



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	120
Year 2	K-2	175
Year 3	K-3	222
Year 4	K-4	265
Year 5	K-5	304

Desired School Opening Date Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By: Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Children's Aid Society Community Charter School (CAS-CSS)

2. Charter School Location

Morrisania section of the Bronx (CSD12)

3. Anticipated Opening Date

August 29, 2012

4. Management Organization Name (if applicable)

5. Other Partner Organization(s) (if applicable)

The Children's Aid Society

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-1	120
Year 5	2016-2017	K-5	304

7. Applicant(s)

	Name	Bio
X	Richard R. Buery, Jr.	Richard R. Buery, Jr. is the President and Chief Executive Officer of The Children's Aid Society (Children's Aid/CAS), an independent, not-for-profit organization established in 1853 to serve the children of New York City. He is the first black leader of Children's Aid and the youngest president in the agency's history.
X	Gregory J Morris	Gregory J Morris is the Special Assistant to the President and Chief Executive Officer, a new position. Prior to joining The Children's Aid Society, Morris was Chief of Staff at The Door, an organization that serves New York City youth aged 12-21 where he served as senior leader and advisor on organizational strategy, management and operations during his 10 year tenure.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Richard R. Buery, Jr.	Richard R. Buery, Jr. is the President and Chief Executive Officer of The Children's Aid Society and an expert in starting and sustaining education and social service organizations. He was lead applicant for Leadership Prep Brownsville Charter School, and founding Chair of the Achievement First East New York Board of Trustees. He has co-founded and directed three non-profits: Groundwork, Inc., iMentor, and the Mission Hill Summer Program.
X	Dihann Billings-Burford	As Chief Service Officer for the City of New York, heads NYC Service, Dianann Billings-Burford, Chief Service Officer, City of New York, a division of the Mayor's Office with the mission of tapping the power of the people to meet pressing challenges.
X	Anne Jeffries Citrin	Anne Jