy specialist and its own ICT special education teacher under the leadership of a special education coordinator and an associate special education coordinator. For the scholars that require counseling (mandated by IEP or not), there is a licensed guidance counselor assigned to fifth and sixth grade and another assigned to seventh and eighth grade. The interventions of speech, physical therapy, and occupational therapy are contracted out to a NYC DOE provider.

Regardless of the number of staff on the team, or the years of experience, teachers need time to plan for their interventions (in-class SGI, ICT, or small group intensive pull-out). CQA is dedicated to providing this planning and collaboration time for its team of professionals. Each ICT pairing (general education teacher + special education teacher) shares a minimum of five hours per week of coordinated common planning time. Each classroom teacher receives a minimum of one hour per week of instructional coaching along with weekly lesson plan feedback focused on differentiation. Each interventionist also receives a minimum of one hour per week of instructional coaching along with weekly lesson plan feedback. Instructional coaches and the special education coordinator meet regularly with the ICT pairs to discuss the partnership and progress of the IEP scholars. The deans (2) look at student by student data and produce a bi-weekly "*Academic Data Red Flags*" report to share at the instructional leadership team meetings. The entire team, teachers to coaches to leaders, are in a constant cycle of school-wide, class-wide, and student-by-student analysis and action planning to make sure that it is doing everything possible to assure academic success for all scholars.

#### (b) Students With Disabilities

At CQA, the first step in identifying students with special needs at CQA is taking an assessment of the incoming students to see if they are entering the school with an existing IEP. We use formal school records, data gathered from *SES/S*, and communication with families to determine whether there is an existing IEP; and if there is one, we either receive the IEP from the sending school or download it from *SES/S*. Once CQA has the IEP's in house, a meeting is set up with the families to discuss history of service and the plan moving forward. For scholars that do not enter the school with an IEP, but who demonstrate potential need for such supports, we provide a period of intervention and ongoing evaluation (as described in section 8a).

CQA will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it. CQA will, consistent with

applicable law, work with our local Committee of Special Education (CSE) to ensure that all students with disabilities that qualify under the IDEA:

- have available to them a free, appropriate, public education (“FAPE”);
- are appropriately evaluated;
- are provided with an Individualized Education Program (“IEP”);
- receive an appropriate education in the least restrictive environment (“LRE”);
- are involved in the development of and decisions regarding the IEP, along with their families;
- have access to appropriate procedures and mechanisms, along with their families, to resolve any disputes or disagreements related to the school’s provision of FAPE.

CQA will continue to employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of CQA’s setting. Central Queens Academy’s special education coordinators do take on additional administrative duties, and it assures those duties do not interfere with the coordinators’ responsibilities to ensure the school’s compliance with the IDEA, Section 504, and Title II of the ADA.

CQA consistently makes available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE, and it provides such teachers and personnel with copies of the student’s IEP. The schools also ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum as frequently as parents of regular education children. CQA will continue to abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access. The special education coordinator will continue to retain such data and prepare such reports as are needed by each disabled student’s school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

CQA will continue to comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child’s name to a CSE for potential evaluation. CQA will not unilaterally convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. CQA understands that these responsibilities are left solely to the CSE of the student’s district of residence and will implement IEPs as written. CQA will continue to provide relevant personnel with such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

CQA plans to continue its deployment of one ICT specialist for each section of scholars whose IEPs name ICT as the mandated service. When appropriate, CQA will increase its number of ICT sections, thereby bringing on more ICT support teachers. Also when necessary, CQA reserves the right to assign ICT professionals either to a grade level section, or to a set of academic disciplines (i.e. math/science vs. ELA/social studies). In addition to the ICT specialists serving students with IEPs, CQA will continue to provide separate pull-out literacy intervention services, and/or separate pull out interdisciplinary study skills intervention to students that demonstrate below average levels of literacy or quarterly course grades. Each of those supports will continue to be staffed by trained support interventionists. CQA will continue to employ two full-time guidance counselors per school and will contract out for physical therapy, speech, and other related services as needed. All services are provided in a least restrictive environment.

When we suspect that a student no longer requires special education services, CQA confers with families, and if there is agreement, initiates an evaluation in conjunction with our local CSE. If the CSE determines that services are no longer needed, CQA systematically removes the supports while monitoring progress along the way. Similar to all students at CQA, former IEP students may still have access to the complete array of academic support services deemed necessary by the instructional leadership team in conjunction with families.

CQA is dedicated to providing teacher supports in the form of training (in-house and outside trainings), curricular supports, consistent and frequent planning and collaboration time for its team of professionals, and ongoing instructional coaching. Each ICT pairing (general education teacher + special education teacher) shares a minimum of five hours per week of coordinated common planning time. Each classroom teacher receives a minimum of one hour per week of instructional coaching along with weekly lesson plan feedback focused on differentiation. Each interventionist also receives a minimum of one hour per week of instructional coaching along with weekly lesson plan feedback. Instructional coaches and the special education coordinator meet regularly with the ICT pairs to discuss the partnership and progress of the IEP scholars. CQA will continue to pay dues to be a part of the New York City Charter Center Special Education Collaborative to receive. In doing so, CQA's intervention team will continue to have access to the *Collaborative's* year round professional development trainings.

Collaboration between the special education team and the general education team of professionals is seamless. Each CQA campus has an Instructional leadership team (ILT) that includes the special education coordinator. ILT meetings at each campus occur every week with the CQA School Director present at each campus meeting. Together, the special education coordinator, instruction deans, Principal, and School Director collaborate on the symbiosis of the programs. Additionally, instructional deans sit in on, and facilitate, planning meetings between ICT teachers and their partner general education teachers bi-weekly. The teacher pairing continues to meet throughout the month sending those plans directly to the instructional deans. After the deep analysis of CQA's formative and summative assessments

(as described in section 6b) by the ILT, both teams of teachers (special education and general education) sit together to create viable action plans.

It is the consistent monitoring and analysis of these same formative and summative assessments that CQA uses to gauge the success of its special education program. CQA views the program as the instructional tools needed for its scholars to successfully meet the standards of all scholars at CQA; specifically that ALL scholars will:

- Meet a 70% average in each of the four core disciplines
- Reach the range of on-grade-level reading levels by 8th grade
  - for those students that are significantly behind, grow in reading level by an accelerated rate to put them on track by 8th grade
- Score a level 3 or level 4 on the NYS Math and ELA Assessments
- Pass the NYS Earth Science Regents in 8th grade
- Pass the NYS Algebra 1 Regents in 8th grade

While CQA does measure the decrease in necessary tiered supports (as described in section 8a) throughout the trajectory of a student's CQA career, CQA will continue to ultimately judge the effectiveness of the program on the measures listed above.

### **(c) English Language Learners**

Central Queens Academy aims to support recent immigrant families by providing an excellent educational program for their children. In doing so, not only has CQA included a weighted preference for English Language Learners in our lottery, but we also invest a great deal of our own organizational development to build relationships with our families to accelerate their learning. We can't be successful without honoring the partnership with families. At CQA, all information flowing from school to home are communicated in multiple languages, the parent portal of CQA's website is translatable to home language, and translation services are offered for all family meetings.

When new students are admitted to CQA, the families are provided with a home language survey. If families note that a language other than English is the primary language spoken at home, CQA will first check the student's historical records on NYC DOE's ATS system. When necessary, CQA may administer the NYSITELL assessment to gauge ELL status. Then the special education coordinator (also coordinates all CQA interventions) and the ILT, use those results, teacher input, conversations with families, and prior academic records to determine the best plan of support.

CQA educates ELLs using a variety of programs. Initially, scholars receive a *Structured English Immersion* (SEI) program. SEI is based on the theory that children learn the English language best when they are integrated with other native English-speaking students. In the general education classes, literacy is a focus across the disciplines. In addition, CQA uses uninterrupted double blocks of ELA instruction (125 min.) for all scholars, teaches a block of

isolated tiered vocabulary (as suggested by Robert J. Marzano), and adds a block of IDS (Interdisciplinary Studies) each day. During this time, ELL scholars receive modifications and accommodations in the form of:

- Alternate responses
- Advanced notes
- Extended time
- Teacher modeling
- Simplified instructions
- Frequent breaks
- Dictionaries/Thesauruses
- Graphic organizers

In order for teachers to make the most effective modifications and accommodations in the SEI program, content teachers and literacy specialists regularly meet to analyze student text levels, modify assessments, build graphic organizers, modify the presentation of class notes, and modify task directions. The literacy specialists, under the coaching of the special education coordinator, serve as the resident experts in CQA's English Language Learner SEI model.

In addition to this SEI approach, for learners who are significantly behind in literacy, CQA incorporates a sheltered English instruction (SEI) block each day (taught by a trained literacy interventionist). This form of small group focused intervention uses a set of researched and structured curricula (Fountas & Pinnell's Leveled Literacy Intervention and Scholastic's Trait Crate of Writing). English language learners in this program progress through a series of leveled literacy lessons before being assessed using a running record. The course continues using a combination of scripted lessons with built in assessments and closely managed writing projects. Together, the special education coordinator, and the building Principal oversee the program's design, implementation and measurement of success.

Each spring, a member of the ILT (either the building Principal or special education coordinator) administers the NYSESLAT exam to monitor development and eventual removal of ELL status. CQA only removes ELL status when scholars have successfully tested at the **Commanding** level on the NYSESLAT. Former ELL scholars still qualify for necessary accommodations like extended testing times and alternate testing locations for two years. CQA ultimately evaluates the success of its ELL program based on how quickly we can enable students to proficiently access the core curriculum. Our goal is to have all students ELL status declassified by their fourth year of CQA instruction and have them scoring a level 3 or level 4 on the NYS Math and ELA Assessments.

Because CQA values our enrichment program as a core element of its students' whole education, all scholars participate in the complete enrichment program. ELL services never take place during CQA's end of day Enrichment block. In the seventh and eighth grade, extra enrichment opportunities are available to all CQA students on Friday afternoons. These opportunities are advertised to all families in multiple languages. In our replication we hope to deepen our parent and family engagement with more intensive staffing and translation services.

(d) Gifted and Advanced Students

Over time, CQA has found that advanced students may have mastered some areas of Bloom's Taxonomy, but may have not mastered the higher order skills. One of the strategies that CQA employs to ensure that advanced students are not bored or unchallenged is to provide opportunities for students to master skills that are higher on Bloom's Taxonomy. In 2017, CQA created a school-wide goal of increasing the student-centered learning; an attempt to increase the rigor for our more advanced students. The school has spent the last two years focusing its professional development of the teachers, as well as the lesson plan and lesson delivery feedback on this goal. The curriculum has become much more project-based which has built-in the promotion and development of higher order skills to give these students the opportunity to be more creative and have more meaningful thoughts about what they are learning. Teachers use scaffolded instruction in order to guide and model for advanced students the skills that they may need in order to be successful working on their independent projects.

Interdisciplinary studies is a clear example of the student-centered approach that allows advanced students to be pushed intellectually. In the upper-grades, the course is evenly split between STEM projects, coding, and novel studies. The STEM projects all follow the same basic path of inquiry:

1. Students are presented with a problem to solve
2. Students design a blue-print solution and define its scale
3. Students are given a budget and access to a "store" of supplies
4. Students build their "1.0" solution
5. Students test their "1.0" solution
6. Students complete an in-depth analysis of the strengths and weaknesses of the 1.0 version while researching other designs
7. Students design a blue-print "2.0" solution and define its scale
8. Students build their "2.0" version
9. Students test their "2.0" version
10. Students complete an overall product and process analysis

The novel studies are differentiated by reading level and utilize a book-club format. Students can be found conducting live debates about characters, or playing the jury while their peers play the role of plaintiff or defendant placing the book (or characteristics of it) on trial. CQA's most academically advanced scholars have continued to thrive in such settings.

*Note: (CQA reserves the right to transform the eighth grade IDS curriculum into a single STEM focus concentrated on algebraic thinking to support the Regents Algebra 1 for all endeavor.)*

In 2015, CQA lit another path for advanced students when it introduced the NYS Earth Science Regents as our only eighth grade science offering. Similarly, and partly due to our success, CQA will launch the NYS Algebra 1 Regents as its sole math offering. We also provide an isolated vocabulary course that ends each academic day is grouped homogeneously based on a baseline vocabulary assessment. Tier 4 (the highest tier) students are introduced to new words each week that range between the 9th and 12th grade level. CQA will continue to partner

with SAYA! (our enrichment partner and a community-based organization) to offer SHSAT (the specialized high school exam) preparation to the school's top 30 advanced scholars as measured by the NYS Math and ELA Assessments. To date, approximately 15% of CQA graduates have been admitted to academically selective high schools (both public and private), with 75% being admitted to one of their top choice high schools.

CQA understands that the true measure of its success working with academically advanced students is their own success in their endeavors post-CQA. CQA will work to follow the path of all of its scholars after graduation. CQA hopes to monitor the following:

1. The number of science regents courses successfully taken
2. The number of higher level math courses successfully taken
3. The number of AP or IB courses successfully taken
4. The on-time entrance into a four-year college or university
5. The on-time graduation from a four-year college or university

## R-09ad - Instructional Leadership

### (a) Roles

CQA II's Instructional leadership focuses on a core tenet of the 10 Key Instructional Strategies, ***Commitment to continual professional development for all staff***. CQA is committed to helping instructional staff master their craft through frequent and targeted pedagogical and curricular feedback.

The CQA II Principal, reporting to CQA's School Director, will be responsible for the overall instructional leadership of the school. The Principal will take responsibility for (1) refining the curriculum; (2) developing and implementing a professional development program for teachers and staff, including the summer professional development institute and regular professional development days; (3) working with teachers to implement culturally relevant instructional strategies and providing teachers mentorship, support, and guidance; (4) evaluating and assessing the performance of teachers; (5) leading faculty meetings; (6) after the first year of operations, coordinating the summer school; (7) coordinating the Learning Supports team (comprised of the special education and ELL staff) in partnership with lead ELL and Special Education Teachers.

### (b) Teacher Support and Supervision

Teachers generally receive 10-12 written observations each year using the Danielson Framework for Teaching, along with bi-weekly coaching sessions. Teachers and faculty also spend more 70 hours a year in focused professional development and teachers produce two professional development portfolios analyzing (video and data) their own practice.

Classroom and grade level data will be used by instructional coaches and leaders to guide formal and informal classroom observations and help set grade level priorities. At the beginning of each school year, schoolwide academic goals are set for each grade level and testing area. These goals are used in each classroom to set differentiated student achievement goals that are measured by progress on both the standardized assessments and practice State assessment exams from prior years. Instructional leaders use grade level data and individual teacher progress to help determine professional development priorities for the teaching staff. Teachers whose classes do not meet CQA's mission and Accountability Plan goals for student achievement will receive additional coaching and targeted support from instructional leadership.

Working alongside the instructional leadership team, the principal will lead and model CQA's school culture to ensure that all teachers know how to model the values of the school, work to incorporate cultural relevancy, and reinforce the principles underlying the CQA's school culture and discipline policy. The Principal will set the tone so that students behave in accordance with those values and principles.

### (c) Professional Development

With the help of the Instructional Leadership Team (ILT), the Principal will also evaluate and assess teachers and develop the professional development programs used to help

teachers to improve their skills. S/he will outline those expectations in the initial faculty meeting and orientation, much the same way that standards are made transparent to students.

(d) Teacher Evaluation and Accountability

Teacher evaluation happens throughout the year through formal observations, self-evaluations, and professional portfolios. A key component of teacher evaluation at CQA is student academic growth. Each year, the Principal will outline annual expectations of CQA staff with each staff member to develop more personalized goals for the year given their own gauge of individual strengths and weaknesses. Staff will discuss what the needs of students are and how they can best address those needs, including areas where staff may need more formalized support in the form of professional development, observations, mentoring, coaching, and modeling. The principal will meet with staff regularly throughout the year to monitor staff progression.

## R-10a - Culture and Discipline

CQA II will replicate the strongly positive school culture of CQA. Throughout CQA's initial years, our school culture has balanced a firm but fair behavior management system against a school climate of high academic and behavioral expectations for all. We pride ourselves on knowing each student and fostering a relationship between the whole child and whole school culture. These relationships are rooted in mutual trust and dignity and amplified by our commitment to partnering with families.

Over time, we have utilized the lever created by the deep relationships with each scholar and each family to support the learning and achievement of each scholar. CQA pairs a systemic progressive discipline model as communicated in our family handbook with an individualized scholar approach in close partnership with families throughout the multiple levels of the process. We have found that these alternatives to zero tolerance policies allow our staff and administration to address behavior challenges both proactively and reactively.

All students, including ELLs, students with disabilities, below grade-level students, and advanced students, will be integrated into heterogeneously grouped classrooms with differentiated instruction. Literacy will be taught across the curriculum as described above. With the support of our Advisory program, students learn that in order to learn, they need to take initiative, to lead. Students then learn that leading requires them to develop their character traits related to responsibility and respect. Counselors and advisors help scholars to take responsibility for their weaknesses and their actions, e.g., if they do not understand a math concept, or they did not do their homework. They learn to respect their own strengths and the diverse strengths of others, so that they recognize what they are good at and what others can contribute.

At the middle school level, scholars begin to develop the skills necessary to be prepared for college and career. It's here that they develop the passion that allows them to go beyond the practical implications of becoming college and career-ready so that they can become lifelong learners.



**STUDENT AND FAMILY HANDBOOK  
2018-2019**

**CQA – North**  
55-30 Junction Boulevard  
Elmhurst, New York 11373  
Phone: 718.271.6200  
Fax: 718.271.6900

**CQA - South**  
88-24 Myrtle Avenue  
Glendale, NY 11385  
Phone: 718.850.3111  
Fax: 718.850-3118

[www.centralqueensacademy.org](http://www.centralqueensacademy.org)



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CENTRAL QUEENS ACADEMY  
CHARTER SCHOOL

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### **CQA Commitment to Excellence**

#### **Teacher Team Commitment**

We fully commit to CQA in the following ways:

- We will arrive at school by 8:10 AM Monday – Friday.,
- We will remain at school until 3:25 Monday-Thursday, 4:25 on Office Hours Days, and 4:00 on Fridays.
- We will tutor one to two days per week from 3:25-4:25.
- We will do whatever it takes for our students to learn.
- We will modify instruction and assessments to meet the needs of all learners in our classes.
- We will be fully prepared for each class that we teach.
- We will grade and return all student work within a week of the due date.
- We will model the CQA core values in our words and actions.
- We will enforce all CQA rules and policies consistently and fairly to maintain school-wide academic and character excellence.
- We will communicate with parents/guardians on a daily/weekly basis.
- We will always protect the safety, interests, and rights of all individuals in the classroom and school community.

*Failure to adhere to these commitments can lead impact my future standing at CQA.*

#### **Parents'/Guardians' Commitment**

We fully commit to CQA in the following ways:

- We will make sure our child arrives at school by 8:20 AM Monday – Friday (or earlier if necessary).
- We will make arrangements for our child to remain at school until 4:30 PM Monday – Thursday and 2:00 pm on Fridays
- We will always help our child as best we can and we will do whatever it takes for him/her to learn, work hard, produce the best work possible, make the best choices possible, and reflect responsibly.
- We will maintain an environment at home for our child to complete homework effectively.
- We will check our child's homework every night, let him/her email or call the necessary teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children and to the school, and will address any concerns they might have.
- We will communicate frequently with our child's teachers.
- We will attend quarterly parent conferences and other CQA-sponsored events and celebrations.
- If our child is going to be late or miss school, we will notify the school as soon as possible. We will also make sure that our child promptly makes up missing work.
- We will read carefully all papers the school sends home.
- We will allow our child to go on CQA field trips/lessons.
- We will make sure our child follows the CQA dress code.
- We understand that our child must pass all core academic classes in order to be promoted to the next grade.
- We understand that our child must follow school rules in order to protect everyone's safety, interests, and rights. We, not the school, are responsible for our child's behavior and actions.

*Failure to adhere to these commitments can cause my child to lose various CQA privileges and require in-person meetings*



*with school administration.*

**Student's Commitment**

I fully commit to CQA in the following ways:

- I will arrive at school by 8:20 AM Monday – Friday (or earlier if necessary).
- I will remain at school until 4:30 PM Monday – Thursday and 2:00 PM on Friday.
- I will follow the CQA core values by always working, thinking, behaving, and reflecting in the best way that I know how. I will do whatever it takes for my fellow students and me to learn. This means that I complete all my homework every night, I will email my teachers if I have a problem with the homework or coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents and teachers, and will address any concerns they might have. If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
- I will share my daily and weekly progress reports promptly with my parents.
- I will always behave to protect the safety, interests, and rights of individuals.
- I will always listen to all my CQA teammates and give everyone my respect.
- I will follow the CQA dress code.
- I am responsible for my own behavior, and I will follow the CQA Code of Conduct.

*Failure to adhere to these commitments can cause me to lose various CQA privileges.*

## Welcome

Welcome to Central Queens Academy Charter School (CQA). CQA was founded by a team of educators, parents and youth advocates in partnership with APEX, a youth development organization with almost 20 years of experience working with Asian immigrant youth in NYC, many of whom are English Language Learners (ELLs). APEX's history inspired CQA's model of combining strong academics with youth development principles of leadership, self-confidence and critical thinking.

CQA's academic program is designed to meet the needs of a highly diverse student body. CQA has grounded this program in our core values and will implement our mission using research-based methods that have worked in other schools. Moreover, our curriculum is aligned with the Common Core State Standards and the New York State Standards, and has been designed to make sure that students learn what they need to know in a rigorous and fun environment.

## Mission Statement

The mission of the Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, standards-based academics, and culturally responsive supportive services. The school will lay the foundation for students to be able to graduate, attend the competitive high school of their choice, and go on and excel in college.

## Educational Philosophy

CQA is guided by the educational philosophy that children learn best in an atmosphere of high expectations and that is intentionally designed to meet their needs. The founders envision a lasting community institution that graduates highly literate leaders who feel empowered to achieve their fullest potential. CQA will foster scholastic achievement and character development in an inclusive, culturally responsive small school setting.

The central focus of our program is literacy. On a basic level, the number of words that a child knows is an indicator of that child's potential for academic success. Research shows that students need an approximately 50,000-word vocabulary to succeed in high school. Students on average often learn at only a rate of about 3,000 words per year without intervention. Students who live in poverty know approximately five times fewer words than students from wealthier families, and ELLs start out knowing even less. Our program will not only increase the number of words students use and learn, but will teach students that literacy matters. This will not just help ELLs, but it will help all students develop the linguistic proficiency that they need to succeed in high school and beyond.



## CQA Values

- **Care for our Community**—We care for our community so that we develop pride in our school and an interest in helping others.
- **Quality of Character**—We seek quality in our character so that our scholars learn the skills of empathy, compassion, respect, responsibility, and perseverance.
- **Achievement through Academics**—We strive for high academic achievement because knowledge and education are the foundation of success in life.

## CQA Methods

- **Whole School Focus on Literacy**

CQA believes that literacy cannot be taught in a single class, but needs to be reinforced in every class to build on the blocks of understanding. Beyond that, we seek to embed literacy into all classes so that students acquire the type of interdisciplinary learning that promotes higher-level thinking and prepares them for the real world.
- **High Academic Standards**

CQA believes that if you set the bar high and show students how to get there, they will show you that they are capable of achieving those high markers and more.
- **Caring and Competent Teachers**

CQA's teachers model how students should live, always striving to be better and always caring for the people around them.
- **More Time in School**

CQA believes that more time spent well can make the difference for students who need more time to practice their academic skills and to develop their sense of selves.
- **Social and Emotional Learning**

CQA understands that students need more than academic rigor in order to succeed; they need the fundamental skills that we all need to handle ourselves, our relationships, and our work, effectively and ethically. Through our Advisory program and use of core values, CQA seeks to teach and support social and emotional learning just as it does academics.
- **Parent Engagement**

CQA collaborates with parents/guardians, so we are utilizing all resources to do what is best to meet each child's individual needs and ensure that s/he reaches his/her academic and character potential.
- **Enrichment**

CQA believes that students who receive after school enrichment will become more well-rounded and well-grounded, and will be invigorated to take on the challenges of academic achievement.



## **Who We Are**

### **School Administration**

- Suyin So, Founding Executive Director
- Glenn Liebeck, Director of School/Principal of CQA South
- Therese Paskoff, Operations Director
- Michelle Dalpiaz, Finance Director
- Dee-Ann Martell, Principal of CQA North
- Keneshia Maxwell, Assistant Principal of CQA South
- Angel Geeng, Dean Grades 5 & 6
- Kerry Brett-Esty, Dean Grades 5 & 6
- Peter Margulies, Dean Grades 7 & 8
- Maria Diaz, Special Education Coordinator Grades 7 & 8
- Sermania Arias, Guidance Counselor 5 & 6
- Purvi Ramkarran, Guidance Counselor 7 & 8

### **Board of Trustees**

- Annee Kim
- Jon Blattmachr
- Rick Ruvkun
- Pei Pei Cheng-de Castro
- Christine Algozo
- Sonia Park
- Steven M. Rabinowitz
- Vipul Tandon
- Catherine Tse
- Dr. Alexander Tsui
- Michael Zisser

### **Faculty - CQA South**

- Tatiana Pejkovic, ELA 7
- Allison Jones, ELA 7
- Amy Koven, Math 7
- Darrell O'Neill, Sci 7
- Rochelle Brown, SS 7
- Brianna Monzert, IDS 7
- Eleni Papanikolau, ENL 7&8
- Kourtney Huffman, INT 7&8
- Tina Williams, ICT 7 Math and Science, 8th Grade Math
- Gail Margulis, ICT 7 & 8 ELA
- Vianey Camela, ELA 8



- Glenn Completa, ELA 8
- Sarah Thurmond, Math 8
- Regan Nguyen, Sci 8
- Brian Magone, SS 8
- Tabitha Sasso, IDS 8
- Kesha Patel, Associate Teacher 7&8

### Faculty - CQA North

- Heather Lanning, ELA 5
- Stephanie Morefield, ELA 5
- Lane McDonough, Math 5
- Victoria Fasullo, Sci 5
- Jennifer Rosa, SS 5
- Jaquelyn Cipriani, IDS 5
- Suzi McKay, ENL 5
- Katiana Rosario, INT 5 & 6
- Stephanie Marchetti, ICT 5
- Kristen Ratchford, ICT 6 & Special Education Coordinator (lower campus)
- Scott Calhoun, ELA 6
- Jessica Magnussen, ELA 6
- Sara Wolf, Math 6
- John Papadimitriou, Sci 6
- Ryan Solomon, SS 6
- Jesse Giardina, IDS 6
- Lauren Burgos, Associate Teacher 5&6

### Operations Team

- Madelyn Guzman, Operations Manager
- Anielka Gomez, Operations Assistant
- Erika Frasherj, Finance Associate
- Damil Canales, Operations Assistant
- Katherinne Castillo, Operations Assistant
- Marcos Alvira, Facilities Maintenance
- Edgar Marroquin, Facilities Maintenance

### School Hours

School will open at 8:00am for students to eat breakfast.  
Classes will begin at 8:20am.



Classes will end at 4:30pm four days per week and 2:00pm one day per week.

The After School Program for grades 7 & 8 will run from 4:30pm to 5:30 pm Monday- Thursday and from 2:00pm to 5:00pm Friday.

### Arrival

Students must arrive at school by 8:20am.

Students may enter for breakfast at 8:00am.

Classes will begin promptly at 8:20am for grades 6-8 and at 8:30am for grade 5.

### Lateness

Any students who arrive after first period class begins are considered late.

If your child is late with a legitimate reason, he/she will need a note explaining the reason.

If your child is late 5 times or more, you may receive a letter from the Principal and be called in for a meeting with the Assistant Principal.

### Attendance

Regular attendance is mandatory. If you know your child will be absent, please let the school know the following information by 8:20am:

- Child's name
- Parent's name
- Date and time of the phone call or email
- Reason for the lateness/absence
- Phone number where the parent can be reached at the time the student signs in.

Your child will need to bring a note the next day with the same information and your signature. If your child is seeing a doctor, please have a doctor's note signed by the doctor. We strongly encourage all doctor's appointments be scheduled for non-school hours.

If your child is absent 5 times or more, you may receive a letter from the Principal and be called in for a meeting with the Assistant Principal.

### Absence Consequences:

- All absences are noted on report cards
- 3 Unexcused may result in NO TRIP for the quarter
- 7 Unexcused total may result in NO END OF YEAR TRIP

### Lateness Consequences: Must get a late pass from the main office

- All unexcused latenesses will mean lunch detention for the day
- 4 for the quarter may result in NO TRIP for the quarter

- 15 for the year may result in No END OF YEAR TRIP

### **Excused & Unexcused Lateness and Absence**

An acceptable reason for your child's absence is if your child is sick, there is a family emergency, your child has an appointment, or you are observing a major religious holiday. All other absences are unacceptable, including but not limited to, family vacation, participation in sports tournaments, attendance at entertainment events, the parent has an appointment, or when the family has not contacted the school with a satisfactory reason.

**Please Note:** Even excused absences may result in academic consequences, including but not limited to lower grades and may affect your child's promotion in school.

Please let the school know as soon as possible if your child will be absent. (See previous "Attendance" section.) For a family emergency to be deemed an excused absence, an adult family member must hold a conference with the Principal within 24 hours.

Death of a close family member is an excused absence. Please contact the school in order to make sure that we are deciding as a team how to proceed with your child's academic growth in light of your family's loss.

### **Participation in Other Activities When Absent**

If your child is absent from school, your child may not participate in the after school program or any other school-sponsored activities on the day of the absence, unless the school has given permission ahead of time.

### **Extended Illness**

If your child is sick for more than two days, you must have a note from the doctor explaining the illness, and keep in contact with the school on a weekly basis regarding your child's health. CQA will work with families on an individual basis in accordance with local, state, and federal laws and regulations.

### **Leaving Early Due to Illness/Early release of Student to Adult**

Your child may not leave school early unless you have given the school a written note giving permission, and you, or a guardian over 18 years old who is on the emergency contact form, is at school to pick up your child and sign him/her out. If no one is available to pick up the student, the student will rest quietly in an office. Children who need to leave school early must be signed out by an authorized adult who may be asked to produce photo identification. To add an adult to the list of authorized people, please contact the main office of the school.

### **Parent Pick-up**

You must pick up your child promptly after school or following the after school program, unless you have made alternative arrangements for your child to get home safely. Please note that when there is a half day, you will be responsible for picking up your child.

### **Weather Days and School Closings**

The school may be closed at any time due to bad weather, or due to a local condition. CQA will close if NYCDOE



schools are closed. School closings or emergencies will be announced by the Mayor or Chancellor of the NYCDOE on your local television or radio stations, or call 311. In addition, an email message will be sent to all CQA scholars and families.

## Dress Code

### Uniform

CQA expects students to dress in a professional, comfortable, and appropriate manner. The CQA Uniform can be purchased from Flynn & Ohara. The “professional” uniform includes a white polo shirt with logo (long or short sleeved) and gray pants (girls may also wear the gray skirt option ONLY with black, white or gray leggings). Students are expected to wear a belt, socks and appropriate closed-toed shoes or sneakers. Only solid gray hoodies, sweaters, fleeces and cardigans are allowed. The gym uniform entails the orange CQA t-shirt, CQA sweat pants, and gym shoes or sneakers—*only to be worn on specified gym days*.

Students are NOT allowed to wear/don:

- Grey jeans or leggings
- Baggy, ripped, or revealing clothing (shorts, mini-skirts, cropped tops, or cut-offs)
- Headgear, such as hats or do-rags (with the exception of religious head dressings)
- Sandals or flip-flops
- Jewelry or accessories that are distracting in the learning environment
- Hair cuts/designs (including hair dyes) that are distracting in the learning environment
- Shorts *unless otherwise stated by school leader*

CQA assures that we will not exclude from instruction any student who is in violation of the school dress code policy. However, students must borrow clothes from the school in order to enter class. A uniform violation results in lunch detention. Repeated violations of the dress code may result in a meeting with the Assistant Principal.

### Personal Hygiene

The personal grooming of each student should be in accordance with the standards set by the uniform dress code. Students should be clean and neat when at school.

## Special Occasions

### Field Trips/Lessons

Whenever students are traveling away from school, they are subject to the same rules, regulations, and appropriate behavior as required at school. They are expected to fulfill the CQA expectations and represent the



school at all times.

Field trips/lessons are a privilege at CQA. In order to attend field trips, a student must:

- Demonstrate CQA core values prior to the trip
- Maintain a consistent attendance record
- Attend school the day of the field trip
- Have any and all permission slips and forms signed by parent/guardian and turned in
  - For any walking trips within a half-mile of the school, a parent must put in writing if s/he denies permission for the child to attend.

## Academics

### Promotion Policy

In order to be promoted to the next grade, all CQA students will have to meet certain promotion criteria. Those categories may include:

- Attendance and lateness;
- In-class work, homework, participation; projects, and tests;
- Overall course grades where scholars pass at least three core classes
- Benchmark tests (i.e., Interim Assessments and NYS Standardized Test scores); and
- Social and emotional readiness.

Unless otherwise stated, 70% is the minimum passing score for all assignments, marking periods, and final grade.

While your child's NYS standardized test scores are important, CQA will decide whether to promote your child to the next grade or have your child repeat a grade depending on the other factors. If your child does not meet the expectations listed below by the second semester, CQA will inform you in writing that your child is "Promotion in Doubt" during the winter and/or spring and that your child may not be promoted to the next grade. If your child does not improve by the end of the school year, then your child will be identified as having to repeat the same grade for the following year. Some students will be given the additional opportunity to meet these promotional expectations by attending Summer School. At the end of Summer School, final promotion and retention decisions will be made by the Principal.

### Promotion of Children with IEPs:

A student with an IEP may be promoted based on meeting their IEP goals and modified promotional criteria.

### Homework

Students should expect to have homework every night, with specific nights' HW being for designated subject areas. Homework will be posted on the school website, and should be recorded by students in their planners every day.

Weekly HW Schedule: (\*Note: Nightly HW time allotments are estimates)

	HW				
	Monday	Tuesday	Wednesday	Thursday	Friday
Math	25 min	25 min	25 min	25 min	
ELA	30 min reading	25 min	25 min	25 min	25 min + 30 min reading
Sci		20 min	20 min	20 min	
HSS	20 min	20 min	20 min		20 min
IDS	20 min	20 min	20 min		20 min

### Plagiarism

Plagiarism and cheating are not acceptable at CQA. It is important that students reflect their true understanding and mastery of the academic content through their work in order for their teacher to have a true assessment of their learning. **Academic dishonesty, cheating, or plagiarism involves an attempt by a student to present another's work as his or her own.**

Cheating and Plagiarism include but are not necessarily limited to:

- Copying or giving an assignment to a student to be copied unless specifically permitted by the teacher.
- Submitting another student's work as your own.
- An act of using the exact words, a close paraphrase, or a unique idea from another person's writing without correct citation.
- Submission of any work that is not the student's.
- Use of unauthorized material, including textbooks, notes, calculators, phones, computer programs during an examination or on a major project.
- Supplying or communicating in any way unauthorized material including notes, textbooks, calculators, or computer programs on a major project.
- Unauthorized access to an exam or answers to an exam.

Consequences will be determined by the severity of the offense and whether or not the student is a repeat offender. CQA School Administration will determine consequences for cheating and/or plagiarism: including but

not limited to a zero for the assignment, detention, and parent meeting.

### **Academic Supports**

If your child is having academic trouble, we will provide your child with additional supports according to the Response to Intervention model, possibly including small group instruction, office hours, 1:1 instruction, and regular monitoring, at the discretion of the instructional team. If your child does not respond to the additional supports, your child may be referred for a special education evaluation to potentially receive additional supports through an Individualized Education Plan.

### **Students with Disabilities**

CQA will serve its population of students with disabilities by providing special education programs and services that comply with all applicable federal and state laws and regulations. CQA will have a clear process for identifying students with disabilities through assessments and other methods of progress monitoring.

CQA will not discriminate against students with disabilities or of having a disability, in its admission or enrollment practices.

### **Special Education**

If there is an indication that your child may be in need of special education, your child will be referred, in writing with substantial documentation, to the chairperson of the Committee on Special Education (CSE) of the student's district of residence for individual evaluation and determination of eligibility for special education programs and services as required by federal laws and regulations. Referrals will be made in writing and with proper documentation, only after careful consideration and evaluation of your child, and in coordination with all the appropriate people, including you, the parent.

If your child has an Individualized Education Program (IEP) and is identified as in need of services by the CSE, CQA will follow that IEP as mandated by the Individuals with Disabilities Education Act (IDEA) and prepared by the CSE in the student's district of residence. To the extent appropriate and allowed by each student's IEP, CQA will educate students with disabilities in the least restrictive environment, namely in mixed group classes with their non-disabled peers.

CQA will comply with all applicable laws and regulations regarding students with IEPs. CQA will, through the SEC, work with the appropriate CSE on meeting the needs of the student and the goals set forth in individual IEPs. The SEC will work with the CSE to comply with or review and update the existing goals in the IEP, with the consent of parents. Parents and teachers of students with disabilities will participate in all meetings regarding the provision of appropriate services to those students at CQA.

### **After School Program**

We have an after school program for grades 7 & 8 that will meet from 4:30-5:30 PM Monday-Thursday, and from 2:00pm to 5:00pm on Friday.

### **After School Program Attendance**

If your child is signed up for the after school program, your child must attend the program. If there are excessive absences or late pick-ups, you may be asked to leave the program.

### **Parent Conferences**

Parent conferences will be conducted face-to-face at the end of Quarters 1, 2, and 3. In addition, parents are encouraged to inquire about their child's performance regularly during the school year as well as look up their child's progress online through individual access to CQA's information system, Kickboard. This continual monitoring will aid in strengthening each student's progress. During the conference, advisors will review the student's progress and discuss strengths and any areas in need of support. Our goal is to make these conferences a positive experience for all.

### **Family Council (FC)**

The FC will represent parents and families of students enrolled at CQA. It will work to ensure that the Director of School is aware of the needs and concerns of families so that their issues can be addressed efficiently and effectively.

Parents in the FC will be encouraged to help with and participate in:

- Student recruitment, enrollment and matriculation;
- Meetings and activities designed by the school and/or the Family Council to engage parents/guardians in the educational and social lives of the students;
- School events, especially parent/family conferences, as both participants and volunteers;
- Periodic review of CQA's overall performance and adherence to its educational principles; and
- Other activities or processes determined by the Family Council in conjunction with the Director of School

### **Food Services**

#### **Cafeteria**

Middle school students are to eat lunch in the cafeteria or in a designated classroom as well as use the student microwave to heat personal lunches. They are not allowed to go outside to eat lunch and they cannot order food.

#### **Student Meals**

Breakfast and lunch will be made available to students at CQA each day that school is in session. The costs of such food services shall be determined at the beginning of each school year. Students can opt to bring their own lunch and not participate in the school lunch program. CQA abides by a health food policy in which soda and junk food, including cookies, chips, and other such foods cannot be consumed. (There will be a few exceptions to this policy on set days for the purposes of celebration.)



CQA is a nut-free school. No food with peanuts or any other nuts may be brought onto campus.

Parents and guardians will be required to complete a Family Application for Free and Reduced Price School Meals (SD 1041 form) upon enrollment in the school. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

## Transportation Services

### Eligibility

- If your child is in 5<sup>th</sup> or 6<sup>th</sup> grade, AND you live 1 mile or more from school, then your child is eligible for free transportation (yellow bus or Metrocard). Students who do not live in Queens will not be eligible for yellow bus service.
- If your child is in 7<sup>th</sup> or 8<sup>th</sup> grade, AND you live 1.5 miles or more from the school site, then your child is eligible for a free Metrocard.
- Any students who are not eligible for free transportation, but who live in Queens a ½ mile or more from the school site may receive a half fare student Metrocard good for use on buses only, as a courtesy of the Metropolitan Transit Authority (MTA).
- CQA scholars must be responsible for their student Metrocard. CQA is NOT responsible for obtaining a replacement Metrocard during a semester if lost, misplaced, stolen, or otherwise out of a scholar's possession.

CQA will submit the appropriate paperwork to the DOE with the necessary information about its students, and the DOE will determine the eligibility for transportation of CQA students.

Parents/guardians must notify the school in writing in advance when there is a change to how a child is going home. Parents/guardians will be ultimately responsible for their children arriving to school and leaving from school.

Student misbehavior when travelling to or from school remains subject to appropriate disciplinary action by the school.

### Special Education Students

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable state and federal laws.

### Rules for the Yellow Bus

If a student receives yellow bus service, that student may only ride the bus to which he or she is assigned. Parents are not permitted to ride the yellow school bus unless they enroll and pass a bus safety class,

administered by the Office of Pupil Transportation of the New York City Department of Education.

Yellow bus service is provided on 180 school days. Since CQA has a longer school year, there will be certain days during the school year that there will be no yellow bus service. These dates will be outlined and sent to parents with the school calendar.

While on the bus, students are required to obey established rules in order to continue the riding privilege. The most important rules to remember are:

- Use PETSU (Please, Excuse me, Thank you, Sorry, and Yes (not Yeah)) to your bus driver, monitor and teammates every day.
- Use kind words to everyone on the bus.
- Keep your hands and feet to yourself.
- Stay seated with a seat belt fastened until the bus stops at your stop.

If a student ever feels uncomfortable or intimidated by something or someone on his or her bus, he or she should let a teacher and the Principal know immediately. We can then work together to alleviate whatever is causing the concern.

Inappropriate behavior on the school bus is subject to disciplinary action taken by the school.

### **Loss of MetroCards or Request to Change Bus Stop**

*Request for the replacement of MetroCards must be completed in writing and given to the office staff. Replacement MetroCards will only be given if the school is given a specific replacement MetroCard. CQA is not responsible for replacement MetroCards. Requests to change a bus stop location will only be considered if the request is in writing and if the request is signed by all parents who have children at that particular bus stop. The New York City Department of Education cannot guarantee that the request will be granted.*

### **Private Van Service and After-Care**

CQA will not release students to private van drivers or after-care providers until parents and guardians have indicated that their child will be released on his/her own from the school. CQA does not endorse, approve, or support the use of private transportation services or after-care providers.

## **Admissions and Withdrawal Policy**

### **Non-discrimination Policy**

CQA shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, housing situation, or on any other basis that would be unlawful for a public school. CQA shall be open to any child who is eligible under the laws of New York State for admission to a public school, and

the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

### **Admissions Policy and Lottery Preferences**

CQA will accept applications for admission to the fifth grade. 100 students will be accepted. If more than 100 applications are received, admissions will be determined by public lottery.

As allowed by New York state law, and pursuant to its charter, CQA has created an admissions preference for English Language Learners (“ELL”), an at-risk population, of up to 30% of the lottery seats.

We will conduct the lottery with the following admissions preferences, which shall be granted to applicants in the following manner:

1. First preference: Returning CQA students will automatically be assigned a seat.
2. Second preference: Siblings of students already enrolled in CQA. For definition purposes, “siblings” are two or more children that are related either by birth by means of the same father or mother or by legal adoption.
3. Third preference: Students who reside in Community School District 24 and have been assessed as students who are at risk of academic failure as English Language Learners;
4. Fourth preference: All students, regardless of district of residence, who have been assessed as students who are at risk of academic failure as English Language Learners.

### **Enrollment**

All admitted students will receive an enrollment packet. Parents should review the packet and ask any questions that they have. Translators may be provided upon request.

CQA will expect all enrollment packets to be returned in late Spring (date will be specified each year). Students who fail to return completed enrollment packets will lose their spot in the school, and CQA will replace the seat in accordance with the appropriate wait-list procedures.

### **Waiting List**

A waiting list will be maintained of applications that were not selected from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

### **Voluntary Withdrawal**

CQA is a public school of choice, both for application and withdrawal. Circumstances may arise in which a



parent/guardian wishes to transfer his or her child to a different school. Students, with their parent or guardian's permission, may withdraw from CQA at any time. CQA does not automatically admit any former student who has withdrawn from CQA.

After April 1 and before June 20 of each school year, parent/guardians of currently enrolled students will be expected to fill out an "intent to continue" form. School personnel will offer to meet with the family and discuss the reasons for not wanting to continue with the school in the next year, as well as to seek solutions to any problems that arise from these discussions.

## Student Safety

### Anti-Harassment Policy

CQA is committed to maintaining a learning and working environment that is free from unlawful harassment or retaliation based on race, color, religion, national origin, marital status, gender, sexual orientation, and/or disability. Any unlawful harassment or retaliation of a student or employee by a member of the school community is a violation of this policy. The administration will act to thoroughly and promptly investigate all complaints, formal or informal, verbal or written, of unlawful harassment based on color, race, religion (creed), national origin, marital status, gender, sexual orientation, and/or disability. CQA will discipline or take appropriate corrective action against any member of the school community who is found to have violated this policy.

If any member of the CQA community has reason to believe that a scholar may be the recipient or victim of bullying, sexual harassment or the focus of inappropriate behavior, that teacher should report such incidents to the Principal or Assistant Principals via written communication. Given the sensitivity of these reports, an in-person meeting should be requested, as well.

When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s)
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other exhibits, if appropriate

### Closed Campus

Under no circumstances are students to leave the building or use any exit without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the



building unless a staff member escorts them.

### Visiting the School

Parents and visitors are always welcome to visit us. Please follow the following guidelines:

- Visits should be arranged at least 24 hours in advance.
- All visitors must show ID and report to the school's main office to sign in. Visitors will receive a visitor's pass.
- Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are required to abide by the rules for public conduct on school property contained in this Code of Conduct. By entering school property, visitors accept these rules.
- CQA is committed to providing an orderly, respectful environment. Therefore, it is necessary to regulate public conduct on school property and at school functions.

### Emergencies and Drills

In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the main office.

### Fire Safety and Evacuation Procedures

Please note, some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes.

In case of an emergency, if a student or staff member sees fire or smells smoke, he or she should close the door. Upon hearing an alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

Throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day— and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day— school staff and students will evacuate according to the school's evacuation plan. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site. After staff takes attendance, should conditions permit, all staff and students will return promptly to school.

### Health Policy



## Illness at School

CQA has a campus nurse. If your child becomes ill during the school day, he or she will be sent to the nurse's office. You will be called if your child is ill or injured at school. If a parent cannot be reached, another person on your emergency form will be called. If an accident or illness requires immediate care and we cannot reach you, we will call 911 and someone from school will accompany your child. *Please keep your home phone, address, and emergency contacts up to date.*

CQA shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing (hearing and vision) requirements. All students must be immunized before they can enter or attend CQA, in compliance with New York State law. CQA shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in CSD 24.

## Emergency and Medical Forms

At the beginning of school, all parents are asked to fill out forms for emergency contact. If your information changes, please be sure to tell the office so we can update your form. It is extremely important that we have the correct information on these forms. We will need your permission to take your child to a hospital in the event of an emergency during school hours.

## Allergies

If your child has any allergies, please let us know in writing.

## Prescriptions and Medications

As a public school, CQA is not allowed to administer medication to students unless it has been approved by the school and ordered by a doctor. If your child needs to take medicine during the school day, please contact the nurse. She will give you a form to be filled out by your doctor or pharmacy. No medication will be brought into CQA without knowledge of the nurse.

## Behavior and Discipline

### Behavioral Program

CQA's approach to behavior will establish the use of logical consequences that preserve students' dignity, promote fairness, and use problem solving. CQA will set and reinforce a positive school culture and community.

### The Role of Students

Students will learn how to deal with conflicts and how to build relationships in a calm and peaceful way. Students will be allowed to respond to, correct, and learn from their mistakes with dignity. Students will be allowed to offer their perspectives and views, and will understand why decisions are made and what is expected of them in the future.



### **The Role of the Counselor**

Students should discuss the school's social and behavioral expectations and issues with their counselor, in a group and individually. Students can turn to their counselor for advice on how to handle difficult situations in the school. Counselors or administrators will communicate with parents about any behavioral or academic issues at the school.

### **The Role of Teachers**

Teachers will model excellent behavior. Teachers will respond to small incidents so that they do not become big incidents. Teachers will also be responsible for reporting behavioral issues to counselors, the Dean, the Assistant Principal, and the Principal.

### **The Role of Parents**

Parents and families will communicate with their children's advisors to get information about their children's progress. Parents will reinforce positive behavioral expectations in the home.

### **Discipline**

When a student does break a rule, CQA will balance the needs of the community with that of the student. The Assistant Principal and/or the Dean will conduct an impartial investigation, and engage in a fair process to repair the harm, including possible consequences outlined in the disciplinary policy, which may include detention, suspensions and expulsions, subject to due process.

### **Outside Intervention**

CQA will attempt to resolve matters, to the extent possible, without resorting to outside intervention. But if a student breaks the law, or causes or poses danger to himself/herself or others, CQA will contact the appropriate authorities and/or specialists.

### **Discipline Policy**

Central Queens Academy Charter School will be a place where students value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but part of an extended family. CQA will approach discipline with an eye towards preserving student dignity and fairness in the process, while at the same time remedying harms. Students will take responsibility for their actions and recognize the logical consequences of those actions.

### **Student Code of Conduct**

CQA has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct), and a statement of student rights and responsibilities. The Student Code of Conduct will apply to all CQA students on- and off- campus, including school buses and field trips.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short- or long-term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

CQA staff will deal with each problem individually, and for each unacceptable behavior there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the child and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped.

The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. Potential steps include: speaking to the child individually; holding a group discussion; temporarily removing a child from a difficult situation within the class; sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); informing parent/guardian of behavior; discussion with parent/guardian and setting up a plan of action with the parent/guardian, articulating what "progress" is; sending the child to meet with the Assistant Principal, the Dean, and/or counselor; discussion with other school personnel; formal meeting with the Assistant Principal and/or counselor, teacher and parent/guardian; discussing and initiating other support systems; guidance hearing; research reports; detention; community service; suspension (short- and long-term); and replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by state law, which will ensure equitable treatment for all students and enable the school to exercise discretion and educational judgment.

Violations of the Code of Conduct will lead to disciplinary action. To the extent appropriate, CQA may use some practices, such as mediations, apologies, and conferences, in response to violations of the Code of Conduct prior to instituting disciplinary action, since we believe that such practices lead to a more positive school culture. But we recognize that the overall safety of the students, staff, and community comes first, and reserve all rights to institute disciplinary action in a manner consistent with applicable federal and state laws. Depending on the severity of the violation, disciplinary responses may include exclusion from classroom and school privileges, detention, suspension (short- or long-term), and expulsion. Where appropriate, CQA officials also will contact law enforcement agencies.

In compliance with the federal Gun Free Schools Act, 20 U.S.C. § 7151, the school director will immediately notify the appropriate NYPD personnel of any student who is determined to have brought a firearm to school, or to have possessed a firearm at school so that disciplinary proceedings can be taken. In such a case, the student will be expelled.

Central Queens Academy is responsible for ensuring that the school environment is safe for all students. All students are expected to accept responsibility for their actions and behavior, and to conduct themselves as dignified and respectable members of the school and larger community. Within the learning community, the



purpose of the CQA Student Code of Conduct is to guide students in making appropriate choices that enhance and support academic achievement and civic responsibility. In the event that a student violates the Code of Conduct, consequences will result. The CQA Code of Conduct applies to the actions of all students during school hours, before and after school, while on school property and at all CQA-sponsored events. Additionally, students are responsible for following the Code of Conduct off-campus and during non-school hours when actions or incidents occur that affect the mission and goals of CQA or another CQA student.

Each disciplinary case will be judged on its own merit and adjudicated according to the facts accompanying the case. CQA staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following: age, health, maturity and academic placement of a student; prior conduct; attitude of student; cooperation of parents/guardians; willingness to make restitution; seriousness of offense; and willingness to enroll the student in an assistance program.

In some cases the Principal or Assistant Principal and/or Dean may deem screening and referrals for drug/alcohol counseling as a necessary component of the disciplinary action. Loss of privileges and community service may also be considered. Community service may include, but is not limited to, the following: repairing or cleaning property damage as a result of the offense; participating in landscaping, gardening or clean up inside the building or on the grounds; participating in projects that improve the school, surrounding property or community; and providing service that improves the quality of life for community members.

Each category of offense listed below carries a minimum and maximum disciplinary action associated with the act of misconduct. After considering the actual violation and factors such as those listed above, CQA staff shall determine the disciplinary action within the minimum/maximum range to which students shall be subjected.

### **Tier 1**

- These acts of misconduct include, but are not limited to, the following:
- Eating or drinking outside of the cafeteria or chewing gum anywhere in school
- Persistent tardiness to school or class
- Running or making excessive noise in the hall, school building or on the premises
- Violating student dress code
- Use of profane, vulgar or obscene words, gestures or other actions that disrupt the school environment
- Disrupting class
- Disrespectful behavior

Students who commit any of these acts are subject to loss of privileges, a lunch detention, after school detention or staff-student conferences as a result of first offense. All violations will be logged. CQA students who accumulate three violations in a semester are required to report for a detention scheduled by the Assistant Principal and/or the Dean. As a result of repeated violations and depending on the circumstances, students may be subject to the maximum penalty of an in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete public service commensurate with the seriousness



of the offense(s).

### **Tier II**

-These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at CQA:

- Repeated Category I violations
- Academic Dishonesty
- Truancy (absence without permission or just cause)
- Bullying/Cyberbullying
- Repeated use of profane, vulgar or obscene words, gestures
- Actions that disrupt the school environment
- Egregious disrespect
- Insubordination (refusal to comply with instructions, directions and school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow stated school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Fighting, assaulting, or threatening any student or staff member
- Visible (without expressed permission from teacher/administration) use of cell phones, pagers, or other electronic devices
- Posting CQA students/staff/learning environment on social media sites
- Leaving the classroom without permission
- Providing unauthorized visitors access to the building before, during, or after school
- Violations of the CQA Technology Usage Agreement

Students who commit any of these acts are subject to loss of privileges, after school detentions and teacher-student-parent conference as a result of a first offense. In the event of repeated violations and depending on the circumstances, students are subject to the maximum penalty of an out-of-school suspension and a conference with school administrators and parent. The length of the suspension, whether internal or external, shall be determined by the Assistant Principal in conjunction with the Principal. As a supplement and/or alternative to suspension, school staff may require students to complete public service commensurate with the seriousness of the offense(s).

### **Tier III**

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process on campus or at school-sponsored events off campus. These acts of misconduct include, but are not limited to the following:

- Repeated Category I and Category II offenses
- Egregious and excessive disrespect



- Assault on a student or any school employee or visitor (assault is interpreted as an attempt to do bodily harm to another person)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property
- Creating a false fire alarm
- Possession of weapons or look-alikes
- Any act that endangers the safety of other students, teachers, or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations
- Use, possession, sale, or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to an out-of-school suspension and conference with school administrators and parent. If the circumstances warrant, the student may be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension, school staff may require students to complete public service commensurate with the seriousness of the offense(s).

The use of corporal punishment in any form is strictly prohibited by Central Queens Academy. No student will be subject to corporal punishment by any administrator, faculty, staff or other student.



## Progressive Student Discipline Policy

Schoolwide Lunch Detention (duration of lunchtime)	Teacher Detention (May be held at lunch and/or extended into Enrichment)	Schoolwide Administrative Detention (During Lunch, Enrichment, or on Saturday)	Suspension & Behavioral Agreement
<u>Examples Include:</u>	<u>Examples Include:</u>	<u>Examples On or Off Campus Include:</u>	<u>Examples Include:</u>
<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Unexcused absence</li> <li>• Uniform Violation</li> <li>• Missing forms</li> </ul>	<ul style="list-style-type: none"> <li>• Head Down</li> <li>• Incomplete HW/CW</li> <li>• Off-task behavior</li> <li>• Breaking of class rules</li> <li>• Food, gum, or drink violations</li> <li>• Dishonest behavior</li> <li>• Cheating, plagiarism, or academic dishonesty</li> <li>• Inappropriate or disrespectful behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern of negative behavior</li> <li>• Behavior endangering others</li> <li>• Removal from class</li> <li>• Multiple administrative detentions</li> <li>• Electronic device and social media use violations</li> <li>• Inappropriate conflicts with a scholar or staff member</li> <li>• Bullying, harassment or cyberbullying (online, via text message, etc.) of any student or adult</li> <li>• Inappropriate posting of information or gossip online or in hard copy form to do harm to any student or adult</li> <li>• Possession of an illegal material</li> <li>• Abuse of school technology</li> <li>• Dishonest behavior</li> <li>• Cheating, plagiarism, or academic dishonesty</li> <li>• Forgery</li> <li>• Possession of inappropriate material</li> <li>• Significant infractions of disrespect</li> <li>• Play-fighting or inappropriate contact</li> <li>• Any action where lunch detention would be given</li> <li>• Inappropriate behavior on the school bus, in transit to or from school, or during meal times.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing pattern of negative behavior</li> <li>• Fighting</li> <li>• Multiple administrative detentions</li> <li>• Repeated harassment, threats, or intimidation</li> <li>• Theft, or destruction of school or personal property</li> <li>• Defiance, disrespect, or abuse of school authority</li> <li>• Using or being under the influence of controlled substances</li> <li>• Possession of an illegal or inappropriate material</li> <li>• Repeated offense that resulted in a previous suspension</li> </ul>
			<p><b>Out-of-School Suspension</b></p> <p>Scholars who receive out-of-school suspension will report to the alternate CQA site.</p>



\*Continual misbehavior may lead to numerous days of school wide detention.

\*\*Offenses deemed serious, especially those that jeopardize the safety of others, will be immediately reported to the appropriate authorities. Illegal activities will be reported to the New York Police Department.

### Protocols for Discipline:

- Upon entry, scholars will be assigned lunch detention if they have an unexcused absence, missing forms, are in violation of the school uniform, or are late. This detention will be given by the staff supervising morning entry, and/or the first period teacher. This detention will be held in the multipurpose room.
  - If you assign detention to a scholar during your first period class, for one of the above stated infractions, you must notify the site administrators through email.
- Teacher detention is at the discretion of the teacher, and should be served the day of the infraction in order to deter future misbehaviors.
  - This may be served during lunch or during the afterschool enrichment period and time served is at the teacher's discretion, and should not exceed 5:00pm. Once a scholar has served their detention, the teacher must escort them to their post-lunch class or enrichment class.
  - Teachers will need to collect scholars for detention.
  - When assigning and holding a scholar for detention, please contact their parent to notify them of the occurrence.
  - If a scholar is nonresponsive to redirection, the scholars should be referred to the social worker via email. If the scholar needs to be immediately removed email the social worker and all site administrators.
- Schoolwide administrative detention will be served during Enrichment class, and may be more than one day. In addition to school-wide administrative detention, scholars who violate the discipline code numerous times will not be permitted to participate during monthly school-wide events or trips, and will not be eligible for rewards.
- In-School Suspension
  - Scholars who have received an in-school suspension will have to report to school at a predetermined time and report to an administrator.
  - The respective Grade level chairperson will collect and distribute work for scholars who are on suspension.

### **Provisions for All Disciplinary Actions**

Due process procedures shall be followed for all disciplinary actions consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). The Assistant Principal and/or the Dean will 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. The student will be provided with an opportunity, in person, to present his/her version of events to the Dean, the Assistant Principal, the Principal, and the school director.



Overview

Discipline:	Implementation:
Detention	Held during Enrichment, after school, or during lunch
Exclusion	Determined by the staff member running the school privilege
Short-term in-school suspension	Determined by the Dean, Assistant Principal, Principal, and School Director; a student may serve in-school suspension for a period of up to ten days.
Short-term out-of-school suspension	Determined by the Dean, the Assistant Principal, Principal, and School Director; a student may be removed from school for a period of up to ten days.
Long-term suspension	Determined by the Principal, Director of School, and/or School Director; a student may be removed from school for a period of more than ten days.
Expulsion	Determined by the Director of School and/or School Director; a student may be removed from the school permanently.

**Detention**

A student can earn a school detention for not completing classwork or homework, insubordinate behavior, or obscene or abusive language or gestures in school. Staff members, other than the classroom teacher, may suggest detention for a student’s behavior outside of the classroom. It is the responsibility of the Dean, and/or the Assistant Principal to inform the student’s parent/guardian of the reason for their child’s detention.

**Procedures and Due Process for Short-Term Suspensions:**

The Director of School 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 Dean and/or the Assistant 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. The student will be provided with an opportunity, in person, to present his/her version of events to the Dean, the Assistant Principal, the Principal, or the Director of School. Notice will also be given to the parent/guardian.

**Procedures and Due Process for Long-Term Suspensions**

The Principal, Director of School or School Director may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. The decision for a long-term suspension may be appealed. In extreme circumstances, the Director of School or School Director may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Dean and/or the Assistant Principal will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Dean and/or Assistant Principal will also immediately notify the student's parent/guardian(s) in writing. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification will also be provided by telephone if CQA has been provided with a contact telephone number for the parent/guardian(s). Such notice



will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held by the school director on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the primary language used by the parents/guardians. The incident will be reviewed at a formal hearing. The hearing will include the school director, the Principal, the Assistant Principal, the Dean, staff members involved with the incident, and the student with his/her parent/guardian. The student will have the right to be represented by counsel, question witnesses, and present evidence.

If the Director of School initiates a long-term suspension proceeding, he or she will personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the school director may accept or reject all or part of it. The Director of School's decision to impose a long-term suspension or expulsion may be challenged by the parent/guardian in accordance with the charter school's complaint process.

Before the Director of School imposes a long-term suspension, the Dean or Assistant Principal will immediately notify the parent/guardian in writing that the student may be suspended from school. Written notice will be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent/guardian(s). Where possible, notification will also be provided by telephone. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parent/guardian (s) of their right to request an immediate informal conference with the Dean, the Assistant Principal, the Principal, and the Director of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parent/guardian. The parent/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 will take place as soon as possible after the suspension as is reasonably practicable.

### **Provisions to Implement Alternative Instruction Options**

Alternative instruction must be provided within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.

While homework assignments may be included in a student's requirements, direct instruction will be provided under the direct supervision of a teacher who meets the certification requirements as detailed in Section 2854 (3)(a-1) of Education Law.

A minimum of two hours of alternative instruction will be provided to students, who are awaiting a suspension hearing or have been suspended. Alternative instruction will be provided during school hours by teacher's aides, tutors and trained volunteers under the direct supervision of a certified teacher.

Students removed for a period of ten days or fewer will receive all classroom assignments and a schedule by which to complete assignments and/or tests missed during their suspension. CQA will provide additional alternative education instruction for a minimum of two hours for each school day. Instruction for each student will be sufficient to enable the student to make adequate academic progress. Students will be provided with instruction by one or more of the following individuals under direct supervision of a certified teacher(s): teacher's aides or trained volunteers. Instruction will take place in a room that is deemed by CQA as a suspension room.

### **Students Right to Appeal**

Students have the right to appeal both short and long-term suspensions. In the event of a short-term suspension, students, or their legal guardians, will have the option to speak to the school director directly to contest their argument. There is to be at least one additional person at this meeting to serve as witness and potential arbitrator. Students or their guardians have 24 hours to protest a short-term suspension.

If a student earns a long-term suspension or is engaged in due process of removal from the school, that student, or the student's parent/guardian(s), may exercise the right to contest an argument before the CQA Board of Trustees and in accordance with CQA's formal complaint process.

A student and/or the student's belongings may be searched by a CQA staff member if the staff member has a reasonable suspicion that a search of that student will result in evidence that the student violated the law or a school rule; items which are prohibited on school property, or those which may be used to disrupt or interfere with the educational process, may be removed from the student by CQA authorities.

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

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

### **Discipline of Special Education Students**

The school director will have the authority to suspend or remove a special education student as a disciplinary action, upon conferring with the CQA Board of Trustees, Assistant Principal, the Principal, and special education

coordinator. CQA will adhere to the Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536. CQA will ensure record-keeping on the number of days a student with a disability has been suspended or removed for discipline reasons. This responsibility will fall to the school office manager, who will keep in close communication with the Dean, the Assistant Principal, the Principal, and the school director. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the Dean and/or the Assistant Principal in direct communication with the school director. CQA will also ensure that the parent/guardian and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the school ve director, working closely with the special education coordinator, the Dean, and Assistant Principal.

When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the school director, Principal, Assistant Principal, and Dean will follow relevant Federal regulations and ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations; the student is referred to the Committee on Special Education (CSE) for a functional behavioral assessment and behavioral intervention plan, and to make a manifestation determination; and the student’s parent is provided with a copy of procedural due process rights. CQA will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination; convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan; provide the student’s parent with a copy of their procedural due process rights; and determine education services or the interim alternative educational setting consistent with the FAPE requirements.

## **Grievance Policy**

Any individual or group may bring a complaint to the CQA Board of Trustees of the Central Queens Academy Charter School alleging violation of the Act, the charter, or any other law relating to the management or operation of the school.

### **Formal Complaint Policy**

Any individual or group may bring complaints to CQA. This must be done in writing to the school’s Principal and allege a violation of law or the school’s charter. From there, the Principal is required to send a written response to the individual or group within five school days.

Within five days of the receipt of the response from the Principal, the individual or group may appeal to the School Director in writing. The School Director must provide a written response within five school days.

Within five days of the receipt of the response from the School Director, the individual or group may appeal to

the CQA Board of Trustees. At the discretion of the CQA Board of Trustees, within 60 days, the complaint may be presented to the CQA Board or its designee by the individual, the group, or by his or their designee. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the school director or other responsible party to act upon the complaint and report to the CQA Board. The CQA Board of Trustees shall render a determination in writing if appropriate or required, within 90 days of meeting with the individual or group.

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the CQA Board of Trustees, the individual or group determines that the CQA Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York (SUNY) Board of Trustees through the SUNY Charter Schools Institute (CSI), which shall investigate and respond. If, after presentation of the complaint to CSI, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the CQA Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law.

### **Informal Complaints**

Informal complaints do not involve violation of the law or school charter. They are internal matters of the school. Informal complaints may be specific to classroom activities or disagreement with school policies. Informal complaints will be handled by the Principal or Assistant Principals and not by the CQA Board or Board's designee. Informal complaints will not be referred to CSI or the Board of Regents.

### **Confidentiality Policy**

Personal information about individual students is considered confidential. We store this information in student files that are located in a locked file cabinet. These records are only available to those staff members who work with the students. Files may not be removed from the building except when they are officially requested from another school.

A student's parent or guardian has the legal right to inspect and review their child's file upon written request to the director of operations. Parents also have the right to representation during any review of their child's record.

Conversations between teachers, administration, and parents and guardians about students, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the student. If an individual believes that this confidentiality has been violated, the individual should bring their concern to the attention of the

Principal. The Principal will review the situation and determine if the policy has been violated. If the Principal determines that an individual has violated the confidentiality policy, he or she will be subject to disciplinary action.

## **Notification of Rights under the Family Educational Rights and Schools Privacy Act (FERPA)**

The Family Educational Rights and Schools Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day CQA receives a request for access. Parents should submit to the Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent believes is inaccurate or misleading. Parents may ask CQA to amend a record that they believe is inaccurate or misleading. They should write to the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the administration decides not to amend the record as requested by the parent, the parent will be notified of the decision and he or she will be advised of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by CQA as an administrator, instructor, or support staff member (including health or medical staff); a person serving on the CQA Board of Trustees; a person or company with whom CQA has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist). A school official has a legitimate educational interest if the official needs to review an education record in to order to fulfill his/her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CQA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:  
Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue Washington, D.C. 20202-4605

CQA may release "directory information" without consent as required by Section 99.3. This may include, but may not be limited to, information such as the student's name, address, telephone listing, date and place of



birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photos/images, dates of attendance, and most recent educational institution attended. Parents wishing to prevent the release of such information about their child(ren) must submit a written request to the Main Office no later than October 1 “of the given school year.”

## FOIL Policy (Freedom of Information Laws)

It is the policy of Central Queens Academy Charter School (CQA or the school) to furnish to the public the information and records required by the Freedom of Information Law (FOIL) constituting Article 6 of the Public Officers Law (POL).

### 1. Designation of records access officer duties

- a. The school is responsible for insuring compliance with FOIL. The School’s record access officer is the director of operations. All FOIL requests should be sent to the following address: Central Queens Academy Charter School, 55-30 Junction Boulevard, Elmhurst, New York 11373.
- b. The records access officer is responsible for insuring that the school appropriately responds to public requests for access to its records. The record access officer shall ensure that the following actions are taken:
  - i. maintaining an up-to-date and reasonably detailed list of all subject matter of all records in possession of the school, whether or not available under POL §87(2)
    1. the subject matter list shall be sufficiently detailed to permit identification of the category of the record sought; and
    2. the subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.
  - ii. assisting the requester in identifying requested records, if necessary;
  - iii. locating the records and making a determination as to whether access will be granted in whole or in part; and
    1. making available for inspection those records that are required to be produced by law subject to redactions appropriate under law or
    2. denying access to the records in whole or in part, with a written explanation.
  - iv. The records access officer may make available a copy of a requested record upon payment or the offer to pay established fees, in accordance with section 8, below.
  - v. Upon request, the records access officer will certify that a record is a true copy, or obtain such certification.
  - vi. Upon failure to locate records, the records access officer will certify:
    1. the school is not the custodian for such records; or
    2. the records of which the school is a custodian could not be found after a diligent search.

2. Location of Records and Hours for Public Inspection . Public records shall be made available for inspection at: Central Queens Academy Charter School, 55-30 Junction Boulevard, Elmhurst, New York 11373, weekdays between 1pm and 5pm. A prior appointment is necessary to review records and can



be scheduled with the records access officer.

3. Requests for public access to records

- a. A written request for records is required. Requests can be mailed to the records access officer. If records are maintained on the internet, the requester shall be informed that the records are accessible via the internet and in printed form either on paper or other information storage medium.
- b. Every request for records that is received by any school employee must immediately be forwarded to the records access officer for the latter's response. School personnel other than the records access officer are not authorized to respond to request for records under FOIL, whether orally or in writing.
- c. A request must reasonably describe each record being requested. Whenever possible a person requesting records should provide information, including the date of the records, which will identify the records being requested.
- d. Pursuant to POL section § 89.3, within 5 business days of receipt of a FOIL request, the record access officer will respond to that request, provided it has reasonably and with particularity described the record being sought as follows:
  - i. if the request will be granted in whole or in part, a statement to that effect including, if practical, a copy of the requested record; or
  - ii. if the request will be denied, a written explanation of the reason for
  - iii. denial; or
  - iv. if a decision regarding the request has not yet been made, an acknowledgement of the request and a statement of the approximate date when it is anticipated that the request will be decided, which date shall be reasonable under the circumstances of the request, and, where appropriate, a statement that the request will be determined in accordance with subdivision §89(5) of the POL (trade secret, critical infrastructure information.
  - v. if the school determines to grant a request in whole or in part, and if circumstances prevent disclosure within 20 business days from the acknowledgement of the receipt of the request, the letter from the School shall state a) the reason for the inability to grant the request within 20 business days, AND b) a date certain within which the request will be granted in whole or in part (POL §89(3) as amended by Ch. 22 of L. 2005).
- e. In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the School, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.
- f. A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:



- i. fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;
- ii. acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;
- iii. furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is unreasonable under the circumstances of the request;
- iv. fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;
- v. determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the agency provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;
- vi. does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or
- vii. responds to a request, stating that more than twenty business days is needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

4. Denial of access to records

- a. Denial of access to records shall be in writing, shall state the reason and advise the requester of the right to appeal to the individual or body established to determine appeals, [who or which] shall be identified by name, title, business address and business phone number.
- b. If requested records are not provided promptly, as required in Section 5 of these regulations, such failure shall also be deemed a denial of access.
- c. CQA Board of Trustees has been designated to receive and determine appeals regarding denial of access to school records under FOIL.
- d. Any person denied access to records may appeal in writing within thirty days of a denial.
- e. The time period within which the records access appeals officer must decide an appeal shall commence upon receipt of a written appeal identifying:
  - i. the date and location of request of records;
  - ii. a description, to the extent possible, of the records that were denied;
  - iii. the name and return address of the person denied access; and
  - iv. whether the denial of access was in writing or due to failure to provide records promptly as required by section 4(D).
- f. Pursuant to POL §89.4, the records access appeals officer shall: 1) fully explain in writing the reasons for further denial or provide access to the records to the requester within ten business



days of receipt of the appeal; and 2) cause to be transmitted to the Committee on Open Government a copy of each appeal received. The Committee on Open Government, which is a division of the New York State Department of State, is located at 41 State Street Albany, New York 12231.

- g. The records access officer shall inform in writing the appellant and the Committee on Open Government of his or her determination within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth subdivision (f) of this section.

5. Fees

- a. Central Queens Academy Charter School will recoup expenses related to the fulfillment of FOIL requests as allowed by law.

6. Public Notice

- a. A notice containing the name and business address of the records access officer and Address of the records appeals officer, along with the location where records can be seen or copied, shall be posted in a conspicuous location where school records are stored.

## R-10b - Discipline Policy

As part of setting clear and consistent expectations, CQA's school culture priorities and disciplinary systems are communicated in our family and student handbook (Family Handbook), which is attached hereto. Beginning on page 23, CQA's behavior and culture systems are explained in detail. The Family Handbook is made available on our website in English and Spanish, the most dominant language in the school.

## R-10c - Special Education Policy

CQA operates at all times in full conformity with the federal Individuals with Disabilities Education Act (IDEA). Our discipline policy with respect to special education students is provided in the Family Handbook beginning on page 33.

## R-10d - Dress Code

CQA II will replicate the uniform and dress code policy of CQA, which is set forth beginning on page 13 of CQA's Family Handbook.

## R-11ab - School Management and Leadership

### (a) Organizational Chart

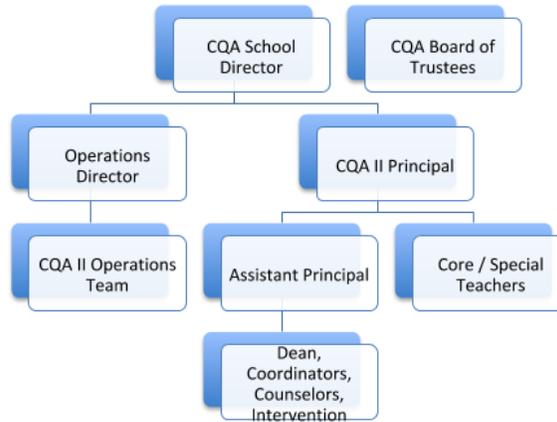
Central Queens Academy Charter School maintains a governance structure where its board of trustees directly oversees its two school leaders, the Executive Director and the School Director. The Executive Director oversees the Finance Director, Advancement Director, and their respective teams. The School Director oversees the Operations Director, operations team, Assistant Principals, Deans, and faculty members made up of teachers, counselors, and aides.

### (b) School Leadership and Management Chart

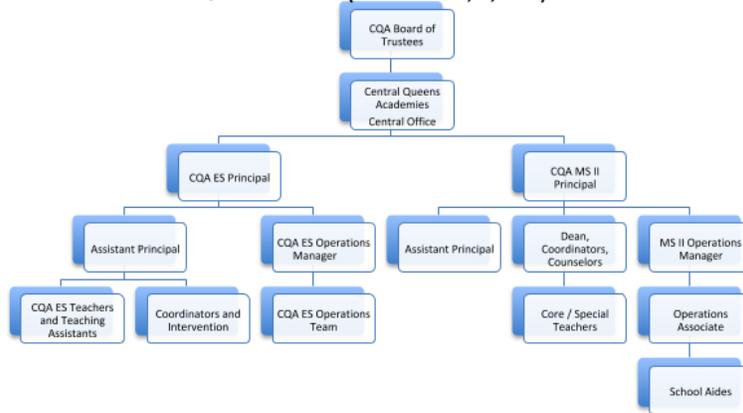
Initially, CQA II will replicate the organizational structure of CQA, with an instructional leader paired with strong non-instructional capabilities. In year one, CQA II will serve one grade, 5th grade. The founding principal will report directly to the CQA School Director, who reports directly to the CQA board of trustees. Operations, including facilities, student recruitment and registration, food services, and transportation, will be managed by the Operations Manager.

As CQA expands toward two K-4 lower schools and two 5-8 middle schools, the organizational structure will evolve to centralize back office functionality in a central office. The central office will provide human resources, finance, fund development, external affairs, operations, and select curriculum and pedagogical functions to each school site. Thus, organizational structure and reporting in the school's fifth year of operations, when CQA II will offer grades K,1 and 5-8 together, will differ from the first year. These changes will be brought to the authorizer's attention for review and approval as necessary and on a timely basis.

### CQA II Year One (Grade 5)



### CQA II Year 5 (Grades K,1,5-8)



CQA will set priorities and make key organizational decisions based on its mission, charter, and Accountability Plan. Our primary goal and responsibility is to serve the needs of CQA students. If, in the best interest of students and the school, priorities and organizational changes have to be made the Board is obligated and willing to do so.

CQA will monitor the progress toward meeting the school's mission through the monthly board meetings. By receiving regular and timely school data, the Board will be able to track the

performance of the School during the academic year. Short-term priorities may be re-evaluated after data is analyzed during the monthly board meetings to address immediate concerns (e.g. student outreach priority of meeting the 30% ELL student population goal may be less urgent if the ELL population reaches over 50%). A more in-depth analysis will occur at the annual summer board retreat where the school's priorities, as aligned to its mission statement, will be held against CQA's accomplishments and challenges during the previous year.

Evaluation and performance management of key personnel by both senior management and the Board will use school data that includes (and is not limited to): student assessments results (State Assessments and other assessments); attrition, promotion, graduation rates; student high-school placements; parent, teacher and student satisfaction surveys conducted by the DOE; reports by the Executive Director, Academic Leader and Operations Director; report and programmatic evaluation of enrichment program; and feedback and communication from CSI.

As with CQA, hiring of key personnel will focus on key competencies and mission fit. Hiring of CQA II's Principal will be overseen by the CQA School Director, Glenn Liebeck, in collaboration with Suyin So, Executive Director, and Sonia Park, Education Committee Chair.

Job Description:

## **Founding CQA II School Principal**

The Principal serves as the founding instructional leader of CQA's second middle school. The principal position is primarily responsible for ensuring the academic achievement of all scholars at high levels, setting instructional direction and developing and managing the school's academic program, and genuinely and equitably engaging campus stakeholders. The principal supports, develops, and evaluates instructional staff; leads multiple teams at the campus; and has multiple direct reports including all elementary teachers, coaches, and specialist teachers. This position is supervised by the CQA School Director and is a key member of the CQA leadership team.

The founding principal has an opportunity to be a part of developing compassionate global stewards and life-long readers and learners in a progressive environment in the context of supportive, grateful and appreciative families who are excited to collaborate; colleagues who are devoted to their practice, their scholars, and the school mission; and a leadership team dedicated to supporting professional growth by providing feedback and support.

The ideal Principal whole-heartedly believes in and is passionate about the mission and commitments of CQA Charter Schools and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and operational responsibilities.

**Essential Duties and responsibilities, listed but not limited, below:**

### **School Culture**

The Principal will...

- enact and enhance a shared school mission and vision, which clearly defines what the school strives to do and why the school does its work.
- build an environment that lives and breathes CQA's core values.
- oversee and manage the physical, emotional, and psychological health and safety of all CQA scholars.
- work to build and maintain a strong, positive, results-oriented school culture where all staff believe that all scholars can achieve when provided with CQA's Overarching Beliefs and 10 Key Instructional Strategies.
- develop a plan that will foster and utilize the relationships between all stakeholders (scholars, families, and staff) necessary for scholar success.
- build relationships and maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate.
- continually build and maintain an environment that promotes CQA's core values and vision while developing a strong sense of community in the school.
- plan, facilitate, and attend school functions such as parent meetings, open houses, parent learning conferences, enrichment events, etc.

### **Staff Leadership & Development**

The Principal will...

- foster a professional culture focused on improving the capacity of each educator to promote scholars' social, emotional, and academic development.
- support educator talent systems to select, support, and retain highly skilled, committed teachers and staff.
- motivate, lead, and mentor instructional team to better pedagogical practices and increase content expertise to accelerate scholar growth with rigorous expectations.
- provide instructional staff professional development and instructional support through reviewing instructional documents, observing and providing frequent feedback of classroom instruction, designing and monitoring professional growth plan goals, and facilitate weekly PD/staff meetings in alignment with CQA's 10-Key Strategies.
- communicate the trends within the data for the instructional staff, emboldening them to implement the best pedagogical action plans.

### **Instructional Leadership**

The Principal will...

- manage the curricular design of an academic program aligned to the New York State Learning Standards across all subjects, as well as a focus on scholar-centered instruction, and oversee its proper implementation.

- build and manage a robust scholar intervention system that meets the needs of all learners with and without mandated services.
- build and manage a well-rounded, and robust enrichment experience for all scholars.
- oversee the proper service of all IEP mandates and documented intervention plans AND design a process for measuring and monitoring individual scholar growth.
- manage the accumulation, disaggregation, and analysis of scholar data to facilitate data-driven instructional decision-making by the instructional leadership team to meet concrete scholar achievement growth goals.
- develop and implement a plan that will ensure scholar achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and scholar feedback and a plan to address scholars who are struggling.

### **School Operations**

The Principal will...

- be an organizational leader and will collaborate with the School Director to ensure effective fiscal and operational practices in support of school achievement.
- be responsible for, but not limited to, the following: creating the school schedule, create and facilitate stakeholder events, manage the facility use, and ensure scholar enrollment targets are met.
- work in deep collaboration with the Director of Operations to strategically manage operational systems that promote each scholar's social, emotional, and academic development.

### **Experience, Education & Skills Qualifications**

Ideal candidates will possess the following qualities/skills/values:

- Proven leadership and team building skills with the ability to take charge of a situation and support others.
- Ability to manage time and work in a fast-paced, dynamic school environment, multi-task, prioritize and stay calm under pressure.
- Excellent interpersonal communication and writing skills.
- Personal and professional dedication to public education and high expectations for scholars in New York City.
- Ability to quickly and efficiently analyze process as a means to focus on results.
- Demonstrated ability to collaborate deeply with colleagues.
- Commitment to demonstrate love and joy towards scholars, colleagues, and the work.
- Self-starter and motivated to "think outside the box."
- Flexibility, professionalism, creativity and a willingness to learn.
- Reflective learner looking for feedback and not afraid of failure.

Candidates must have:

- 5+ years' experience leading at the elementary school level, with a history of improving urban schools, increase student achievement, and a passion for education reform.
- 8+ years' experience teaching at the elementary school level with a history of increasing student achievement, and a passion for education reform.
- Extensive experience working with IEPs
- Extensive experience building literacy skills in emerging English language learners.
- Master's degree & Administrative credential required.
- Bi-lingual highly preferred.

R-12ac - Personnel

For the narrative responses to this request, please refer to Section VII of the Business Plan submitted hereto.

CENTRAL QUEENS ACADEMY 2						
<b>STAFFING PLAN FTE</b>	<b>Acad Years</b>	<b>Year 1</b> 2020-21	<b>Year 2</b> 2021-22	<b>Year 3</b> 2022-23	<b>Year 4</b> 2023-24	<b>Year 5</b> 2024-25
	<b>Grades</b>	5	5-6	5-7	5-8	K-1, 5-8
	<b>Enrollment</b>	113	217	313	401	628

<b>ADMINISTRATIVE PERSONNEL FTE</b>	<b>FTE</b>					<b>Description of Assumptions</b>
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	2.0	2.0	3.0	4.0	5.0	Principal & AP's MS + LS
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0	Dean
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	1.0	1.0	1.0	1.5	2.0	Ops Managers MS & LS
Administrative Staff	0.0	0.0	1.0	1.0	1.0	Non mgt ops staff
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.0</b>	<b>4.0</b>	<b>6.0</b>	<b>7.5</b>	<b>9.0</b>	

<b>INSTRUCTIONAL PERSONNEL FTE</b>	<b>FTE</b>					<b>Description of Assumptions</b>
Teachers - Regular	5.0	10.0	15.0	20.0	28.0	ELA, Math, SS, Science + yr 5 LS classroom teachers
Teachers - SPED	2.0	4.0	6.0	8.0	12.0	SpEd, + yr 5 LS SpEd
Substitute Teachers	0.0	0.0	0.0	1.0	1.0	Perm Sub/Apprentice MS
Teaching Assistants	0.0	0.0	0.0	0.0	8.0	Yr 5 LS
Specialty Teachers	2.0	4.0	6.0	8.0	14.5	IDS, ESL, Intervention + Yr 5 LS Specials
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	2.0	2.0	2.0	2.0	Counselors
Other	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL INSTRUCTIONAL</b>	<b>10.0</b>	<b>20.0</b>	<b>29.0</b>	<b>39.0</b>	<b>65.5</b>	

<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>	<b>FTE</b>					<b>Description of Assumptions</b>
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	

<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>14.0</b>	<b>24.0</b>	<b>35.0</b>	<b>46.5</b>	<b>74.5</b>	
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**PERSONNEL HANDBOOK**

**Revised June 2018**

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## **INTRODUCTION**

Welcome to Central Queens Academy Charter School (CQA)! We are very excited to welcome you to CQA. This personnel handbook (“Handbook”) sets forth the many benefits and services available to CQA staff and employees.

### **How To Use This Handbook**

This Handbook is your basic source of information about working at CQA and is intended for your information and guidance. Although it covers the school day and procedures, this guide also describes the key employment procedures, policies and guidelines for anyone working at CQA.

From time to time, CQA may need to change its policies and procedures as they are described in this guide, and CQA reserves the right to modify, revoke, suspend, terminate or change any and all policies in this Handbook, at its sole discretion, with or without prior notice to you. Any such revisions to the Handbook must be in writing and approved by the Board of Trustees of CQA. This Handbook supersedes and replaces any and all prior employee handbooks and any inconsistent verbal or written policy statements.

CQA’s administration will make every effort to keep employees informed of all material changes to the employment practices of CQA and any applicable law, regulation and policy. The Handbook is intended to provide guidelines and describe the benefits, program and general operations of CQA. It is not an express or implied contract for employment, nor will it replace or supersede formal benefit plan documents such as those pertaining to insurance or other benefit plans. In the event of any conflict between information in this Handbook and any formal benefit plan documents, the provisions of the formal benefit plan documents are controlling in all cases.

As a public charter school authorized by the Charter Schools Institute of the State University of New York, CQA is bound by all of the provisions contained in the New York State Charter Schools Act of 1998 (“Charter Schools Act”) and, where applicable, the regulations of the Chancellor of the Department of Education for the City of New York. In accordance with the charter granted by the New York State Education Department, an independent board of trustees governs CQA and oversees CQA’s policies and operations.

### **AT-WILL EMPLOYMENT**

The provisions of this Handbook are not intended to create express or implied contractual obligations with respect to any matters that it covers. This Handbook also is not intended to create an express or implied contract guaranteeing that any employee will be employed by CQA for any specific time period.

CQA is an at-will employer. This means that regardless of any provision in this handbook, either the employee or CQA may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this handbook or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee or representative of CQA is authorized to enter into an agreement—express or implied—with any employee for employment for a specified

period of time unless such an agreement is in a written contract signed by the Director of School or Executive Director.

If any employee has a written employment contract signed by the Director of School or Executive Director, and a provision of this Handbook conflicts with the terms of that written employment contract, the terms of the written employment contract will be controlling.

## **CQA's HISTORY, VISION and MISSION**

CQA was intentionally conceived to close the achievement gap for one of the nation's most at-risk student groups, recent immigrant youth, and English Language Learners (ELLs). One of New York City's first charter schools to offer admissions preference to ELL students, CQA is also the first charter school to serve New York City's most overcrowded school district, Community School District 24 (CSD 24).

CQA is guided by the educational philosophy that children learn best in an atmosphere of high expectations that is intentionally designed to meet their needs. The founders envision a lasting community institution that graduates highly literate leaders who feel empowered to achieve their fullest potential. CQA will foster scholastic achievement and character development in an inclusive, culturally responsive small school setting.

The mission of CQA is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services. The school will lay the foundation for students to be able to graduate, attend the competitive high school of their choice, and go on and excel in college.

### **Our Core Values:**

**Care for our Community**

**Quality of Character**

**Achievement through Academics**

The school's leadership team and board of trustees believe strongly in the principles and practices identified in these statements. CQA's objectives may only be realized when the faculty, staff and volunteers share the mission and vision.

## **NON-CONVERSION CHARTER SCHOOL EMPLOYEES**

CQA is a non-conversion charter school, which means that it is not a conversion from an existing public school. Pursuant to Section 2854(3)(b-1) of the Charter School Act, employees of a newly created, non-conversion public charter school like CQA are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees.

While employees of CQA are not automatically considered members of any collective bargaining unit, CQA respects the right of its staff to organize and will afford its employees reasonable access to any employee organization in accordance with the Charter Schools Act and any other applicable law.

## **EQUAL OPPORTUNITY EMPLOYER**

CQA is firmly committed to equal employment opportunity and makes every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. CQA actively seeks diversity in its student/parent body, faculty, staff, and administration. CQA strictly prohibits and does not tolerate discrimination against employees or applicants on the basis of race, color, religion, creed, sex, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

Employment decisions at CQA are made in a non-discriminatory manner and are based on qualifications, abilities, and merit. Our policy governs all aspects of employment including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Any individual found to be engaging in unlawful discrimination will be subject to disciplinary action, *up to and including* termination of employment. If employees have any concerns about any type of discrimination, they should bring these issues to the attention of their direct supervisor or Director of School. No employee will be subject to, and CQA prohibits, any form of retaliation for good faith reporting of incidents of discrimination of any kind, pursuing any discrimination claim or cooperating in related investigations.

## **NEW YORK CITY SUPPLEMENTAL GENDER DISCRIMINATION**

In accordance with New York City law, the School prohibits unlawful discrimination in employment on the basis of gender. For purposes of this policy, gender is an individual's actual or perceived sex, including gender identity, self-image, appearance, behavior or expression regardless of whether the individual's gender identity, self-image, appearance, behavior or expression is different from that traditionally associated with the legal sex assigned to that individual at birth.

The School is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, accommodation requests, access to programs and facilities, employee activities and general treatment during employment.

In furtherance of this policy:

- The School gives employees the option of indicating their preferred gender pronoun. The School's systems allow employees to self-identify their names and genders and do not limit such identifications to male and female only.
- All employees and other individuals have access to single-sex facilities consistent with their gender identity or expression. To the extent possible, the School provides single-occupancy restrooms and provides multi-user facilities for individuals with privacy concerns, but will not

require use of a single-occupancy bathroom because an individual is transgender or gender non-conforming.

- The School's dress code and grooming standards are gender neutral, and therefore do not differentiate or impose restrictions or requirements based on gender or sex.
- The School evaluates all requests for accommodations (including requests for medical leaves) in a fair and non-discriminatory manner.
- Employees who engage with the public as part of their job duties are required to do so in a respectful, non-discriminatory manner by respecting gender diversity and ensuring that members of the public are not subject to discrimination (including discrimination with respect to single-sex programs and facilities).

Employees with issues or concerns regarding gender discrimination or who feel they have been subjected to such discrimination can contact direct supervisor or Director of School. The School prohibits and does not tolerate retaliation against employees who report issues or concerns of gender discrimination pursuant to this policy in good faith.

## **ANTI-HARASSMENT POLICY**

CQA is committed to providing an environment that is free from harassment and coercion, where all employees can work together collaboratively and productively. CQA prohibits all types of harassment, including verbal harassment, that is based on an employee's race, color, religion, creed, sex, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors, and consultants.

CQA will not retaliate, nor will it tolerate retaliation, against any employee who in good faith complains about harassment in the School environment, pursues any claim regarding such harassment or participates in any investigation related to such harassment

### **Sexual Harassment**

CQA prohibits sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting the School's premises by any CQA employee.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made as a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. All of the same applies in connection with the educational or commercial relationships within CQA.

Sexual harassment applies to the conduct of a supervisor or Board member toward an employee, a supervisor or Board member towards another supervisor or Board member, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made.

An occasional compliment of a socially acceptable nature is not sexual harassment. Consensual sexual behavior between adults, outside the workplace and welcomed by both parties, is also not sexual harassment. However, any employee engaged in a consensual romantic or dating relationship with another employee should notify the Director of School and may be asked to sign a document acknowledging that the relationship is free from coercion and harassment.

### **Other Harassment**

CQA also prohibits harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting the School's premises that consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of his/her race, color, religion, creed, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), national origin, ancestry, age, disability (including AIDS), citizenship status, marital status, military status, predisposing genetic characteristics or because of any other characteristic protected by local, state, or federal law and which interferes with the individual's work performance or creates an intimidating, hostile or offensive work environment. Such conduct does not belong in our workplace or in any work-related setting outside the workplace, and will not be tolerated by CQA.

## **VIOLENCE IN THE WORKPLACE**

CQA is committed to preventing workplace violence. CQA has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises:

All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of CQA.

CQA will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status,

citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

All employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

CQA will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation CQA may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, *up to and including* termination of employment, and may face criminal charges.

## **DRUG- AND ALCOHOL-FREE WORKPLACE/DRUG SCREENING**

It is the policy of CQA to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

Drug and/or alcohol testing may be required if the School has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner, consistent with applicable law.

Pursuant to the Education Act, use of illegal drugs by a teacher may constitute grounds for dismissal to the extent that the teacher's conduct adversely affects the teacher-pupil relationship and evidences the teacher's unfitness to teach.

Employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled-substance-related felonies, including pleas of *nolo contendere* (i.e. no contest), must inform CQA within five days of such conviction or plea. The School may file charges against an employee convicted of a controlled-substance-related felony, and may suspend the employee without pay while the charges are pending.

Employees who violate any aspect of this policy may be subject to disciplinary action, *up to and including* termination of employment. At its discretion, the School may require employees who violate this policy to successfully complete a drug or alcohol abuse assistance or rehabilitation program as a condition of continued employment.

## **COMPLAINT PROCEDURE**

If an employee believes that he or she has been harassed by any CQA employee, Board member, student, vendor, client, or other school contact, or if an employee becomes aware of conduct that the employee reasonably believes may constitute harassment prohibited by this policy, the employee should immediately report this information to his or her supervisor. If the employee feels uncomfortable making a report to his or her supervisor, the employee may report the conduct to the Director of School. If a satisfactory resolution has not been reached within 15 business days or if the Director of School is involved in the reported conduct, and for some reason the employee feels uncomfortable about making a report directly to the Director of School, then the employee should report directly to the Chairperson of the Board of Trustees of CQA. The Chair of the Board of Trustees can be contacted at [REDACTED]

### **Investigation and Response**

Upon receipt of any complaint regarding any form of harassment prohibited by this Anti-Harassment policy, CQA will investigate the complaint and will take whatever corrective action is deemed necessary. Any individual who is believed to have violated this Anti-Harassment Policy will be subject to disciplinary action, *up to and including* termination of employment. CQA's investigation of and actions taken in response to violations of its Anti-Harassment policy will be consistent with requirements of applicable state and federal law and Charter School policies, including regarding data privacy.

## **DISABILITY ACCOMMODATIONS POLICY**

CQA is committed to providing equal employment opportunities to qualified individuals with disabilities, which may include providing reasonable accommodation where appropriate. In general, employees are responsible for notifying CQA of the need for accommodation. Once notified by an employee, CQA may ask the employee for input regarding the type of accommodation that the employee believes may be necessary or the functional limitations caused by the employee's disability. Also, when appropriate, CQA may request the employee's permission to obtain additional information from the employee's physician or other medical or rehabilitation professionals. CQA will keep confidential any medical information that it obtains in connection with an employee's request for a reasonable accommodation. All requests under this policy must be directed to the Director of Operations.

## **NEW YORK CITY PREGNANCY ACCOMODATIONS**

Pursuant to the New York City Human Rights Law, the School prohibits unlawful discrimination on the basis of pregnancy or perceived pregnancy and will endeavor to reasonably accommodate the needs of an employee for her pregnancy, childbirth or related medical condition to allow her to perform the essential requisites of the job, provided that such employee's pregnancy, childbirth or related medical condition is known or should have been known by the School, and the proposed accommodation does not impose an undue hardship on the School.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related medical condition should contact their direct supervisor or Director of Operations. If an employee requested an accommodation but has not received an initial response within five (5) business days, she should contact the Director of School.

After receiving a request for an accommodation due to pregnancy, childbirth or a related medical condition, or learning indirectly that an employee requires such an accommodation, the School will engage in a cooperative dialogue with the employee. Even if an employee has not formally requested an accommodation, the School, in compliance with applicable law, may initiate a cooperative dialogue under certain circumstances, such as when the School has knowledge that an employee's performance at work has been negatively affected and also has a reasonable basis to believe that the issue is related to pregnancy, childbirth or related medical condition.

The cooperative dialogue may take place in person, by telephone or by electronic means. As part of the cooperative dialogue, the School will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how the School may be able to provide a reasonable accommodation. To the extent necessary and appropriate based on the request, the School will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. The School is not required to provide the specific accommodation sought by an employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitation.

As part of the cooperative dialogue, the School reserves the right to request medical documentation from an employee under the following circumstances:

- when an employee requests time away from work, including for medical appointments, other than time off requested during the six- (6) to eight- (8) week period following childbirth (for recovery from childbirth); or
- when an employee requests to work from home, either on an intermittent basis or a longer-term basis.

If the School believes that the provided documentation is insufficient, and before denying the request based on insufficient documentation, the School reserves the right to request additional documentation from the employee or, upon the employee's consent, speak with the health care provider who provided the documentation. If applicable, an employee whose time off is covered by the Family Medical Leave Act (FMLA) may also be required to provide medical documentation, depending on the circumstances of the leave request, pursuant to federal law.

At the conclusion of the cooperative dialogue, the School will provide written notice to the employee in a timely manner indicating that the School:

- will be able to offer and provide a reasonable accommodation;
- will not be able to provide a reasonable accommodation to the employee because there is no accommodation available that will not cause an undue hardship on the School's operations; or

- will not be able to provide a reasonable accommodation to the employee because no accommodation exists that will allow the employee to perform the essential requisites of the job.

The School will endeavor to keep confidential communications regarding requests for reasonable accommodations and all circumstances surrounding an employee's pregnancy, childbirth or related medical condition.

Employees with questions regarding this policy should contact their direct supervisor or Director of Operations.

## **CATEGORIES AND VERIFICATION OF EMPLOYMENT**

### **Employment Categories**

CQA staff members will be informed upon hire whether they are considered exempt or non-exempt from federal and state wage and hour laws. Each staff member is categorized as a full-time employee, a part-time employee, a temporary employee, or a consultant, and as either exempt or non-exempt.

#### Employment Categories

- Full-time employees are those who are not in a temporary status, and are regularly scheduled to work 40 or more hours per week . Employees are further categorized as 10 month employees or 12 month, as determined by your position. Generally they are eligible for CQA's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-time employees are those who are not assigned to a temporary status and who are regularly scheduled to fewer than 30 hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and Workers' Compensation insurance). Part-time employees are eligible to receive Paid Time Off and are eligible to participate in the 401K after meeting specific eligibility requirements (see each section for more information), but are generally ineligible for other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.
- Independent contractors, temporary employees, and consultants are non-employees who generally work on a project basis or for a designated length of time. Individuals in these classifications are not eligible for benefits.

#### Employment Classifications

- Exempt employees are not entitled to overtime pay. Employees employed in *bona fide* executive, administrative, or professional capacities are commonly exempt from federal and state minimum wage and overtime requirements.

Non-exempt employees are those employees who are eligible for overtime for all hours worked over 40 hours per week and will be paid at least the hourly minimum wage set by federal and state law.

## **VERIFICATION, BACKGROUND CHECKS**

CQA will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

Pursuant to the Charter Schools Act, CQA is required to fingerprint prospective employees for purposes of a criminal history record check.

The Director of Operations and Director of School will receive and review the criminal background check results from SED in a timely matter and follow up on any negative findings.

All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of legal authorization to work must be provided within three (3) days of employee's hire date; failure to provide the requested documentation may give rise to rescindment of any offer of employment.

## **SEPARATION AND TERMINATION**

Except where explicitly stated in a written contract signed by the Director of School or Executive Director, all CQA employees are considered "at- will" which means that either the employee or CQA may terminate the employment relationship at any time, for any reason, with or without cause. That said, CQA requests that departing employees provide a minimum of two (2) weeks of notice.

Should a 10 month employee terminate his or her employment at CQA during the academic year, CQA will cease salary and benefit payments as of the date work was discontinued.

Should a 12 month employee terminate his or her employment at CQA during the calendar year, CQA will cease salary and benefit payments as of the date work was discontinued.

Departing employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws. For purposes of final pay calculation, departing employees will be compensated through their last day of employment, unless they are on a leave of absence, and for accrued PTO in accordance with the PTO accrual policy.

## **PAY PERIODS**

Pay periods are semi-monthly; the first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. Check dates are the 5<sup>th</sup> and the 20<sup>th</sup>. If a payday falls on a weekend or holiday, checks will be distributed the preceding business day. The Director of Operations will notify employees of the specific pay dates. Annual salary increases will take place at the beginning of the school year, where appropriate.

Eligible employees have the option to have their pay directly deposited into their checking or savings account.

## **DEDUCTIONS AND GARNISHMENTS**

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee in writing. The check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by CQA in response to a garnishment notice received from a court or other legal authority. The Director of Operations will notify employees of garnishments that must be deducted from their paychecks.

## **PERSONNEL RECORDS AND FILES**

An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, CQA keeps medical records in a file separate from personnel files.

The following information may be included in personnel files:

- employment application and résumé
- signed offer letter
- reference checks
- college transcripts
- job descriptions
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records
- records relating to other employment practices
- letters of recognition
- disciplinary notices or documents
- performance evaluations
- test documents used by an employer to make an employment decision
- exit interviews
- termination records
- fingerprints

The following information will not be included in personnel files:

- medical records
- insurance records
- EEO/invitation to self-identify disability or veteran status records
- immigration (I-9) forms
- safety training records
- child support/garnishments
- litigation documents
- workers' compensation claims
- requests for employment/payroll verification

Personnel and medical files are the property of CQA and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are supervisors and those responsible for maintaining the files that may have a legitimate reason to do so. If an employee wishes to review his or her own personnel or medical file, the employee should contact the Director of Operations. With reasonable advance notice an employee may review his or her own personnel or medical file in CQA offices and in the presence of an individual appointed by the Director of School to maintain the files. Employees have the right to copy information and to submit written statements to their personnel files.

It is an employee's responsibility to immediately notify the Director of Operations in writing and make changes via the online EXTENSIS portal, of any changes in personnel data such as:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

No one in the School other than the Executive Director, Director of Operations or Director of School is authorized to respond either verbally or in writing to personnel inquiries of any type regarding current or prior employees of the School. CQA will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees in writing.

## **GENERAL OPERATIONS**

### **Work Hours**

CQA's hours of general operations begin at 8:00 a.m. and end at 4:30p.m. The students' instructional day begins at 8:20a.m. and ends around 4:30p.m., with additional activities inside the building until 5:30p.m for grades 7 & 8, and from time to time, later. In general, teachers and counselors are expected to work at minimum from 8:00am to 4:30pm two days per week, 8:00am to 3:30pm two days per week, and 8:00am to 4:00pm one day per week. Classroom instructional staff is expected to ensure a 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 CQA. All non-instructional employees, including administration, are expected to work established hours determined by their supervisor or the Director of School.

## **The School Calendar Year and Its Effect on Employment**

Unless otherwise specifically noted, employment with CQA is in no way affected by the school calendar year.

During the non-school calendar year non-exempt employees will continue to be scheduled for work as needed and will continue to receive pay pursuant to their hours worked.

During the non-school calendar year exempt employees, including instructional staff will continue to receive their regular salary. Administrative employees are expected to continue their regular work schedule during non-school periods. While instructional staff is not expected to appear at CQA on a daily basis during non-school periods, they may be expected to prepare lessons and attend relevant conferences during this time as requested by their direct supervisor.

This provision is in no way intended to limit the at-will nature of employment with CQA and all at-will provisions remain in full force.

## **Building Security**

To maintain safety and security, only authorized visitors are allowed in CQA. No visitors (children, parents, spouse, partners, or friends) may come to the School without official prior approval from the Director of School. Unless staff has planned visits in their schedules, the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

Children in the school must always be supervised by an adult. Faculty is expected to stay with their classes for the period of the class or the lab and under no circumstances should they leave the class or lab unattended. It is mandatory that all CQA students leave the building before 6:00 p.m. unless they are under the supervision of an adult. The adult in charge must not leave the building before the students, and the adult must remain with students or at a nearby location where the students can promptly find the teacher in case of an emergency. All accidents must be reported to the Director of School, nurse (if applicable) and Administrators (if applicable) immediately.

## **Punctuality and Timekeeping**

All employees are required to arrive at the school on time. All employees must record their hours of work at the end of each pay period, in the manner described by the Director of School. Employees subject to this policy must accurately record all time worked. **All employees must tell their supervisor if they are leaving the building during the school day so that they can be located in case of an emergency.**

All employees should notify their supervisors, which include the Assistant Principal(s), Director of School, **AND** Director of Operations by a telephone or other electronic (i.e. text or email) message no later than 6:00 a.m. on the day they will be absent or late to school. When teachers are absent, they are required to provide lesson plans and instructions about special events to the person covering for them. A class schedule posted on the wall is insufficient for this purpose.

At the end of each pay period, teachers must fill out a timesheet as prescribed by the Director of School. Once completed, the Director of Operations or appropriate person will process payroll appropriately.

## SCHOOL CALENDAR AND HOLIDAY LEAVE

Each year the Board of Trustees, following consultation with the school administration, will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. CQA has discretion with regard to the dates of attendance; CQA will be closed on all legal holidays, as listed below, however the calendar days of observance are subject to change. The School Calendar should be consulted for these and other dates that the School is closed.

- New Year's Holiday
- Dr. Martin Luther King, Jr. Day
- Washington's Birthday Observed
- Lincoln's Birthday Observed
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day Observed
- Veteran's Day Observed
- Thanksgiving Holiday
- Christmas Holiday

## PAID TIME OFF FOR FULL TIME EMPLOYEES

As a workplace that values work-life balance, CQA offers eligible employees a flexible paid time off (PTO) policy. PTO may be used for any appropriate reason including religious observance, personal days, illness, medical appointments, family care and other personal matters, and accrues in addition to the school holidays noted on the CQA calendar in this handbook. (Paid Time off should not be used for vacation time during the school year for instructional staff). It is expected that all instructional staff adhere to the noted school vacation times. **Instruction and Operations Staff** will not be granted PTO for the day immediately before or after a school vacation or holiday.

Full-time employees are eligible for PTO. PTO accrues at a rate of 4 hours per pay period. PTO must be requested, and the approval of time off will be subject to the school's needs including student interests, staffing requirements and other conditions. Employees must request time off as early as feasibly possible by submitting a written request via email or text to his or her direct supervisor, (Director of School, Director of Operations, CFO or Executive Director) preferably no less than 3 days prior to the intended day off. PTO requests, once approved should be entered into the appropriate online portal by the employee. PTO will not accrue while an employee is on a leave.

For the purpose of the Paid time off benefits, employees are categorized into one of the following groups:

- Instruction:
  - Leadership (12 month employees)
  - Faculty (10 month employees)
- Operations (12 month)
  - Leadership (Executive Director and Operation Director, Dev. Director)
  - Staff (Operations Team)

- Finance (12 month)
  - Leadership (Director of Finance and Department Head)
  - Staff (Finance team)

PTO accrues and is carried over as follows:

Each full-time employee accrues eleven (11) days annually at a rate of 4 hours per pay period beginning with the first pay cycle and ending with the 22<sup>nd</sup> pay cycle. PTO will not accrue while an employee is on a leave.

- Unused, accrued PTO time will be carried over annually, up to a maximum of 25 days. At no time will a PTO bank hold more than twenty-five (25) days.
- Active 12 month employees who are required to work during July and August are given 10 additional summer PTO days.
  - Instructional Leadership and staff and Operations staff must use their summer PTO days between July 1 and August 15. These summer PTO days must be approved by their direct supervisor. Employees hired after August 25<sup>th</sup> of the previous school year, will be provided pro-rated summer PTO days. These summer PTO days are not counted towards the overall PTO bank and will not carry over or be paid out upon separation.
- Upon separation of employment, CQA will pay the employee for their remaining PTO according to the vesting statements below. If, and only if, the employee's first day of work was before July 1, 2015, then the employee will receive a percentage of time based on the years of service to the school:

0-2 year of service – 50% of time remaining  
 3-5 years of service - 75% of time remaining  
 Over 5 years of service – 100% of time remaining

**If the employee's first day of work was after July 1, 2015, then the employee will be paid 50% of the time remaining.**

If an employee's separation of employment with CQA is voluntary, the departing employee will only be paid for his or her remaining PTO if the departing employee gives CQA a minimum of two (2) weeks' notice of their termination of employment.

## **PAID TIME OFF FOR PART TIME EMPLOYEES**

For part-time employees, PTO will accrue pro rata in accordance with their work schedule. Thus, for example, part-time employees working 75% of a regular work schedule will accrue at 75% of the full schedule.

Employees working less than 50% of a work week will accrue PTO at a rate of 1 hour for each 30 hours worked as per DOL rules. P/T employees unused, accrued PTO will carry over up to a max of 40 hours. At no time can a Part Time employee have more than 40 hours in his/her PTO bank. Upon termination or

separation, part time employees will not be paid out for any unused, accrued PTO time. PTO will not accrue while an employee is on a leave.

The PTO policy does not change other CQA policies or the requirements associated with applying for these policies, including but not limited to requirements for applying for leave under the Family Medical Leave Act, the Short Term and Long-Term Disability policies, the Child Care Leave Paid Time Off Policy, Jury Duty, or other relevant paid time off policies as governed by local state law regulations.

#### *Scheduling PTO*

PTO must be scheduled and approved by the employee's direct supervisor, whether it is the Director of School, Director of Operations, or Executive Director. Requests made in the manner prescribed by the Director of School or Director of Operations are reviewed based on a number of factors, including business needs, staffing requirements, and scheduled time off of other employees. Requests may be denied if it is inconsistent with the smooth operations of CQA. In some instances, it may not be possible for an employee to schedule PTO. Unscheduled PTO is only permitted in cases of medical emergencies or illness, or where otherwise legally required. Abusive use of the PTO policy will be subject to discipline up to and including termination.

For scheduled or unscheduled PTO, employees must email their direct supervisor, receive email approval from that direct supervisor, and then enter their PTO request in Extensis in order for the PTO to be officially authorized. Failure to follow this procedure may result in an unauthorized absence.

### **BEREAVEMENT LEAVE**

Bereavement leave is granted as follows: If an employee suffers the loss of an immediate family member, he or she will be entitled to bereavement pay for up to three days. The employee may be granted additional time without pay or may use earned unused personal days for additional bereavement leave. The employee should notify his or her supervisor as soon as possible, telling the supervisor the reason for and expected length of absence. As used in this paragraph "immediate family member" means a spouse, partner, parent, child, sibling, grandparent, or any other relative permanently residing with the employee. Employees may be asked produce a death certificate or memorial service program within five working days of returning to work.

### **TIME OFF TO VOTE**

CQA encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, CQA will grant such employees time off to vote in accordance with state or local law. Employees should request time off to vote from their supervisors in writing between 2 and 10 days prior to the Election Day. CQA reserves the right to designate whether employees can take time off at the beginning or end of their shifts.

### **MILITARY DUTY**

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves, Public Health Service or state military service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is

required, unless military necessity prevents such notice. Neither sick leave nor vacation time accrue during any period of military leave of absence, but employees may use any or all of their accrued but unused vacation or other paid time off during their military service leave. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with federal and state law. CQA will not discriminate or retaliate against employees because they are subject to federal or state military duty and/or requested leave under this policy.

### **Military Spouse Leave**

In accordance with state law, CQA provides up to ten days of unpaid leave to an employee whose spouse is a member of the US Armed Forces, National Guard or Reserves and who has been deployed during a period of military conflict, to combat theater or combat zone operations. Employees are eligible to take this leave only if they work an average of 20 hours or more per week and if their spouse is on leave from military service.

### **WEATHER DAYS AND OTHER CLOSINGS**

The School may be closed due to inclement weather or other situations. The School will follow and abide by the decision of the Mayor of New York City in determining whether New York City Department of Education schools are to be open, delayed, or closed during inclement weather. An orderly process for notification of public media outlets and parents, if practical, shall be developed and implemented if necessary. At the discretion of the Director of School 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.

### **EMPLOYEE ABSENCES**

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself or herself from required duties without authorization. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities.

An employee who is absent for a period of at least three days without notifying the Director of School will be considered to have resigned without giving the required two week notice, with such resignation effective on the initial date of absence. The Director of School will make the determination of unauthorized absence.

Employees who are absent with authorization for three or more consecutive days are required to provide a physician's note or other verification. The Director of School may, at his/her discretion, require a physician's note or other verification as to an employee's claimed reason for absence. Such verification shall be provided within five working days of the request.

### **LEAVES WITH OR WITHOUT PAY**

Employees may request a paid or unpaid leave of absence. Employees seeking a leave should first make the request to their supervisor, who will discuss the request with the Director of School. The Director of School has sole discretion to grant or deny requests for leaves, which shall be considered on the basis of

CQA's best interest. An employee's failure to return from a leave at a pre-appointed time will be considered abandonment and can result in immediate termination of employment.

## **FAMILY AND MEDICAL LEAVE**

Pursuant to Family and Medical Leave Act ("FMLA"), individuals who have completed at least twelve (12) months of employment with CQA and worked 1,250 hours for CQA during the past twelve (12) months are eligible for as much as twelve (12) weeks of unpaid job-protected leave for any of the following reasons:

- for the birth and care of a newborn child of the employee;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for a spouse, son, daughter, or parent with a serious health condition;
- to take medical leave when the employee is unable to work because of a serious health condition; or
- for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation.

You may meet the FMLA requirement and become eligible for FMLA while you are out on leave. All eligible leave-taking employees will be restored to the same or equivalent position of employment held prior to the leave, subject to CQA's staffing and operational needs. Pursuant to the FMLA's provisions regarding local educational agencies, CQA may require instructional employees requesting leave to alter the terms of their leave to accommodate CQA's instructional goals. Such accommodations may include shifting the beginning and end dates of the leave or a temporary transfer to an alternative position with equivalent pay and benefits.

In certain circumstances, CQA may also grant non-FMLA medical leaves of absences. If you wish to request such leave, please contact the Director of Operations. CQA may request medical documentation to substantiate these requests.

### **The Leave Policy**

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Director of Operations.

#### **I. Eligibility**

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive); 2) have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

## II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

### A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

**Qualifying exigencies** may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

### B. Additional Military Family Leave Entitlement (Injured Service member Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered service member** is entitled to take up to 26 weeks of leave during a single 12-month period to care for the service member with a serious injury or illness. Leave to care for a service member shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month

period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured service member.

A "**covered service member**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." **Covered service members** also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

### **C. Intermittent Leave and Reduced Leave Schedules**

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered service member. Qualifying exigency leave also may be taken on an intermittent basis.

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the School may require the employee to choose either to: (i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or (ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an instructional employee who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days

during the leave period would not be subject to transfer to an alternative position. “Periods of a particular duration” means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed, and may include one uninterrupted period of leave.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the employer may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the employer may require the employee to delay the taking of leave until the notice provision is met.

If an employee chooses to take leave for “periods of a particular duration” in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

#### **D. Limitations on Leave Near the End of an Academic Term**

If an instructional employee begins leave more than five weeks before the end of a term. The School may require the employee to continue taking leave until the end of the term if— (i) The leave will last at least three weeks, and (ii) The employee would return to work during the three-week period before the end of the term.

If the employee begins leave during the five-week period before the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member. The school may require the employee to continue taking leave until the end of the term if— (i) The leave will last more than two weeks, and (ii) The employee would return to work during the two-week period before the end of the term.

If the employee begins leave during the three-week period before the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member. The employer may require the employee to continue taking leave until the end of the term if the leave will last more than five working days.

For purposes of these provisions, “academic term” means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. An example of leave falling within these provisions would be where an employee plans two weeks of leave to care for a family member which will begin three weeks before the end of the term. In that situation, the employer could require the employee to stay out on leave until the end of the term.

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The employer has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the employer shall be required to

maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

#### **E. No Work While on Leave**

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate discharge, to the extent permitted by law.

#### **F. Protection of Group Health Insurance Benefits**

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

#### **G. Restoration of Employment and Benefits**

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

#### **H. Notice of Eligibility for, and Designation of, FMLA Leave**

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA leave.

### **III. Employee FMLA Leave Obligations**

#### **A. Provide Notice of the Need for Leave**

Employees who take FMLA leave must timely notify the School of their need for FMLA leave. The following describes the content and timing of such employee notices.

##### **1. Content of Employee Notice**

To trigger FMLA leave protections, employees must inform the Director of Operations of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active duty status to a foreign country; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered service member with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

## **2. Timing of Employee Notice**

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

### **B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules**

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service member, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

### **C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)**

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the School with authorization allowing it to clarify or authenticate certifications with health care providers, the School may deny FMLA leave if certifications are unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

#### **1. Initial Medical Certifications**

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered service member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or

service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee.

## **2. Medical Re-certifications**

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

## **3. Return to Work/Fitness for Duty Medical Certifications**

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the School with medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

## **D. Submit Certifications Supporting Need for Military Family Leave**

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require employees to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to covered active duty status and the dates of the military member's covered active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active duty status of the same or a different military member.

When leave is taken to care for a covered service member with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered service member. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered service member confirming entitlement to such leave.

## **E. Substitute Paid Leave for Unpaid FMLA Leave**

Employees may use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the School will allow employees to use accrued paid time to supplement any paid disability benefits.

#### **F. Pay Employee's Share of Health Insurance Premiums**

During FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during FMLA leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a method determined by the Company upon leave.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.

#### **IV. Questions and/or Complaints about FMLA Leave**

If you have questions regarding this FMLA policy, please contact the Director of Operations. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Director of Operations immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

#### **V. Coordination of FMLA Leave with Other Leave Policies**

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available

or exhausted, please consult the School's other leave policies in this handbook or contact the Director of Operations.

## **NEW YORK PAID FAMILY LEAVE**

As of January 1, 2018, eligible employees are entitled to up to eight (8) weeks of Paid Family Leave (PFL) within any 52 consecutive week period. PFL benefits are financed solely through employee contributions via payroll deductions.

### **Eligibility Requirements**

Employees who have a regular work schedule of 20 or more hours per week and have been employed at least 26 consecutive weeks prior to the date PFL begins (or who have a regular work schedule of less than 20 hours per week and have worked at least 175 days to the date PFL begins) are eligible for PFL. An employee has the option to file a waiver of PFL and therefore not be subject to deductions when his or her regular employment is:

- 20 or more hours per week but the employee will not work 26 consecutive weeks; or
- fewer than 20 hours per week and the employee will not work 175 days in a 52 consecutive week period

### **Entitlement**

PFL is available to eligible employees for up to eight (8) weeks (*increases to 10 weeks on or after January 1, 2019 and up to 12 weeks on or after January 1, 2021*) within any 52 consecutive week period. PFL is

available for any of the following reasons:

- to participate in providing care, including physical or psychological care, for the employee's family member (child, spouse, domestic partner, parent, parent-in-law, grandchild or grandparent) with a serious health condition; or
- to bond with the employee's child during the first 12 months after the child's birth, adoption or foster care placement; or
- for qualifying exigencies, as interpreted by the Family and Medical Leave Act (FMLA), arising out of the fact that the employee's spouse, domestic partner, child or parent is on active duty (or has been notified of an impending call or order to active duty) in the armed forces of the United States.

The 52 consecutive week period is determined retroactively with respect to each day for which PFL benefits are currently being claimed.

PFL benefits are financed solely through employee contributions via payroll deductions.

The weekly monetary benefit will be 50% of the employee's average weekly wage or 50% of the New York State average weekly wage, whichever is less (*increases to 55% on or after January 1, 2019, 60% on or after January 1, 2020 and 67% on or after January 1, 2021*).

CQA and an employee may agree to allow the employee to supplement PFL benefits up to their full salary with paid time off, to the maximum extent permitted by applicable law.

An employee who is eligible for both statutory short-term disability benefits and PFL during the same period of 52 consecutive calendar weeks may not receive more than 26 total weeks of disability and PFL benefits during that period of time. Statutory short-term disability benefits and PFL benefits may not be used concurrently.

### **Definition of a Serious Health Condition**

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential health care facility; or continuing treatment or continuing supervision by a health care provider. Subject to certain conditions, the continuing treatment or continuing supervision requirement may be met by a period of incapacity of more than three (3) consecutive full days during which a family member is unable to work, attend school, perform regular daily activities or is otherwise incapacitated due to illness, injury, impairment or physical or mental conditions, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two (2) or more times by a health care provider; or treatment on at least one (1) occasion by a health care provider, which results in a regimen of continuing treatment under the supervision of the health care provider. The continuing treatment or continuing supervision requirement also may be met by any period during which a family member is unable to work, attend school, perform regular daily activities or is otherwise incapacitated due to a chronic serious health condition or an illness, injury, impairment, or physical or mental condition for which treatment may not be effective. A chronic serious health condition is one which requires periodic visits for treatment by a health care provider; continues over an extended period of time (including recurring episodes of a single underlying condition); and may cause episodic rather than a continuing period of incapacity. Examples of such episodic incapacity include but are not limited to asthma, diabetes and epilepsy. Other conditions may meet the definition of continuing treatment.

### **Use of Leave**

An employee does not need to use this leave entitlement in one (1) block. Leave can be taken intermittently in daily increments. Leave taken on an intermittent basis will not result in a reduction of the total amount of leave to which an employee is entitled beyond the amount of leave actually taken.

### **Employee Responsibilities**

An employee must provide 30 days' advance notice before the date leave is to begin if the qualifying event is foreseeable. When 30 days' notice is not practicable for reasons such as lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency,

the employee must provide notice as soon as practicable and generally must comply with the CQA's normal call-in procedures. Failure by the employee to give 30 days' advance notice of a foreseeable event may result in partial denial of the employee's benefits for a period of up to 30 days from the date notice is provided.

Employees must provide sufficient information to make CQA aware of the qualifying event and the anticipated timing and duration of the leave. Employees must specifically identify the type of family leave requested. Employees also must provide medical certifications and periodic recertification or other supporting documentation or certifications supporting the need for leave. An employee requesting PFL must submit the following forms to CQA's insurance carrier: 1) a completed Request for Paid Family Leave or PFL-1 form 2) Bonding Certification: PFL-2 Form plus documentation; 3) Health Care Provider Certification: PFL-4 Form plus Personal Health Information (PHI) Release (PFL-3 Form); or 4) Military Qualifying Event: PFL-5 Form plus documentation. These documents are available from the Extensis Human Resources Associates.

### **Job Benefits and Protection**

During any PFL taken pursuant to this policy, CQA will maintain coverage under any existing group health insurance benefits plan as if the employee had continued to work. The employee must make arrangements with the Director of Operations prior to taking leave to pay their portion of any applicable health insurance premiums each month.

CQA's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, CQA will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

Any employee who exercises his or her right to PFL will, upon the expiration of that leave, be entitled to be restored to the position held by the employee when the leave commenced, or to a comparable position with comparable benefits, pay and other terms and conditions of employment. The taking of leave covered by PFL will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

### **Leave Concurrent with FMLA**

CQA will require an employee who is entitled to leave under both the Family & Medical Leave Act (FMLA) and PFL, to take PFL concurrently with any leave taken pursuant to the FMLA. When the total hours taken for FMLA in less than full-day increments reaches the number of hours in an employee's usual workday, CQA may deduct one (1) day of PFL from an employee's annual available PFL.

## **CQA PAID PARENTAL LEAVE OF ABSENCE**

After any state-provided paid leave expires, full-time and employees who have completed one year of continuous service with CQA are eligible to receive up to four (4) weeks of paid parental leave related to the birth, adoption or foster care of a child.

Any leave taken under this provision qualifying as leave under the state and/or federal family and medical leave laws will be counted as family/medical leave and charged to the employee's entitlement of twelve (12) workweeks of family/medical leave in a 12-month period.

In addition, full-time and part-time employees returning from maternity/paternity leave may work from home one day a week for up to the first four (4) weeks after the employee returns to work.

## **LACTATION BREAK POLICY**

CQA provides a reasonable amount of time to accommodate an employee's need to express milk for the employee's nursing child for up to three years following the birth of the child. CQA will make a reasonable effort to provide the employee with the use of a private location in close proximity to the employee's work area for such break time. Discrimination, harassment and retaliation against an employee who chooses to express breast milk at work in accordance with this policy is strictly prohibited.

## **JURY DUTY LEAVE**

CQA understands employees may fulfill their civic responsibilities by serving jury duty.

Employees must report their anticipated jury duty to their supervisors immediately upon receipt of the summons. Upon completion of jury duty service, an employee must provide a copy of the "Completion of Jury Duty" notice to the Director of School, who will forward a copy of this notice to the Director of Operations for inclusion in the employee's personnel file.

Employees on jury duty are required to report to work whenever the court schedule permits. CQA will pay full-time employees (and reduced-time or part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum of one week (5 workdays) for actual time served on jury duty. Employees may also use any or all of their accrued but unused vacation or other paid time off during their jury duty leave. In addition, exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. CQA prohibits any retaliation against employees who requests leave pursuant to this policy in order to serve on a jury.

## **BONE MARROW AND BLOOD DONATION LEAVE**

Employees who work an average of 20 hours or more each week are eligible to receive: (1) up to 24 hours of unpaid leave to donate bone marrow; and (2) up to three hours of unpaid leave in any 12-month period for blood donation leave. Although leave under this policy is unpaid, exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Additionally, employees may use any or all of their accrued but unused vacation or other paid time off for leave taken pursuant to this policy.

## **WITNESS AND VICTIMS OF CRIME LEAVE**

Occasionally, employees may be the victims of a crime that requires them to attend or participate in legal proceedings, or they may otherwise be legally compelled to attend a judicial proceeding as a witness. In accordance with state law, CQA employees are given the necessary time off to attend or participate in court proceedings.

If an employee receives a duly issued subpoena to appear as a witness during work time, the employee should immediately notify his or her supervisor. Any subpoenas involving possible testimony about CQA, and employment at CQA, must also be immediately reported to the Director of School. CQA is not responsible for compensating the employee for appropriate witness fees.

Leave under this policy is unpaid, except that exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Employees may also use any or all of their accrued but unused vacation or other paid time off for leave taken pursuant to this policy.

## **OVERVIEW OF BENEFITS PROVIDED**

Eligible full-time employees at CQA are provided a range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Benefits eligibility is dependent upon a variety of factors, including employee classification. Employees should contact the Director of Operations for help identifying programs for which they are eligible and for the most up to date information. Part-time employees will be denied the range of benefits with the exception of the 401k plan after 6 months of employment.

### **Insurance**

The School provides medical insurance, dental insurance, and a vision care plan. Employees should consult the materials distributed by the School for questions concerning these plans, or direct their questions to the Director of Operations.

### **Continuation of Medical Insurance - COBRA**

The federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under CQA's health plan for at least 18 months (under certain circumstances up to 29 months) when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events include resignation or termination of employment, death of an employee, a reduction in an employee's hours or an employee's divorce or legal separation from their spouse.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee. CQA provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations.

This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

### **Workers' Compensation**

CQA provides Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses must inform their supervisors as soon as is practicable after the injury.

### **Short-Term Disability Insurance**

In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State and fully employer paid short-term disability insurance after the 7<sup>th</sup> consecutive day of absence due to a disability. See Director of Operations for details. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of \$170 per week, for a maximum of 26 weeks, regardless of years of employment. Any wage payments received through state disability insurance benefit during the time the employee is also receiving medical or maternity leave of absence payments from CQA will be deducted from the medical or maternity leave pay provided by the School. Any employee wishing to claim disability pay must file appropriate reports and forms with the Director of Operations. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

### **Declination of Insurance Benefits**

Any employee who wishes to not accept any of the insurance benefits offered by the School must complete a waiver form on the EXTENSIS portal or submit a statement in writing declining benefits. This will be kept in the employee's human resources file.

### **Retirement Plan**

The School offers a deferred compensation (401(k)) retirement program to all eligible employees. Under this 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 CQA's procedures. The minimum an employee can invest is 1% of gross pay and the school currently matches up to 3% of employee contributions. For part time and full time CQA employees whose hire date is after July 1, 2015, eligibility to participate in the deferred compensation (401(k)) retirement program is contingent upon completing six (6) continuous months of employment.

### **Unemployment Compensation**

This School contributes to the Unemployment Compensation plan administered by the State of New York.

### **Flexible Spending Account (FSA)**

CQA employees are afforded an opportunity to participate in a health benefits program that allows staff to sign up for a Flexible Spending Account (FSA), as part of the benefits package. An FSA allows employees to reduce their federal tax liability each year by having before-tax money deducted from each paycheck that becomes available for reimbursement for certain eligible expenses.

### **PERFORMANCE/JOB REQUIREMENTS AND EVALUATIONS**

The administration and Board of Trustees of CQA is committed to maximizing the professional experience of its staff. To that end, observations, reviews and evaluations will, in the first instance, be made with the objective of enhancing the experience and ability of the employee. All employees will be reviewed on a regular basis, with written formal performance evaluations on an ongoing basis.

These evaluations provide both the employee and his or her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Written records such as evaluations and feedback will become part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee.

Effective, July 1, 2015, all teachers, counselors, and instructional administrators must possess valid New York State certification. Failure to possess valid New York State certification is grounds for termination.

### **NEPOTISM**

While CQA may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, CQA defines relatives as spouses, partners, parents, children, step-children, siblings, in-laws, step-parents, brothers, or sisters, and step-children. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

### **CONFIDENTIALITY**

Employees of CQA shall not, in any way, release any information about this School, its activities, or the activities of its personnel except as required by their duties, or applicable federal, state and/or local law.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, 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 this school, unless otherwise provided by the School. Any document or other material containing such information is required to be returned to the School upon an employee's termination or resignation.

Employees should not take photos of students unless explicitly authorized by the school, nor should they publish or post to social media any school authorized photos without explicit consent.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at CQA, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of CQA. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Director of School and Executive Director. Confidential information includes, but is not limited to, the following examples:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords
- Personnel information regarding school parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Director of School prior to the disclosure. Failure to follow this policy will result in disciplinary action, *up to and including* termination of employment.

An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to CQA. This policy is not intended to restrict any communications or actions protected or required by state or federal law.

## **BAN ON ACCEPTANCE OF GIFTS**

In accordance with the Conflict of Interest Provision contained in this Handbook, no employee of the School is permitted to accept gifts of any kind of a value exceeding twenty dollars (\$20.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

Offers of such gifts in excess of \$20.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of School.

## **PERSONAL APPEARANCE/DRESS CODE/LANGUAGE**

All employees should dress and groom professionally and in keeping with the School's culture and standards. CQA employees are expected to groom and dress in a manner that is normally acceptable for employees of a school. If any employee reports to work improperly dressed or groomed, his or her supervisor has the discretion to instruct the employee to return home to change clothes. Nonexempt employees who are instructed to return home for this purpose will not be compensated for time spent away from work.

Shorts, tank tops, flip flops, and revealing clothing are prohibited. Visible undergarments and ripped clothing are deemed inappropriate forms of dress for employees during normal business hours. Heavily

scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable at CQA. Any questions about what constitutes appropriate workplace attire should be directed to the Director of Operations.

All employees should use appropriate language in the presence of students. Profanity in the presence of students is a serious violation of professional standards and will be treated as such.

## **SOLICITATION**

CQA's policy is to restrict solicitations or distributions by employees to non-work areas during non-working time. Employees and non-employees are prohibited from soliciting or distributing literature in work areas or during working time. "Working time" includes time spent in the actual performance of job duties, but does not include breaks or meal periods. This policy is not intended to restrict any communications or actions protected or required by state or federal law.

## **MEDIA**

It is not uncommon for employees of CQA to receive queries from the news media for information about the School, the School community, and its many activities. It is important that all such queries be referred directly to the Executive Director and Director of School and that no employee represent CQA to the media without prior authorization by the Executive Director and Director of School.

## **CODE OF ETHICS AND STANDARDS OF CONDUCT**

The successful operation and reputation of CQA are built upon principles of ethical conduct of our employees. The School's reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity. CQA will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, *up to and including* termination of employment:

- Theft or inappropriate removal or possession of School property
- Falsification of timekeeping or other records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules

- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances.

### **COPYRIGHT/WORK FOR HIRE**

All CQA Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed by CQA, shall be considered the property of CQA. This includes, but is not limited to, any development of a curriculum. These works will be “works for hire” and shall be the School’s sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, employees hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in CQA’s opinion may be necessary or desirable to secure the School’s full enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the School for use of their copyrighted, trademarked and patented materials.

### **OUTSIDE EMPLOYMENT/CONSULTING**

When you were hired, you were asked to disclose any outside employment in which you may be engaged while you are employed at CQA, including self-employment, consulting engagements, and volunteer or board membership activities. This is important to avoid any actual or potential conflicts of interest, or interference with the performance of your work for CQA. While you are employed, you have an ongoing responsibility to keep that information current. Therefore, you should notify your supervisor prior to entering into any such outside employment. If a conflict is identified, you will be notified and you may be required to refrain from the activity. This policy is not intended to restrict communications or actions protected or required by state or federal law.

### **USE OF FACILITIES AND EQUIPMENT**

This policy establishes rules governing employee use of CQA’s computer network, and options for electronic mail (“e-mail”) and telephone message handling (“voicemail”) services and Internet access. CQA has developed these rules to ensure that everyone understands how these options function and the limits which properly apply to such use.

All CQA equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, telephone, voicemail and other physical and electronic items are for business use only, provided that you may receive and send necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of CQA. You have no right of personal privacy in any matter stored in, created, received, or sent over CQA computer, email, Internet, or voicemail system.

CQA at all times retains the right, without notice, to search all directories, indices, data storage devices, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with CQA's computer, e-mail, voicemail and Internet access systems and equipment.

Deleted or erased computer, e-mail and voicemail messages may remain stored in CQA computer server or telephone system. By placing information on CQA computer system, employees give CQA the right to edit, delete, copy, republish and distribute such information.

The policies in this handbook apply to all forms of communication including written, e-mail and voicemail.

All CQA systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or bypassing this process is a violation of CQA policy. Employees should make every effort to safeguard their passwords.

Sharing your network access with other users is strictly prohibited.

If CQA provides access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from CQA premises using CQA computer equipment or via CQA-paid access methods and/or used in a manner that identifies you with CQA. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes.

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If employees become aware of any potential virus, they must notify their supervisor immediately.

The following rules have been established to help ensure responsible and productive Internet usage.

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, defamatory, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably

offend someone on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.

- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of CQA is prohibited as is the use of CQA's computer resources to create or propagate computer viruses, cause damage to CQA computer files or to disrupt computer services.

Any use of CQA-provided computer, e-mail, voice-mail and internet-access equipment or services by a CQA employee in a manner contrary to the above-mentioned rules is strictly prohibited. These prohibitions apply equally to any personal, non-business use of CQA-provided computer, e-mail, voice-mail and internet-access equipment or services by a CQA employee.

CQA purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore CQA does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. CQA expressly prohibits the illegal duplication of software and its related documentation.

Employees who violate this policy will be subject to discipline, *up to and including* termination of employment. Employees who use CQA computer system for defamatory, illegal or fraudulent purposes may also be subject to civil liability and criminal prosecution.

#### Phone, Copiers and Mail Systems

CQA's phones are provided for business use. Personal calls to and from CQA are to be held to a minimum. Employees must charge any personal toll calls/long distance to a home phone or to a phone card.

## **SMOKING**

The New York State Education Law, Section 409, prohibits tobacco use on school grounds. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health, smoking is not permitted by any employee on any CQA school grounds.

## **TELEPHONE USE**

Faculty and staff are asked to limit as much as possible the use of School telephones for their personal calls in order to keep the telephone lines available for school-related business.

## **FACULTY REIMBURSEMENT**

At the discretion of the School, with budget availability and student needs in consideration, faculty members may receive an annual maximum reimbursement of \$150 for the purchase of instructional or other classroom supplies. The supplies must be purchased with the written approval of the Director of School in advance of the purchase. For reimbursement, original receipts must be submitted with the

appropriate form between April 1 and April 21 of the school year. Electronic receipts must be printed so that the hard copy is submitted. Reimbursement will be provided by June 30 of the school year.

For all other teacher reimbursements, the faculty member must receive written permission from the Director of School in advance of the purchase. Original receipts in hard copy form must be submitted with the appropriate form. The School will reimburse the purchase within 8 weeks.

## **CONFLICTS OF INTEREST**

It is imperative that CQA, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact on the mission of the School. Employees of CQA must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism to themselves or to the School.

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee as a result of CQA business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No “presumption of guilt” is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she disclose that relationship to the Director of School immediately so that safeguards can be established to protect all parties.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to CQA’s detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than \$50 from a vendor or someone seeking to do business with CQA;
- Using CQA’s assets or labor for personal use; and
- Instances where an employee or an employee’s relative or someone with a close personal relationship has a significant ownership interest in the vendor or firm with which CQA does business.

If CQA finds that any employee has engaged in any conduct which presents a conflict of interest with the School, such employee is subject to discipline, *up to and including* termination of employment.

## **CHILD ABUSE POLICY**

### **CHILD ABUSE OR MALTREATMENT PURSUANT TO §411 *et seq.* OF THE SOCIAL SERVICES LAW**

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment (“SCR”). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-635-1522.

Child “abuse” occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child “maltreatment” (which includes neglect) occurs when a child’s physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent’s (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. “Reasonable cause” to suspect child abuse or maltreatment means that, based on a school official’s rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

- If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student’s care, the employee must report the situation to the Director of School immediately.
- If, based on the employee’s report, the Director of School reasonably believes that abuse or maltreatment has occurred, the Director of School must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.
  - The Director of School should ask the SCR representative his or her name and the “Call I.D.”
  - Within 24 hours of the Director of School’s verbal report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form “LDSS-2221A”. A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: [www.ocfs.state.ny.us/main/forms](http://www.ocfs.state.ny.us/main/forms) or by calling (518) 472-0971.
- If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
- The Director of School shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

## **CHILD ABUSE IN THE EDUCATIONAL SETTING PURSUANT TO EDUCATION LAW ARTICLE 23-B**

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child's parent;
- The name of the person who reported the abuse and their relationship to the child;
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations.

The report must be given to the Director of School immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of such a confidential record to an unauthorized person is a "Class A" misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.
- If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
- If a public school administrator received the written report alleging abuse, the administrator must promptly provide the School's Board Chair with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The School shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the School determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the Director of School.

Moreover, at least annually, the School shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

**For school staff/contractors appointed on a conditional or emergency conditional basis**

The Board of Trustees of CQA recognizes that there may be instances in which it is necessary, upon recommendation of the Director of School, for the Board to make a conditional appointment or an emergency conditional appointment of a prospective employee or contractor. To provide for the safety of students who have contact with an employee/contractor holding a conditional appointment or an emergency conditional appointment, the Board adopts the following policy:

- No education corporation employee or contractor who holds a conditional or emergency conditional appointment shall be in contact with students other than to provide direct instruction or other services for which the employee was hired, except as deemed appropriate by the Director of School.
- No education corporation employee who holds a conditional or emergency conditional appointment shall teach a class or provide services to students with his/her classroom or office door closed unless granted express prior permission to do otherwise from the Director of School. Such permission may be appropriate, for example, during music class, band practice or testing procedures.
- No education corporation employee or contractor who holds a conditional or emergency conditional appointment shall be left alone with an individual student, unless granted express prior permission to do otherwise from the Director of School.
- The Director of School shall provide heightened administrative supervision of such employees while on education corporation property during the period of their conditional or emergency conditional appointment including, for example, unannounced visits to classrooms, walking the hallways, and/or any other activities the [Director of School or other designee] determines to be appropriate.
- In addition, the Director of School will ensure that all conditional and emergency conditional appointed employees/contractors become aware of and receive training regarding the prohibition against child abuse in an educational setting and of their responsibility for reporting any such abuse at the commencement of their conditional or emergency conditional appointment.
- Failure to comply with this policy may result in appropriate disciplinary action.

**POLICY on DRIVING CQA STUDENTS/ADULTS**

Central Queens Academy Charter School and its administration does not permit a staff member to drive a student in an automobile. Central Queens Academy Charter School is not responsible for any incident or event that occurs should a staff member have a CQA student or adult from the school in his/her car. Permission slips will not be approved for such actions.

## **WHISTLEBLOWER STATUE**

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that the School is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits the School from taking retaliatory action against any employees who make disclosures as described above.

## **GRIEVANCE PROCEDURES**

If an employee believes that there has been a violation of this Personnel Handbook, the employee may file a grievance, following the levels described below.

### **Level One: Informal Level**

The employee will make a good faith effort to work with the adversarial party/parties to the dispute to resolve the conflict. This effort should be done immediately. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

### **Level Two: Director of School**

If the issue is not resolved at the Informal Level, the employee shall submit the grievance to the Director of School in writing detailing the article or articles of the contract allegedly violated and any supporting documents or materials, within five school days of the occurrence. A conference shall take place shortly thereafter with the parties involved. A written memo may be issued by the Director of School.

### **Level Three: Executive Director**

If the grievance is not resolved at Level Two, within five school days of the Level Two conference, the employee may appeal to Level Three in writing. The Executive Director will hear and decide Level Three grievances. Within ten school days the Executive Director will facilitate a meeting to come to resolution. Resolution of the grievance will be discussed and a written memo will be returned within five school days of the occurrence of the conference by the Designee.

### **Level Four: Board Chairman, Designee, or Alternate**

If the issue is not resolved at Level Three, within five school days of the end of Level Three, the employee may appeal in writing to the Chairman of the Board of Trustees or his/her designee who is a Board member unless, due to a conflict of interest, that person may not hear the matter, in which case the Board shall designate an alternate Board member as its representative. Within twenty school days of receiving the appeal the Board Chairman, designee or alternate will facilitate a meeting to attempt to find an acceptable resolution. Resolution of the grievance will be discussed and a written memo will be returned within ninety school days of the occurrence of the conference by the Board Chairman, designee or alternate.

Any Problem/Conflict Resolution Policy adopted by the Board will supersede the Policy described in this section.



## **EMPLOYEE ACKNOWLEDGEMENT**

I acknowledge that I have received a copy of the Central Queens Academy Charter School (CQA) Personnel Handbook (the "Handbook"), and that I read it, understood it, and agree to comply with it. I understand that the policies outlined in this Handbook are guidelines only and will require changes from time to time, and that, except for the policy of at-will employment, which can only be changed by the Executive Director or Director of School in a signed written contract, CQA has the maximum discretion permitted by law to modify, revoke, suspend, terminate or change these policies at any time, with or without notice. I understand that any such revisions to the Handbook must be in writing and approved by the Board of Trustees of CQA, and that no oral statements or representations can change the provisions of this Handbook. I also understand that this Handbook supersedes and replaces any and all prior CQA handbooks and any inconsistent verbal or written policy statements.

I acknowledge that this Handbook is not intended to create any express or implied contractual obligations with respect to any matters it covers, and that it does not create a contract guaranteeing that I will be employed for any specific time period. I understand that, unless I have a written employment contract signed by the Executive Director or Director of School, I am an at-will employee of CQA and that CQA or I may terminate our employment relationship at any time, for any reason, with or without cause or notice.

I understand that all e-mail systems, computer systems and voicemail and all information transmitted by, received from, or stored in CQA's systems are the property of CQA, and that I have no expectation of privacy in connection with the use of these systems or with the transmission, receipt or storage of any information on these systems. I acknowledge and consent to CQA's monitoring my use of these systems at any time at its discretion, including reviewing all e-mail or other files entering, leaving, or stored on these systems.

To the best of my knowledge, I do not have a pending criminal charge or criminal conviction in any jurisdiction.

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Employee Signature

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Date

R-13a - Partner Organizations

This request is not applicable.

R-13b - Partner Commitment

This request is not applicable.

R-14ad - Governance

(a) Board Members

CQA II's board will be composed of existing CQA board members, who represent a broad diversity of skills and experiences. Central Queens Academy Charter School maintains a governance structure where its board of trustees directly oversees its two school leaders, the Executive Director and the School Director. As CQA expands, the governance function will evolve toward more of a network-like arrangement in which the board oversees a sole executive who in turn manages a senior management team.

Currently, the Executive Director oversees the Finance Director, Director of Development, and their respective teams. The School Director oversees the Operations Director & operations team, as well as the Assistant Principals, Deans, and faculty members made up of teachers, counselors, and aides. The board of trustees consists of eight members, include a chairperson, vice chairperson, secretary, and treasurer.

The governance of the board of trustees is carried out through several committees, which include the Executive Committee, Educational Accountability Committee, Finance Committee, Facility Committee, Personnel Committee, and Recruitment Committee. Trustees often work on multiple committees. There has not been an official grievance to reach the board level in CQA's history, however, should one arise, the board chairperson would address or delegate that grievance to the appropriate board member(s). In addition to governance, the board actively works to raise funds for the school through CQA's annual fundraising events and other means.

CQA Board

Trustee Name	Position Held	Committee
Année Kim	Chair	Facility
Rick Ruvkun	Treasurer	
Jonathan (Jon) Blattmachr	Secretary	Governance

Sonia Park		Education Committee Chair
Steven (Steve) Rabinowitz		
Bruce Saber		Facility
Vipul Tandon		Advancement
Catherine (Cathy) Tse		Finance, Advancement
Michael Zisser		Personnel, Facility

(b) Board Roles and Responsibilities

The Board of Trustees (“Board”) of the Central Queens Academy Charter School (“CQA”) shall serve as the governing authority of CQA, ultimately accountable for meeting the terms it sets forth in the charter agreement. The primary responsibility of the Board will be to govern CQA to meet the school’s mission. The Board shall conduct or direct the affairs of CQA and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School’s charter, and its Bylaws. The Board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Board shall set and manage the personnel process and maintain hiring and firing authority. The Board shall maintain effective and continuous communication between itself and the leadership team for the school’s success and shall maintain authority with respect to strategic relationships that have a material impact on the quality of academic instruction and the public affairs of CQA. The Board shall carry out its duties with honesty and transparency. The Board has the following responsibilities, not limited to the following:

- Hold, attend, and participate in monthly public Board meetings. Pursuant to the law, a Trustee that is absent from three consecutive Board meetings without an excuse is deemed to have resigned.
- Hold, attend, and participate in regular standing committee meetings.
- Each Trustee must chair a standing committee or task force.
- Adhere to and enforce CQA’s Code of Ethics.
- Approve management, operational, and service contracts and ensure performance and accountability consistent with the School’s Financial Policies and Procedures.

- Provide ongoing support, oversight, and assessment of the academic program and performance of CQA.
- Approve and enforce admission policies and procedures, personnel policies and complaint procedures for CQA.
- Ensure operation in compliance with all applicable Federal and State laws.
- Contribute financially to the support of CQA and assist with fundraising activities.
- Provide necessary and proper oversight of all financial aspects of CQA, including approving the annual budget, providing guidance on fundraising, and ensuring that proper financial controls are in place.
- Involve parents, community members, and staff in governance and administration of CQA.
- Trustees will be elected to one, two, or three year terms so as to establish staggered terms.
- Each Trustee must be determined to improve public education, and possess an understanding of and commitment to CQA's goals, mission, and programs. Trustees must have exceptional professional or community service experience that is needed to ensure that all school stakeholders are appropriately represented on the board.

(c) Design

#### **Number of Trustees**

The number of Trustees of the Board shall be not fewer than five (5) and shall not exceed fifteen (15).

#### **Qualifications of Trustees**

Each Trustee must be at least 18 years old, be determined to improve public education, and possess an understanding of and commitment to CQA's goals, mission, and programs. Trustees must have exceptional professional or community service experience and/or other experience that is needed to ensure that all school stakeholders are appropriately represented on the board. CQA shall seek individuals who reflect a range of backgrounds, expertise, and accomplishments. CQA's board reflects backgrounds in education, law, finance, government relations, community involvement and nonprofit management. At any given time, not more than 40% of the persons serving on the Board may be interested persons.

#### **Officer Positions**

The Officers of the Board shall consist of a Chairperson, Vice-Chairperson, a Secretary and a Treasurer. The Board also may have such other officers it deems advisable.

#### **Standing Committees**

The Board shall have the following standing committees: Executive Committee, Finance Committee, Educational Accountability Committee, and Personnel Committee. Other ad-hoc committees may be formed as necessary to support the mission.

#### **Delegation of Authority**

The Board may delegate the management of the activities of CQA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

### **Frequency of Meetings and Procedures**

CQA II's board will comply with all applicable regulatory requirements pertaining to meetings, including but not limited to those prescribed in the Charter Schools Act as well as obligations of Open Meetings Law. The school's board will meet 12 times per year and ensure all meetings are properly noticed and undertaken in conformity with OML. Further, the recordation and documentation of all procedures, such as meeting minutes and notices, shall be communicated in due speed to the authorizer and any other applicable authority. From time to time these duties shall be delegated by the board to staff, provided the board shall have sufficient oversight at all times.

### **Trustee Recruitment and Selection Process and Criteria**

At the first meeting of the Board immediately following issuance of the Charter, Trustees will be elected to one, two, or three year terms so as to establish staggered terms. Thereafter, the term of office for a Trustee shall be two (2) years from the date of election. A Trustee's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than two (2) years. When and if vacancies occur, the Board will assess the needs and gaps, if any, on the Board and will seek individuals who can address these needs and gaps as new Board members.

In recruiting and selecting future Trustees, CQA shall proactively seek individuals who possess exceptional professional or community service experience and/or other experience that is needed to ensure that all school stakeholders are appropriately represented on the board. CQA will also seek individuals who reflect a range of backgrounds, expertise, and accomplishments.

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 any additional requirements of law and regulation. The Board may elect any person who in its discretion it believes will serve the interests of CQA faithfully and effectively.

Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by any Trustee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board. If the number of Trustees in office has become less than five (5), the Board must elect additional Trustees until there are at least five (5) before taking action on any other business.

Nominating and governance functions of the Board are housed under the Governance Committee which oversees nominating and board development. CQA's board utilizes a Board Manual and board job description to help facilitate a proper understanding of board responsibilities, roles, and protocols.

(d) Stakeholder Participation

All members of the public and stakeholders of CQA, including parents and staff, are welcome to attend CQA board meetings. Staff members are able to exercise their voice through senior leadership and directly in meetings, and parents are encouraged to participate in the life of the school through the Family Council.

CQA II will replicate the bylaws of CQA, which are restated below.

## **BY-LAWS OF THE CENTRAL QUEENS ACADEMY CHARTER SCHOOL**

### **ARTICLE I. ORGANIZATION**

1. **NAME.** The name of the corporation is the Central Queens Academy Charter School.
2. **LEGAL ORGANIZATION.** The Central Queens Academy Charter School (the "School") is a non-stock, not-for-profit education corporation, incorporated as an education corporation pursuant to Section 2853 of the New York State Charter Law. The Articles of Incorporation of the School will be received upon acceptance of the School's charter application by the Commissioner of Education of the State of New York (the "Commissioner") and approval of the application by the Board of Regents of the State Education Department ("SED").
3. **GENERAL PURPOSES.** The School is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter, including, but not limited to:
  - a. Operating a public charter school in the city and state of New York;
  - b. Exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the charter granted to the School by the State University of New York's Charter Schools Institute (the "Charter"), including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income there from and distributing the same for the above purposes; and
  - c. Engaging in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3).
4. **PRINCIPAL PLACE OF BUSINESS.** The principal place of business of the School shall be located at such place as the Board of Trustees may select by resolution or amendment of these Bylaws.
5. **REGISTERED OFFICE AND AGENT.** The School shall maintain a registered office in the State of New York and a registered agent whose office is the School's registered office.

6. MEMBERSHIP. The School has no members. The rights which would otherwise vest in the members vest in the Board of Trustees of the School (collectively, the "Board" or "Trustees;" individually, a "Trustee"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of the Board.

7. AMENDMENT. A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by all necessary regulatory entities.

## **ARTICLE II. BOARD OF TRUSTEES**

1. POWERS. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 Bylaws, and the following specific powers:

- a. To elect and remove Trustees;
- b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
- c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations governing such affairs and activities;
- d. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purpose of promoting the interests of the School;
- e. To carry on the business of operating the School and apply any surplus that results from such business activity to any activity in which the School may engage;
- f. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- g. 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;
- h. 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;
- i. 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 the limitations noted in these Bylaws.

2. NUMBER OF TRUSTEES. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15).

3. 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 any additional requirements of law and regulation. The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively.

4. INTERESTED PERSONS. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, service provider, strategic partner, or otherwise; or (2) any sister, brother, ancestor, descendant, domestic partner, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

5. TERM OF OFFICE.

- a. At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, or three year terms so as to establish staggered terms. Thereafter, the term of office for a Trustee shall be two (2) years from the date of election. A Trustee's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than two years.
- b. Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by any Trustee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board.
- c. 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 Bylaws, or other Board action.
- d. 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 Bylaws or other Board action.
- e. The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

6. REMOVAL. The Board may remove a Trustee with or without cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

7. RESIGNATION. A Trustee may resign by giving written notice to the Board Chairperson 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 Chairperson or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligations or duty of a Trustee.

8. COMPENSATION. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

### **ARTICLE III. MEETING OF THE BOARD**

1. LOCATION. Board Meetings shall be held at the School and at any other reasonably convenient place as the Board may designate.

#### **2. MEETINGS.**

a. Place of Meetings. Board Meetings shall be held at the School and 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 Officers Law (hereinafter referred to as the "Open Meetings Law").

b. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

c. Regular Meetings. A minimum of twelve (12) Regular Meetings shall be held each year 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. Written notices to Trustees of Board Meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law as follows:

- i. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
  
- ii. 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. Notice will be deemed sufficient when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School'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.
  
- 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. The Board will conduct meetings in compliance with New York Open Meetings Law. The Board may enter into Executive Session under circumstances permitted in the New York Open Meetings Law upon a majority vote.

### 3. ACTION BY THE BOARD.

- a. Quorum. Unless otherwise required by law, a simple 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 video-conferencing shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.
  
- b. Action by the Board.
- i. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, 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.
  
- ii. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by other means 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. 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 those in-person or participating by live video-conferencing shall not vote.

4. COMMITTEES.

- a. Appointment of Committees. The Board may create committees for any purpose, and the Chairperson of the Board shall appoint members to and designate the chairs of such committees. Committee members serve at the pleasure of the Chairperson of the Board.
- b. Standing Committees. The Board shall have the following standing committees:
  - i. Finance Committee. The Finance Committee will coordinate the Board's financial oversight responsibilities. The Finance Committee will be chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairperson of the Board.
  - ii. Educational Accountability Committee. The Educational Accountability Committee will oversee assessment and performance measures, maintain school records and public documents, and produce an annual report assessing overall educational performance.
  - iii. Executive Committee. The Executive Committee will address matters requiring urgent attention and facilitate the overall effectiveness of the Board. Until a personnel committee is established the Executive Committee will oversee employee grievance procedures and the evaluation of school leadership.
  - iv. Personnel Committee. The Personnel Committee will address matters regarding human resources and assets, selection and development of school personnel.
- c. Authority of Board Committees. The Chairperson of the Board may delegate to a Board committee any of the authority of the Board, except with respect to the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, amendment or repeal of Bylaws or the adoption of new Bylaws, and the appointment of other committees of the Board, or the members of the committees.
- d. 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 subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

5. 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 ordinarily prudent person in a like position would use under similar circumstances. 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 School 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 School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, requisite degree of care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

6. INVESTMENTS. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care of a reasonably prudent person and shall consider among other relevant considerations the long and short term needs of the School 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.

7. 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 School, provided that such inspection is conducted at a reasonable time after reasonable notice to the Chairperson and/or Vice Chairperson, 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.

8. PARTICIPATION. Every Trustee has the right to participate in the discussion of 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 related party transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a two-thirds majority of the Trustees then present.

9. CONFIDENTIALITY. Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes which take place at any meetings of the Board.

#### **ARTICLE IV. OFFICERS**

1. OFFICERS. The Officers of the School consist of a Chairperson, Vice-Chairperson, a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

2. CHAIRPERSON. Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.

3. VICE-CHAIRPERSON. If the Chairperson is absent or disabled, the Vice Chairperson shall perform all the Chairperson's duties and, when so acting, shall have all the Chairperson's powers and be subject to the same restrictions. The Vice Chairperson shall have other such powers and perform such other duties as the Board may prescribe.

4. SECRETARY. The Secretary shall: (a) keep or cause to be kept, at the School'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 School's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

5. TREASURER. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School'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 School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the School'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 Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

6. 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. A Trustee may hold

any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairperson.

7. TERM. 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. The Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

#### **ARTICLE V. LIABILITY AND INDEMNIFICATION**

1. NON-LIABILITY. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations. None of the School's current or former Officers or Trustees shall be liable, directly or indirectly, to the School for any act or omission taken or omitted by such person in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach a duty of loyalty to the School.

2. INDEMNIFICATION. The School may, to the fullest extent now or hereafter permitted by applicable law indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, Director or Co-Director, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

#### **ARTICLE VI. RELATED PARTY TRANSACTIONS**

1. RELATED-PARTY TRANSACTIONS. The School shall not engage in any related party transactions, except as approved by the Board. "Related party transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a related party 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 School, 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 VII. OTHER PROVISIONS**

1. FISCAL YEAR. The fiscal year of the School begins on July 1 of each year and ends June 30 of the following year.

2. EXECUTION OF INSTRUMENTS. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

3. 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 School may be signed by the Chairperson, the Executive Director of the School or Co-Director, if any, or the Treasurer. In the instance that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) of these individuals.

4. CONSTRUCTION AND DEFINITIONS. The general provisions, rules of construction, and definitions contained in the Not-for-Profit School Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

5. CONFLICTS OF INTEREST. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest.

The Board may adopt formal policies requiring regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director or Co-Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with, the School.

CQA II will be governed by the CQA board of trustees, which has adopted the following Code of Ethics.

### **Introduction**

The Central Queens Academy Charter School (“CQA”) is committed to integrity as the fundamental guiding principle for members of the Board of Trustees (“Board”), officers, and staff. The Board of Trustees has adopted this Code of Ethics (“Code”) to specify certain rules and policies applicable to the maintenance of this commitment. All trustees, officers, and staff are expected to comply with the letter and spirit of this Code.

While no Code can anticipate every situation that may arise, this Code is designed to remind trustees, officers, and staff of their general ethical requirements so that CQA’s activities are conducted in accordance with the highest standards of integrity. Trustees, officers and staff are expected to conduct themselves accordingly and seek to avoid even the appearance of improper behavior. CQA may establish additional principles, rules or policies from time to time.

### **Guiding Principles**

1. The Board shall conduct or direct the affairs of CQA and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, CQA’s charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. Trustees, officers and staff shall obey all applicable laws and regulations, and shall act with integrity, honesty, diligence and good faith.
3. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
4. Trustees will disclose when they have a financial, organizational, or personal interest in a matter before the Board.

5. Trustees will abstain from voting on matters in which they may have a financial, organizational or personal interest.
6. No trustee, officer, individual or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with CQA involving the provision of educational management services to CQA shall serve as a voting member of the Board of Trustees.
7. Not more than 40 percent of the people serving on CQA's Board of Trustees may be comprised of: (a) people currently being compensated by CQA for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
8. Trustees, officers and staff shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
9. Trustees, officers and staff may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
10. All trustees, officers and staff shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable CQA officials in accordance with CQA policies. In addition, all trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with CQA's Conflict of Interest Policy.
11. The CQA adheres to a code of fair dealing in all its activities. The CQA, its trustees, officers, and staff shall deal fairly and honestly with those who are affected by their actions and shall treat others as they would expect to be treated. Trustees, officers, and staff shall not seek to take unfair advantage through manipulation, concealment, abuse of privileged information or misrepresentation of material fact.
12. The CQA shall undertake only those activities that shall withstand public scrutiny and shall not pursue any course of action that involves a violation of the law or these principles.

13. The CQA shall promote relationships based on mutual trust and respect and shall provide an environment in which individuals may question a practice without fear of adverse consequences.
14. Trustees, officers, and staff shall promote ethical behavior and an environment that encourages confidential reporting to appropriate persons of any observation or reasonable suspicion of illegal or unethical behavior. It is the policy of CQA not to permit retaliation for reports of possible misconduct made in good faith.
15. Trustees, officers, and staff shall keep private all information that is confidential to CQA. Confidential information includes all non-public information that might be harmful to CQA or any of its projects if disclosed.
16. Trustees, officers, and shall reward and recognize accomplishments without regard to race, gender, family or other close relationships, sexual orientation or religion.
17. Trustees, officers, and staff owe a duty to CQA to advance its interests when the opportunity to do so arises, and shall not use CQA's property or information for personal gain.
18. Trustees, officers, and staff shall make every reasonable effort to ensure that CQA's assets are used responsibly.
19. Trustees, officers, and staff may not accept gifts, meals, honoraria, business contracts or entertainment from persons or organizations where the gift, meal, honorarium, business contract or entertainment is offered in order to influence CQA's work, or where acceptance of the gifts, meals, honoraria, business contracts or entertainment could create the appearance of such influence. Trustees, officers and staff shall not accept any gift(s), including, without limitation, meals, in excess of \$50 aggregated per year from persons doing business with CQA.

### **Enforcement**

Upon discovery of Code violations, the Board shall determine appropriate corrective actions to be taken. Such actions shall be reasonably designed to deter wrongdoing and to promote accountability for adherence to the Code. In determining what action is

appropriate in a particular case, the Board shall take into account all relevant information, including the nature and severity of the violation, whether the violation appears to have been intentional or inadvertent or whether the individual should have known that the conduct was a violation, and whether the individual in question had been advised prior to the violation as to the proper course of action.

## **Conflict of Interest Policy of the Central Queens Academy Charter School**

### **Article I:**

#### Purpose

The purpose of this Conflict of Interest Policy is to protect CQA's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or trustee or senior employee of CQA, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Article II**

#### Definitions

##### 1. Interested Person

Any trustee, officer, or senior employee, or other individual as designated by the CQA Board of Trustees ("Board") from time to time, who has a direct or indirect financial interest, as defined below, is an interested person.

##### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which CQA has a transaction or arrangement,
- b. A compensation arrangement with CQA or with any entity or individual with which CQA has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which CQA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board or appropriate governing committee (e.g., Ethics Committee) (“Committee”) determines that a conflict of interest exists.

### **Article III**

#### **Procedures**

##### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Committee considering the proposed transaction or arrangement.

##### **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board and Committee members shall decide if a conflict of interest exists.

##### **3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation to the Board or Committee, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Committee shall determine whether CQA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested trustees whether the

transaction or arrangement is in CQA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### 4. Violations of the Conflicts of Interest Policy

- a. If the Board or Committee finds that reasonable cause exists to believe an individual subject to this policy has failed to disclose actual or possible conflicts of interest, it shall inform the individual of the basis for such belief and afford the individual an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the individual has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **Article IV**

#### Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### **Article V**

#### Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from CQA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from CQA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from CQA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **Article VI**

### **Annual Statements**

Each trustee, officer and other individual subject to this policy shall annually sign a statement, a copy of which follows this code, which affirms that such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands CQA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## **Article VII**

### **Periodic Reviews**

To ensure CQA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to CQA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## **Article VIII**

### Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, CQA may use outside advisers. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**THE CENTRAL QUEENS ACADEMY CHARTER SCHOOL (“CQA”)**

**ANNUAL STATEMENT REGARDING CONFLICTS OF INTEREST**

I, the undersigned,

- a. Have received a copy of CQA’s Conflicts Of Interest Policy;
- b. Have read and understand the Policy,
- c. Have agreed to comply with the Policy, and
- d. Understand CQA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

R-14g - Complaint Policy

CQA II's complaint policy will replicate CQA's policy which is set forth in the Student and Family Handbook attached in Request 10 above, starting on internal page 34.

Gurprit Singh Bains, Ph.D,

Bayonne, NJ 07002

**Education**

Ph.D. in Linguistics, Linguistics Department, Graduate School of Arts and Science, New York University, New York, NY 10003 (1989). Specialization in syntactic analysis.

Diploma in Secondary Education, Institute of Education, Nottingham University, Nottingham, UK. (1970).

Postgraduate Diploma (now Master's) in the Teaching of English as a Foreign Language, Applied Linguistics Program, University of Wales Institute of Science and Technology, Cardiff. Wales, UK (1966).

B.A., M.A. in English, Faculty of Arts, Punjab University, Chandigarh, India. (1960).

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Central Queens Academy
2. Trustee’s name (print): Jonathan D. Blattmachr
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A
4. Home address: [REDACTED]
5. Business Address: [REDACTED] 1
6. Daytime phone: [REDACTED]
7. E-mail: jon [REDACTED]
8. Is Trustee an employee of the education corporation? \_\_\_Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write “None.”* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p align="center">None</p> <p align="center"><i>Please write “None” if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the

education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				

*Please write "None" if applicable. Do not leave this space blank.*

*/s/ Jonathan D. Blattmachr*  
Signature

*11/1/2016*  
Date

*Form Revised November 16, 2015*

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.  
Central Queens Academy
2. Full name: Jonathan Douglas Blattmachr  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. x I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
x Does not apply to me.  Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. x Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
x Does not apply to me.  Yes, .

## Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *My wife is friends with board member and founding trustee Pei Pei Chang de Castro. They have been friends for approximately 10 years and are now co-workers at the New York State Joint Commission on Public Ethics.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would bring it to the attention of the other board members and seek to launch an investigation and to alert the relevant authorities of the potential impropriety.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

**Certification**

I, Jonathan Douglas Blattmachr, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Central Queens Academy is true and correct in every respect.

/s/Jonathan Douglas Blattmachr  
Signature

November 1, 2016  
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

JONATHAN D. BLATTMACHR

, Brooklyn, NY 11217

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**EDUCATION**

**Benjamin N. Cardozo School of Law, New York, NY**  
*J.D., Concentrations in Corporate Law and Litigation*

2008

**University of Rochester, Rochester, NY**  
*B.A., Political Science, Concentration in English*

1997

[REDACTED]





**Charter Schools Institute**  
*The State University of New York*

**Request for Information  
from Prospective  
Charter School Trustees**

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*Guidance and Form*

Updated: May 21, 2007

**Charter Schools Institute**  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
518/433-8277  
Fax: 518/427-6510



## **Guidance regarding the *Request for Information Form***

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest\* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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\* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

## Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 *minimum* and 25 *maximum*.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
    - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
    - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
  - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
  - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
  - 4) By-laws, which may:
    - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
    - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
    - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

**Institute Actions:**

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. **CENTRAL QUEEN'S ACADEMY**
2. Full name: **ANNIE YUNKYUNG KIM**  
Home Address: [REDACTED] **NY NY 10025**  
Business Name and Address: **AXONIC** [REDACTED] **NY NY 10022**  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, **I WAS A "FRIEND" OF THE SCHOOL, HELPING TO FUNDRAISE, SO MET THE TRUSTEES DURING THE LAST SEVERAL YRS.**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, **SUYIN SO, THE EXECUTIVE DIRECTOR. I MET SUYIN THROUGH A MUTUAL FRIEND WHO THOUGHT I COULD BE OF HELP TO CQA.**
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,

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

Not applicable because the school does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring the issue up at a board meeting

Other

and suggest that we address the issue to the school's counsel/general counsel and deal in an appropriate/lawful manner on a timely basis.

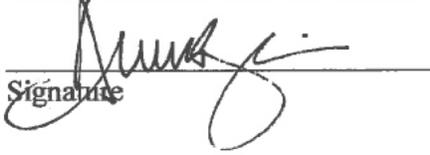
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

N/A

## Certification

I, ANNÉE Y. KIM, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the CENTRAL QUEENS ACADEMY Charter School is true and correct in every respect.

  
Signature

AUGUST 31, 2014  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

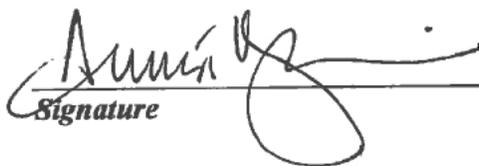
1. Name of charter school: CENTRAL QUEENS ACADEMY
2. Trustee's name (print): ANNÉE Y KIM
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
4. Home address: [REDACTED] NEW YORK NY 10025
5. Business Address: [REDACTED] NY NY 10022
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? Yes.  No.  If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><b>NONE</b> <i>Please write</i></p>	<p><i>"None" if applicable. Do not leave this space blank.</i></p>		

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><b>NONE</b> <i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

  
 \_\_\_\_\_  
*Signature*

AUGUST 31, 2014  
 \_\_\_\_\_  
*Date*

**SONIA C. PARK**

[REDACTED], BROOKLYN, NY 11217  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

EDUCATION

<b>BABSON COLLEGE</b>	Babson Park, MA
Women's Leadership Program	<i>April 2008</i>
<b>COLUMBIA UNIVERSITY</b>	New York, NY
Graduate Work, European History	<i>1993–1994</i>
<b>GEORGE WASHINGTON UNIVERSITY</b>	Washington, DC
Graduate Work, East Asian Political Science	<i>1991–1993</i>
<b>YONSEI UNIVERSITY</b>	Seoul, Korea
Graduate Certificate, East Asian Studies	<i>1989–1991</i>
<b>DREW UNIVERSITY</b>	Madison, NJ
Bachelor of Arts, European History and Political Science	<i>1985–1989</i>

[Redacted]

[Redacted]

[Redacted]

[Redacted]



**Request for Information  
from  
Prospective Not-For-Profit Charter School  
Education Corporation Trustees**

*Guidance and Form*

*For Charter Schools Authorized by the  
State University of New York Board of Trustees*

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**Updated: November 2015**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207

(518) 445-4250 (phone)

(518) 320-1572 (fax)

[www.newyorkcharters.org](http://www.newyorkcharters.org)

## INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

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<sup>1</sup> Questions related to conflict of interest may be addressed to the education corporation’s counsel or the General Counsel of the Institute.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
    - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
    - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
  - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
  - Charter Agreement Exhibit A, “Terms of Operation;”
  - By-laws, which may:
    - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
    - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
    - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45

day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.  
*Central Queens Academy Charter School*
  
2. Full name: *Sonia C. Park*  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone: [REDACTED]  
Work telephone: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
  
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.
  
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  Yes, *Manhattan Charter School*.
  
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
  
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

## Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  
 *Yes, I know several board members (Année Kim, Christine Algozo, Pei Pei Cheng-de Castro, Rany Ng, Grace Chao). I worked with several during the initial charter application for CQA and have also socialized with others during fundraising events for the school.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  
 *Yes, I worked with Suyin So during the initial charter application for CQA. I have known Ashish Kapadia from when he was principal of Green Dot Charter High School and Glenn Liebeck from his time at the NYC Charter Schools Center.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .



15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.  
*If I believed that a board member was involved in self-dealing, I would bring it to the attention of the executive committee for their investigation.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.  
*SUNY should be aware that I currently head the Diverse Charter Schools Coalition, a member-based non-profit organization that supports, advocates and promotes diverse-by-design charter schools. CQA is in the process of joining the Coalition. Membership is voluntary and does not require mandatory dues or fees.*

**Certification**

I, Sonia C. Park, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Central Queens Academy Charter School is true and correct in every respect.



\_\_\_\_\_ 10/10/2017 \_\_\_\_\_ Date  
 \_\_\_\_\_ Signature

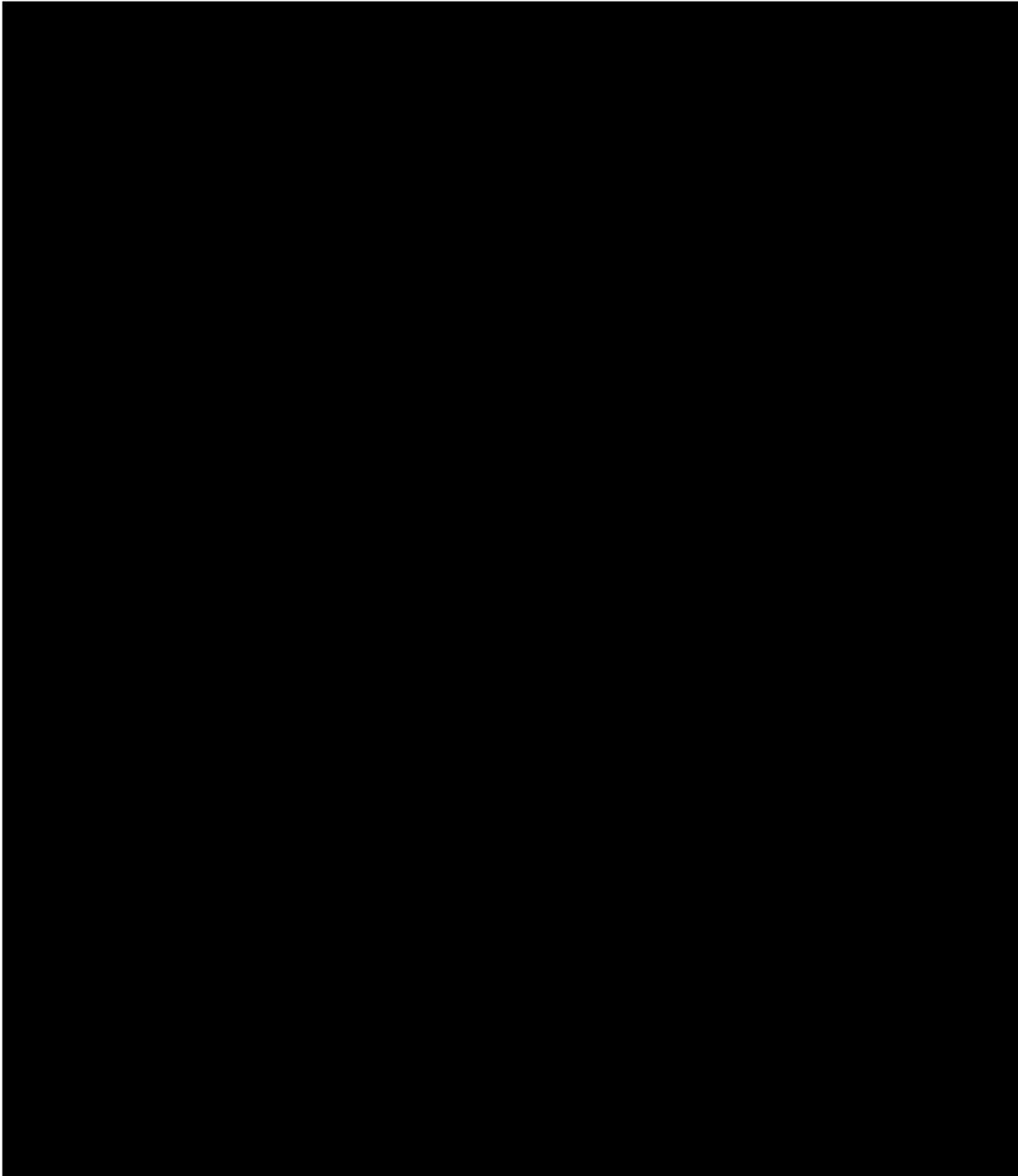
**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

**Steven M. Rabinowitz**

[REDACTED]

[REDACTED] **New York 10036-6569**

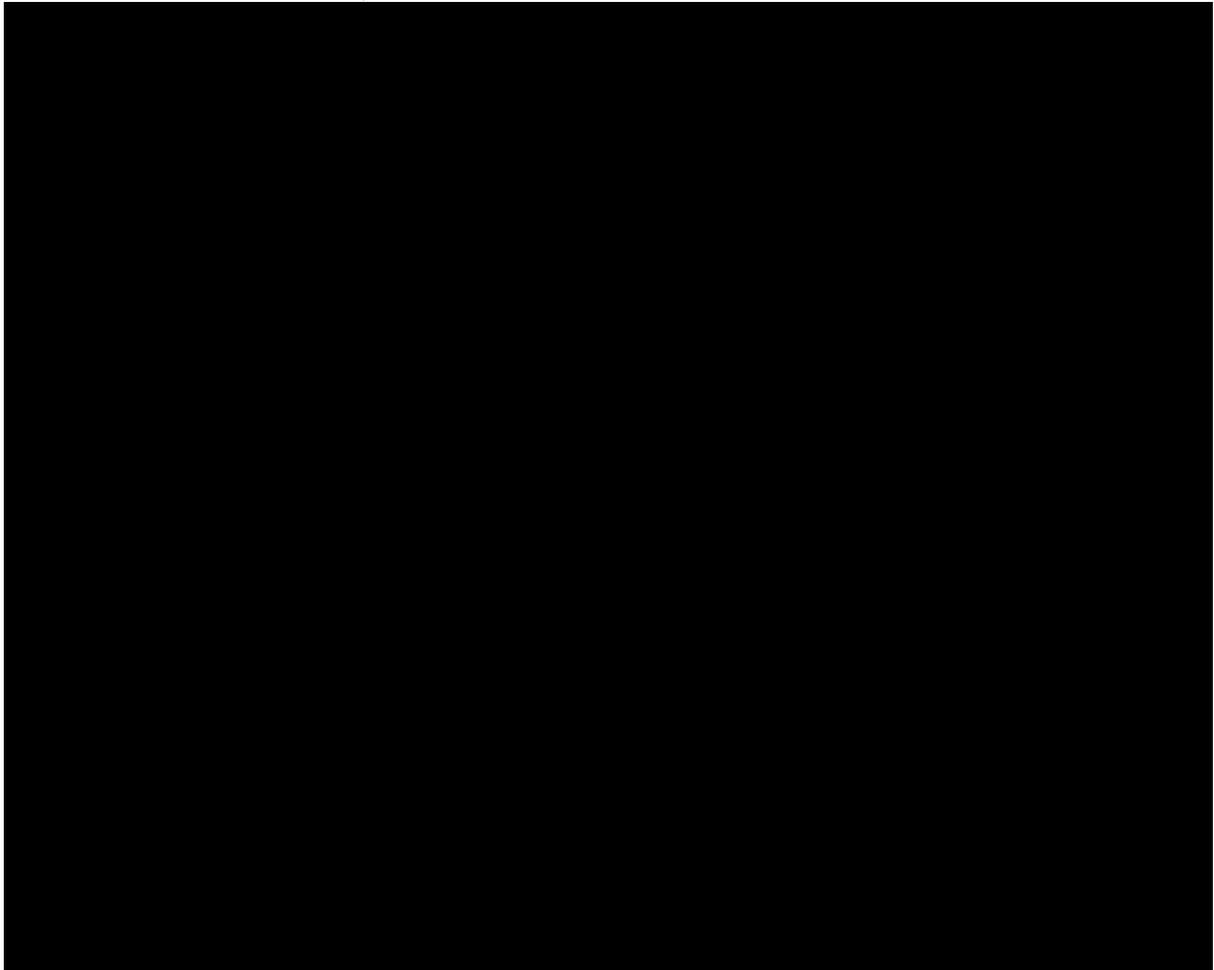




**EDUCATION**

1983 J.D. Columbia University Law School  
New York, New York

1979 B.A. Columbia College - Psychology  
New York, New York





**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Central Queens Academy
2. Trustee's name (print): Steven M. Raibnowitz
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A
4. Home address: [REDACTED], New York, NY 10019
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? \_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<b>NONE</b>		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust,

non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	NONE			

  
 \_\_\_\_\_  
 Signature

11/20/17  
 \_\_\_\_\_  
 Date

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.  
Queens Central Academy
  
2. Full name: Steven M. Rabinowitz  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED] NY 10036-6569  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
  
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.
  
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes, .
  
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
  
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

## Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, I know Pei-Pei de Castro professionally.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I know Suyin So, Executive Director and Founder. She previously was employed as an associate at the law firm where I am a partner.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .

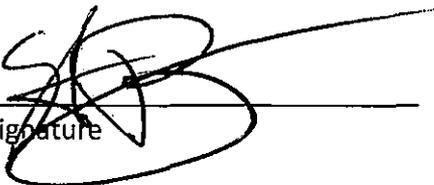
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would urge the board to vote to bar them from self-dealing and to cancel any contracts or other commitments relating to such self-dealing. I would also report that self-dealing to the SUNY Trustees.**

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

**Certification**

I, STEVEN M. RABINOWITZ, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Central Queens Academy is true and correct in every respect.

  
Signature

11/20/17  
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**  
 SUNY Charter Schools Institute  
 41 State Street, Suite 700  
 Albany, New York 12207  
 (518) 445-4250 (phone)  
 (518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

*Central Queens Academy*

2. Full name: *VIPUL TANDON*  
Home Address: [REDACTED] *NY 10013*  
Business Name and Address: [REDACTED] *NY 10019*  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.  Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes,  
*Met through recruitment process.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes,  
*Met through recruitment process*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

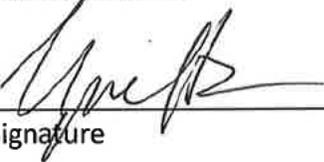
*Dissuss with total board for action.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

**Certification**

I, VIPUL TANDON, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect. CENTRAL QUEENS ACADEMY

  
Signature

11/28/16  
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to serve as a trustee. *CENTRAL QUEENS ACADEMY*
2. Full name: *FREDERICK ROYKUN*  
Home Address: [REDACTED] *NY 10129*  
Business Name and Address: [REDACTED] *07302-3973*  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

REPORT TO BOARD AND REGULATORY BODY

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, FREDERICK RUVKUN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the CENTRAL QUEENS ACADEMY Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

FEB 2, 2015  
\_\_\_\_\_  
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**  
**FILING FOR SCHOOL YEAR:** \_\_\_\_\_  
**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: CENTRAL QUEENS ACADEMY
2. Trustee's name (print): FREDERICK (RICK) RUVKUN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	NONE			
	<i>Please write "None" if applicable.</i>			

*Tim J. Paul*

*1/14/15*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## **CENTRAL QUEENS ACADEMY CHARTER SCHOOL BOARD ATTENDANCE POLICY**

### **Purpose**

This policy was developed with the recognition that board membership is voluntary and that individual members contribute their time and energy in different ways. However, because board meetings are the only forum during which the board can discuss and vote on major school policies and decisions, attendance at these meetings carries a special importance. All board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for board attendance.

### **Definitions**

“Notified” Absence: For an absence to be a “notified” absence, a board member must notify the person running the meeting (usually the chair or vice chair) by 12:00 p.m. the day of the meeting that he or she will be absent.

“Un-notified” Absence: For an absence to be “un-notified” absence, a board member failed to notify the person running the meeting (usually the chair or vice chair) by 12:00pm the day of the meeting that he or she will be absent.

### **Board Attendance Problem**

If any of the following conditions exist, it is considered a board attendance problem:

1. The member has to absences in a row, whether notified or unnotified.
2. The member misses one third of the total number of board meetings during one of their term years.

### **Process for Responding to a Board Attendance Problem**

The board secretary will keep track of board member attendance through the board meeting minutes and will provide this information to the chair. The chair will directly contact a board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a board member does violate the policy, the chair will bring this to the attention of the board for discussion, after which point a majority vote will be held to determine possible termination from the board.

- Involve parents, community members, and staff in the governance and administration of CQA.
- Trustees will be elected to two or three year terms so as to establish staggered terms.

Each Trustee must be determined to improve public education, and possess an understanding of and commitment to CQA's goals, mission, and programs. Trustees must have exceptional professional or community service experience that is needed to ensure that all school stakeholders are appropriately represented on the board.

I, the undersigned have received a copy of CQA's Trustee's Job Description and Board Attendance Policy attached and have agreed to comply with the Trustee's Job Description and Board Attendance Policy.

11/14/15

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Date



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Signature



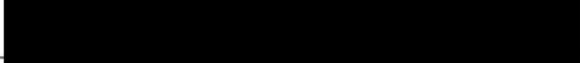






FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Central Queens Academy Charter School
- Trustee's name (print): Bruce Sabar
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):  
Facilities Committee Co-Chair
- Home address: 
- Business Address: 
- Daytime phone: 
- E-mail: 
- Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><u>None</u></p> <p>Please write "None" if applicable. Do not leave this space blank.</p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
[REDACTED]	[REDACTED]	N/A	Bruce Saber	N/A
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

  
 \_\_\_\_\_  
**Signature**

6/28/18  
 \_\_\_\_\_  
**Date**

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.  
*Central Queens Academy Charter School*
2. Full name: *Bruce Saber*  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, *I have been on the facilities committee and advising the school as pro bono legal counsel*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes, *see above*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, *see above*
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the education corporation does not contact with a management company or charter management organization.  I / we do not know any such persons.  Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Engage legal counsel to advise and investigate*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

**Certification**

I, Bruce Scher, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect. *Central Queens Academy Charter School*

  
\_\_\_\_\_  
Signature

6/28/2018  
\_\_\_\_\_  
Date

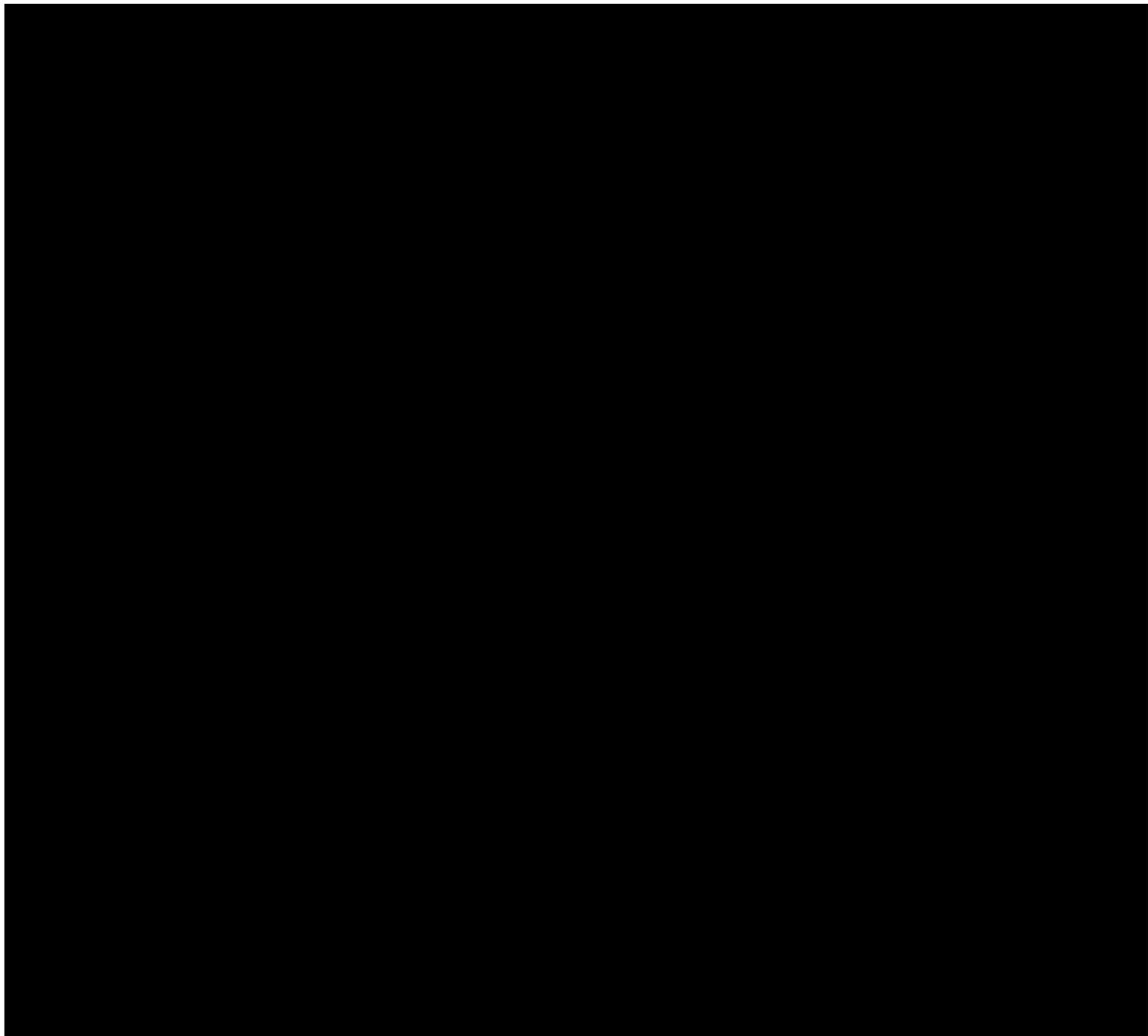
**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

Vipul B Tandon,

Mr. Tandon

Mr. Tandon holds an MBA from INSEAD and a BA in International Relations from University of Pennsylvania and a BS in Economics from University of Pennsylvania Wharton School of Business.



**EDUCATION**

**THE WHARTON SCHOOL, University of Pennsylvania**

Master of Business Administration with Major in Finance

**Philadelphia, PA**

**1996 - 1998**

**LEONARD N. STERN SCHOOL OF BUSINESS, New York University**

Bachelor of Science with Major in Accounting and Minor in East Asian Studies

**New York, NY**

**1988 - 1992**





**Charter Schools Institute**  
The State University of New York

**Request for Information  
from  
Prospective Not-For-Profit Charter School  
Education Corporation Trustees**

*Guidance and Form*

*For Charter Schools Authorized by the  
State University of New York Board of Trustees*

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**Updated: November 2015**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

## INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.<sup>1</sup>

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

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<sup>1</sup> Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

## 1. REQUEST FOR INFORMATION

### A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

**2.3 Selection of New Education Corporation Board Members.** All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

---

### B. Applicable Laws and Regulations

None.

### C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective .

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
    - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
    - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
  - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
  - Charter Agreement Exhibit A, “Terms of Operation;”
  - By-laws, which may:
    - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
    - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
    - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

*Central Queens Academy*

2. Full name: *Catherine Tse*

Home Address: [REDACTED] *New York, NY 10023*

Business Name and Address: -

Home telephone No.: -

Work telephone No.: [REDACTED]

E-mail address: *cathy\_tse@msn.com*

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.  Yes, .

## Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would bring the*  
Other *issue to the Executive Committee of the Board.*

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

### Certification

I, Catherine Tse, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the insert name of education corporation is true and correct in every respect. *Central Queens Academy*

  
Signature

Jan. 9th, 2018  
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

**Michael H. Zisser**

New York 11372

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

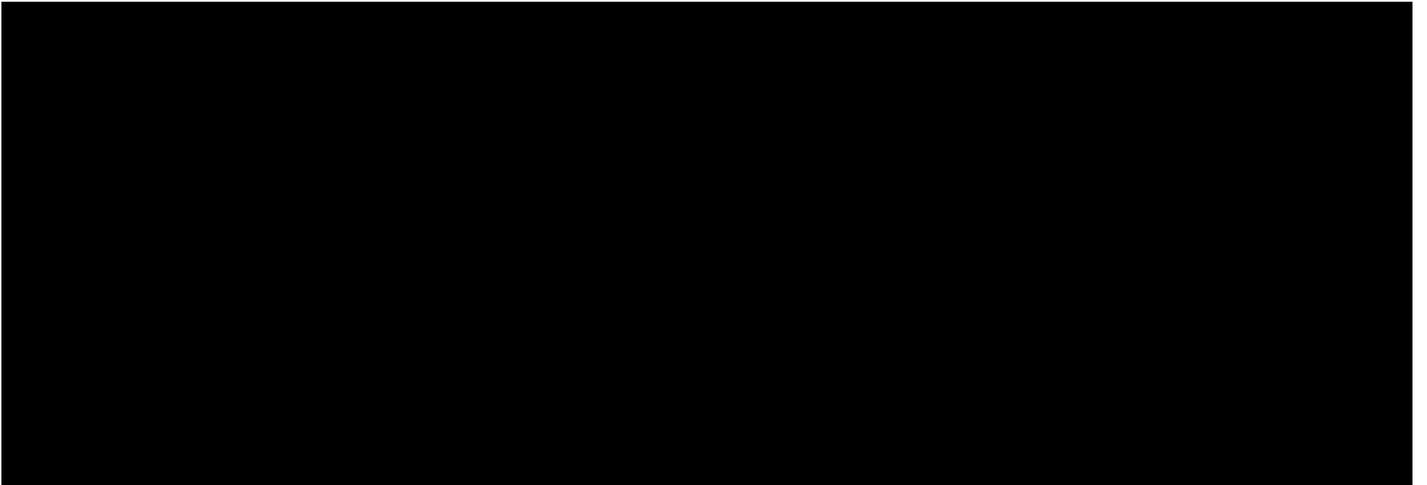
[REDACTED]

[REDACTED]

**EDUCATION**

- Ph.D. University of Pennsylvania, Department of City & Regional Planning, 1979
- MRP University Of Massachusetts, Department of City & Regional Planning, 1973

- BA University of Chicago, 1969



**Request for Information from  
Prospective Charter School Education Corporation Trustee  
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.  
*Central Queens Academy Charter School*
2. Full name: *Michael Zisser*  
Home Address: [REDACTED] *NY 1132*  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes.  
I know Sonia Park, having used her professional services 8-9 years ago in my former position.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes, I have known Sojin So for (maybe) a year or so, providing "free" advice on land use issues.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.  I / we do not know any such persons.  Yes.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the education corporation does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *There are established protocols for informing the appropriate NYS authorities of such ethics.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

**Certification**

I, Michael Zisser, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the [insert name of education corporation] is true and correct in every respect.

Michael Zisser  
Signature

2/7/2015  
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York 12207  
(518) 445-4250 (phone)  
(518) 320-1572 (fax)  
[charters@suny.edu](mailto:charters@suny.edu) (email)

## R-15 - District Relations

### (a) Relationship Strategies

As a community-driven public charter school, CQA seeks to be a positive contributor to our home district, CSD 24, and our larger New York City public school community. In our first charter term, CQA II will seek to partner with education and youth advocates throughout the district.

One barrier to our full participation in programs such as the District-Charter Collaborative is our current two-site operational format. Because the two sites housing our existing grades 5-8 are located approximately 15-20 minutes driving distance apart, a comprehensive observation and visit of CQA's program requires a significant logistical commitment. Similarly, we are constrained in our ability to send staff to other programs because of our staffing ratios required to operate in two sites. We expect that CQA II will not encounter the same challenges in that we believe, as discussed more fully in section 16 below, we expect to identify a private facility that will house all of CQA II's grades and provide sufficient space for improved collaboration and partnership with CSD 24.

### (b) School Partnerships

CQA will seek to partner with surrounding traditional and charter public schools serving similar school communities in furtherance of strengthening our own teaching and learning as well as sharing any best practices we have developed.

## R-16ac - Facilities

### (a) Facility Needs

Over our initial seven years of searching for suitable school space inside CSD 24's overcrowded environment, CQA has developed a strong understanding of our ideal real estate program needs together with the financial viability to support such a program. We have also developed a strong facilities maintenance capability by operating our school in two separate leased locations. To date we have examined about 40 sites using internal and external resources to gauge viability for expansion.

CQA II's ideal scenario envisions approximately 70,000 square feet of school space to accommodate two schools, ES (K-4) and MS(5-8). The two schools would share common spaces such as cafeteria and gymnasium but would otherwise be organized and designed as completely separate schools. Together, the student enrollment would total 900 students in grades K-4 and 5-8.

A second scenario would be separate elementary and middle school buildings of approximately 35,000 to 45,000 square feet each. The economics of this scenario are more challenging, but we have identified viable sites and construction models as discussed below.

At a minimum we would require space that would accommodate the following in a shared building that houses both a middle school 5-8 and a lower school of k-4:

#### Middle School (5-8)

- # middle school classroom count: 6 for core subjects in MS, 2 additional special classrooms.
  - ELA (2)
  - Math
  - Science
  - HSS
  - IDS
  - Art / Music
- Breakout rooms for SGI and Intervention (1-2 per grade)
- Guidance Counselor offices (minimum 2 FTE per 200 students)

#### Elementary School (K-4)

- # elementary school classrooms:
  - 4 self-contained classroom per 100 students; 2 special rooms for Art and Music.
- Breakout rooms for SGI and Intervention (1-2 per grade)

#### All

- Cafeteria sufficient to seat 300 for meals with warming pantry for School Foods and servery
- Gymnasium of minimum middle school regulation with seating and stage for performing arts
- Afterschool / Enrichment Program Storage and Administrative offices
- Administrative offices with conference space

- Teacher Lounge
- Copy, custodial and storage closets throughout
- Student bathrooms
- Adult-specific bathrooms
- Nurse's Office

(b) Facility Selection

Based on an exhaustive and ongoing search within CSD 24, CQA believes we can identify suitable space for CQA II within the district, either in a standalone facility or as part of a mixed-use development.

Some representative real estate opportunities inside CSD 24 include:

- 20,000 square feet inside existing school space; maximum 300 students (Elmhurst).
- 40,000 square feet development site; 400 students (Elmhurst).
- 45,000 square feet inside of a mixed-use commercial development; maximum 500 students (Sunnyside).
- 80,000 square feet inside of mixed-use commercial development; maximum 900 students (Woodside).

CQA's existing leaseholds totaling 28,000 square feet of school space would also be available for CQA II. The restrictive size and location of the buildings, however, present challenges for long-term usage.

(c) Conflict of Interests

CQA II will ensure full compliance with our Code of Ethics and all relevant other regulatory authority. We do not anticipate any conflict of interests to arise in any of our prospective facilities dealings.

R-16d - Facilities Documents

CQA does not have any documents responsive to this request at this time.

## R-17 - Food Services

Replicating CQA's food services procedures, CQA II shall make available to students breakfast, lunch, and often a morning and/or afternoon snack. When/if school begins after 8:00 am or ends before 12:30 pm, CQA reserves the right to determine which meals and/or snacks to serve in compliance with federal guidelines.

CQA II will receive its meals for students through the Office of School Food and Nutrition Services (OSNFS) of the NYCDOE. All students attending CQA are eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day that school is in session. Meals will be in compliance with NYCDOE regulations. Students can opt to bring their own lunch and not participate in the school lunch program. Where meals are prepared and served will be determined when the facility is secured.

CQA II will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide CQA II's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

CQA II expects that the many of its students will be eligible to receive free and reduced price meals based on their parents' income levels, an estimated 85% based on CQA's experience. The following website provides the eligibility guidelines for free and reduced-lunch <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf>.

In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form) that CQA will provide to parents upon enrollment in the school. CQA will provide the application, online at [http://www.opt-osfns.org/osfns/Mealsapp/forms\\_reduced.aspx](http://www.opt-osfns.org/osfns/Mealsapp/forms_reduced.aspx), in all available 15 languages and will offer assistance to parents if requested. As soon as possible, this form must be returned to CQA and then will be reviewed by the Operations Director or his/her designee for approval. CQA will maintain each student's SD 1041 form on file for review once it has been completed and approved. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

CQA II recognizes that the SD 1041 form can be difficult to collect from parents who are concerned over the confidentiality of the form; but the school will ensure parents that the information is personal and confidential and will remain at CQA. While the forms will not leave CQA, OSFNS can and will randomly audit the applications to make sure they are coded correctly.

## R-18 - Health Services

CQA II will replicate the health services policies followed by CQA, including compliance with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. CQA II shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in CSD 24, where CQA II will be located. This will be done, if possible, through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to CQA in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

*Staff.* If a contractual arrangement with the regional office is not possible, CQA will hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the Operations Director or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

*Hearing and Vision Testing:* All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

*Immunization:* CQA, in accordance with NYS law, requires that each student entering CQA have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend CQA, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

*Defibrillator.* CQA, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in CQA and at any school-sponsored events at other locations.

*Medication Delivery System Procedures:* CQA will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the Executive Director, will communicate to parents, students and staff the requirements for the administration of medications in the school. CQA will avoid misunderstandings by widely circulating the requirements in the appropriate languages. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

- *Pharmacies:* (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of CQA staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.
- *Physician Orders:* CQA requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
  - Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
  - The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- *Special considerations:* Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps.
- *Parental Responsibility:* (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

- *Prescription medications:* The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions
- *OTC Medications:* (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding CQA's medication protocols is an ongoing responsibility of CQA.
- *Medication Administration:* (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise CQA if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, CQA will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between CQA and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, CQA will send a confirmation to the parent with a copy to the prescriber of CQA's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

*Storage of Medication:* (1) No medication will be brought into CQA without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door.

Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of CQA. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

*Carry and Self-administer Medication:* If CQA nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the school nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

*Emergency Medication:* The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

*Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products:* CQA will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

## R-19 - Transportation

CQA II will replicate CQA's transportation policies. The NYCDOE is responsible for providing transportation services to Central Queens Academy Charter School's students. CQA's students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation (OPT). After CQA submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of CQA's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, CQA will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The school students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents or guardian.

Since CQA II may be in session on days when other NYC public schools are not, the School may seek arrangements with the NYCDOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Parents/guardians will be ultimately responsible for their children being in school.

## R-20 - Insurance

CQA II will replicate the insurance coverage of CQA. An amendment or rider to the existing policy will be secured for the new sites with the same coverage. The policy will be clear that the same education corporation will operate in multiple sites and that each site will be covered.

Please see Responses 23(a) and (b) for further financial and non-financial information.

**a. Budget Narrative Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.**

CQA is fiscally sound. Over the past years, we have managed our budgets so that revenues exceed expenses allowing us to build healthy reserves and prepare for growth. We have maintained and exceeded our best practice goal of a 3 month reserve and are projecting to close F19 with reserves of ~ 7 months. We plan to leverage our current Senior Leadership Team and corporate structure to ensure efficiencies and continued fiscal soundness as we build CQA II. In addition, leveraging these shared expenses will allow CQA II to use most of its budget for instruction.

Most, if not all, of the budget assumptions for CQA II were modeled based on CQA I's successful budget results. Although CQA has a successful history of fundraising, we used conservative revenue assumptions and did not include fund raising revenue in our budget assumptions for CQA II or the CQA Ed Corp. We assumed a 2% per pupil escalator for each of the 5 years and a CSP Planning & Implementation grant for CQA II totaling \$550,000 across 3 years. Per Pupil \$ expectations for SpEd, IDEA and Title Grants were kept flat.

Detailed expense assumptions may be found for each line item on tab 9 of the budget template.

We anticipate CQA II to have net income of \$213,056 at the end of the first year.

As part of this application we have included budget projections for CQA II as well as an overall consolidated budget for the CQA Ed Corp.

## **b. Financial Planning**

**Explain the process the school will use to develop its annual budget including:**

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets and on what interval.**

Annual budgets will be prepared and presented to the Finance Committee and full board for each school and will also be consolidated for the education corporation as a whole. The

needs of each school will be identified and reviewed during the annual budget cycle and reassessed during the monthly financial reporting cycles.

Monthly financial reports will be prepared and presented to the Finance Committee and full board for each school and will also be consolidated for the education corporation as a whole. Cash flows between schools will be specifically reported.

### **Budget Timeline**

Development of the annual budgets for individual schools will begin late January/early February based on collaborative strategy sessions between the CFO, school Principals and Operations Directors. A working draft of each school's budget and the consolidated budget will be submitted to the Finance Committee of the Board of Trustees for their review by April 30. The Finance Committee will review a final draft in May. Once the proposed budget has been approved by the Finance Committee, it will be recommended to the Board for full approval and adoption by June 30.

The financial planning process for CQA II will follow the same general procedure currently in place for existing Central Queens Academy schools. The process is summarized in Central Queens Academy's Financial Policy and Procedure Manual (FPP) (excerpt below):

### **FPP excerpt:**

#### ***Annual Budgeting***

The CFO is responsible for creating and updating 5-year budget projections (as required) for the School as well as the School's annual operating budget and capital budget, with assistance from the Principal and Operations Director. Critical school program revenue and expenses must be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the projected operations of the School. The operating budget is reviewed and approved annually, first by the Finance Committee then by the School's Board of Trustees and modified as necessary. The budget must be approved and passed by June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for the budget is the responsibility of the Executive Director with the assistance of the CFO, Principal and Director of Operations.

After approval, the budget will be uploaded into the accounting system. This budget is then used to run monthly budget analysis reports (detailed in the Financial Reporting section below). Budget vs. Actual variances of \$5,000.00 or more are described in the notes section of the report. The CFO and Finance Manager, under the supervision of the Executive Director, are responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary. The Executive Director or CFO will bring up for discussion during finance committee meetings any revenues that are expected to fall below budget by \$10,000 or more and expenses that are expected to go over budget by \$10,000 or more. In the event that the variance significantly impacts the budget; the Executive Director, with the assistance of the SLT will ensure that a contingency spending plan is prepared.

#### ***Financial Reporting***

The CFO and Finance Manager will complete a monthly accounting close ensuring that all bank reconciliations are completed, and appropriate month-end adjustments have been recorded and reviewed. The week before each Finance Committee meeting, the CFO will send the following to the Executive Director, Principal, and the Finance Committee for review: (1) the Budget vs. Actual Report for the operating budget (including forecast/projections); (2) the Budget vs. Actual Report for the capital budget (including forecast/projections); (3) the Balance Sheet, and (4) Other reports as deemed necessary. The Board Treasurer or the CFO will present these reports to the entire Board at each meeting. Cash flow projections will also be provided through the end of the fiscal year to identify the months that cash flow may run negative.

### **c. Fiscal Audits**

**Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.**

Fiscal audits will continue to be performed on an annual basis by a certified public accountant to a certified public accounting firm licensed in NYS. The audit will meet all Federal and local auditing requirements and be conducted in accordance with Government Auditing Standards issued by the Comptroller General of the United States. The audit will also meet all standards required by charter schools in New York State.

Consolidated audited financial statements will be issued based on the financials of each entity. The consolidated financial statement of the education corporation will contain individual schedules for each school as well as the education corporation as a whole. Cash flows between schools will be specifically reported.

CQA has had clean audits with no findings in every year of operation.

### **d. Dissolution Procedures:**

**Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.**

Central Queens Academy currently maintains a \$75,000 balance in an Escrow Account for Dissolution. This account is a Board of Trustees controlled dissolution account, whose sole purpose is to pay for legal, final audit and wind up expenses which would be associated with the dissolution of the charter should it occur.

CQA II has ensured in its budget plan that it has earmarked \$75,000 for dissolution. The budget reflects funding of \$25,000 increments in the school's first 3 years of instruction.

Central Queens Academy will follow the Dissolution Procedures as set forth in our original charter. If one school, but not all schools, operated by Central Queens Academy is closed the following procedures will be employed:

The Board of Trustees of Central Queens Academy will delegate the Executive Director or other responsible party to manage the dissolution process:

Immediately upon final action:

- The Executive Director will provide the Institute with the names of the dissolution team members (employees and trustees), contact information, and responsibilities;
- The CFO and board treasurer will meet with auditors to assess the financial situation and begin the process of identifying assets for transfer.

**First Week to Second Week:**

- The Principal will notify all parents in writing of the closure of the school and the ensuing placement process, as well as an appropriate option to either transfer their children to the other Central Queens Academy school or to seek an alternative choice for the education of their child;
- The Principal will meet with the students to discuss the school's closing and the ensuing placement process;
- The Principal will host sessions for families and students about possible schools available and identify the assistance that will be provided during the transfer process;
- The Principal will schedule a placement meeting with each enrolled student/parent to discuss his/her placement;
- The Operations Director will ensure that all parents who choose to leave Central Queens Academy entirely may receive copies of their children's records;
- The Principal will notify New York City Department of Education of the school closing; and
- If parents choose to send their children to the district, students and their families will be referred to their appropriate home school district for transfer recommendations and enrollment in available programs in their school district;
- Upon completion of the placement meeting with individual students/parents, depending on parent choice, Operations Director will begin to transfer student records to the other Central Queens Academy school, or to the New York City school district. Parents will be notified of the transfer of these records and provided a copy;

**Third Week to Fourth Week:**

- The Operations Director will notify in writing school principals in schools likely to receive transfers of the closure and provide contact information for school personnel handling transfers;
- The Principal will prepare a written report for the Executive Director confirming the scheduling of placement meetings for each student/parent;

- The Principal will continue to schedule individual placement meetings for each student;
- The Operations Director will prepare a list of students and their relocation preferences for the dissolution team;
- The Operations Director will provide written notice to appropriate NYCDOE departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.

**Fifth Week to Sixth Week:**

- The Operations Director will continue to transfer remaining student records to the other Central Queens Academy school, or to the New York City school district. Parents will be notified of the transfer of these records and provided a copy;
- The Principal will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in the other Central Queens Academy school or a non-public school.

Transfer of Assets: Because the assets involved are the assets of the Education Corporation, a transfer outside of the Education Corporation would not be required.

**R-21 f - Letters of Commitment.**

**f. Letters of Commitment**

**Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.**

Request is not applicable

R-21g – Non SUNY Financials

**Non-SUNY Financials**

**This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, “Request is not applicable” in response to this Request.**

**Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:**

- **IRS Form 990s;**
- **Audited financial statements; and,**
- **Management or Advisory Letters from the independent auditor (if applicable).**

**NOTE: This request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: [www.newyorkcharters.org/category/creation-resources](http://www.newyorkcharters.org/category/creation-resources). If information responsive to this Request is contained in a business plan, reference the business plan in this Response.**

Request is not applicable

















R-23a - Supplemental Narrative

R-23b - Supplemental Attachments

# Policy Overview

Prepared on: 12/20/2018 Page 1 of 7

Agency: SALERNO BROKERAGE CORPORATION  
 117 Oak Drive  
 Syosset, NY 11791

For: Central Queens Academy Charter School  
 55-30 Junction Blvd  
 Elmhurst, NY 11373

Policy Type	Insurance Company	Policy Number	Policy Period	Total Cost
Package	Markel Insurance Co	8502WSI043615-0	7/1/2018 - 7/1/2019	33,290.00
Business Auto	Markel Insurance Co	4602WSI043618-0	7/1/2018 - 7/1/2019	927.00
School Leaders E & O	Markel Insurance Co	3602WSI43617-0	7/1/2018 - 7/1/2019	11,230.00
Umbrella(C)	Markel Insurance Co	4602WSI043618-0	7/1/2018 - 7/1/2019	8,056.00
Accident/Health (C)	Philadelphia Indemnity Ins Co	PHPA021166	7/1/2018 - 7/1/2019	1,316.00
Accident/Health (C)	Philadelphia Indemnity Ins Co	PHPC001263	7/1/2018 - 7/1/2019	300.00
Cyber Liability	Wright Risk Management	ESH00667372	7/1/2018 - 7/1/2019	2,438.59

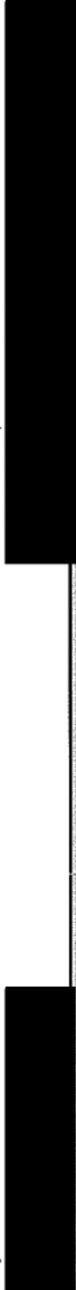
These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

# Applicant Information

Prepared on: 12/20/2018 Page 2 of 7

Agency: SALERNO BROKERAGE CORPORATION  
 117 Oak Drive  
 Syosset, NY 11791

For: Central Queens Academy Charter School  
 55-30 Junction Blvd  
 Elmhurst, NY 11373



Applicant Information	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
<b>First Named Insured:</b> Central Queens Academy Charter School		Markel Insurance Co	3602WSI43617-0	7/1/2018 - 7/1/2019	
<b>First Named Insured:</b> Central Queens Academy Charter School		Markel Insurance Co	4602WSI043618-0	7/1/2018 - 7/1/2019	
<b>First Named Insured:</b> Central Queens Academy Charter School		Markel Insurance Co	8502WSI043615-0	7/1/2018 - 7/1/2019	
<b>First Named Insured:</b> Central Queens Academy Charter School		Wright Risk Management	ESH00687372	7/1/2018 - 7/1/2019	
<b>First Named Insured:</b> Central Queens Academy Charter School		Philadelphia Indemnity Ins Co	PHPA021166	7/1/2018 - 7/1/2019	
<b>First Named Insured:</b> Central Queens Academy Charter School		Philadelphia Indemnity Ins Co	PHPC001263	7/1/2018 - 7/1/2019	

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# Summary of Insurance

Agency: SALERNO BROKERAGE CORPORATION  
 117 Oak Drive  
 Svosset, NY 11791

For: Central Queens Academy Charter School  
 55-30 Junction Blvd  
 Elmhurst, NY 11373

Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
<b>General Liability</b>		<b>Markel Insurance Co</b>	<b>8502WSI043615-0</b>	<b>7/1/2018 - 7/1/2019</b>	
General Aggregate	3,000,000				
Fire Damage	1,000,000				
Medical Expense	15,000				
Products/Completed Ops Aggregate	3,000,000				
Personal & Advertising Injury	1,000,000				
Each Occurrence	1,000,000				
Employee Benefits	1,000,000				
<b>Commercial Property</b>		<b>Markel Insurance Co</b>	<b>8502WSI043615-0</b>	<b>7/1/2018 - 7/1/2019</b>	
<b>Loc # 00001 Bldg #</b>					
55-30 Junction Blvd					
Elmhurst, NY 11373					
<b>Blanket building bpp</b>					
Valuation: Replacement Cost	5,775,000 Lim				
<b>BI w/ Extra Expense</b>	5,000 Ded				
Valuation: Actual Loss Sustained	1,892,287 Lim				
	24 Ded				
<b>Crime</b>		<b>Markel Insurance Co</b>	<b>8502WSI043615-0</b>	<b>7/1/2018 - 7/1/2019</b>	
<b>A. Employee Dishonesty</b>	1,000,000/25,000 Ded				
<b>B. Forgery or Alteration</b>					
<b>C. Theft, Disappearance &amp; Destruction</b>					
Sec 1-Inside the Premises					
Sec 2-Outside the Premises					

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# Summary of Insurance

Agency: SALERNO BROKERAGE CORPORATION  
 117 Oak Drive  
 Syosset, NY 11791

For: Central Queens Academy Charter School  
 55-30 Junction Blvd  
 Elmhurst, NY 11373

Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
<b>D. Robbery &amp; Safe Burglary</b> Sec 1-Inside:Robbery of Custodians Safe Burglary Sec 2-Outside the Premises <b>E. Premises Burglary</b> F. Computer Fraud G. Extortion Ins Loss Participation <b>H. Premises Theft &amp; Robbery Outside</b> Sec 1 - Theft Sec 2 - Robbery Outside <b>Q. Robbery &amp; Safe Burglary</b> Money & Securities Sec 1 - Inside the Premises Sec 2 - Outside the Premises <b>U. Other Coverage</b>					
<b>Business Auto</b> Hired non owned	1,000,000	Markel Insurance Co	4602WSI043618-0	7/1/2018 - 7/1/2019	
<b>Umbrella(C)</b> Coverage Type: Umbrella Umbrella(C)	10,000,000/10,000,000	Markel Insurance Co	4602WSI043618-0	7/1/2018 - 7/1/2019	

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# Summary of Insurance

Prepared on: 12/20/2018 Page 5 of 7

Agency: SALERNO BROKERAGE CORPORATION  
 117 Oak Drive  
 Syosset, NY 11791

For: Central Queens Academy Charter School  
 55-30 Junction Blvd  
 Elmhurst, NY 11373



Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
Cyber Liability		Wright Risk Management	ESH00687372	7/1/2018 - 7/1/2019	

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

# Business Auto Covered Auto Symbols

Prepared on: 12/20/2018 Page 6 of 7

Agency: SALERNO BROKERAGE CORPORATION  
117 Oak Drive  
Syosset, NY 11791

For: Central Queens Academy Charter School  
55-30 Junction Blvd  
Elmhurst, NY 11373

## Business Auto

- (1) ANY AUTO
- (2) ALL OWNED AUTOS
- (3) OWNED PRIVATE PASSENGER AUTOS
- (4) OWNED AUTOS OTHER THAN PRIVATE PASSENGER
- (5) ALL OWNED AUTOS WHICH REQUIRE NO-FAULT COVERAGE
  
- (6) OWNED AUTOS SUBJECT TO COMPULSORY U.M. LAW
- (7) AUTOS SPECIFIED ON SCHEDULE
- (8) HIRED AUTOS
- (9) NON-OWNED AUTOS

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

# Commercial Property - Premise Schedule

Prepared on: 12/20/2018 Page 7 of 7

Agency: SALERNO BROKERAGE CORPORATION  
117 Oak Drive  
Syosset, NY 11791

For: Central Queens Academy Charter School  
55-30 Junction Blvd  
Elmhurst, NY 11373



Location #

Building #

Address

Building Description

Policy No: 8502WSI043615-0 LC

00001

55-30 Junction Blvd

Elmhurst, NY 11373

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.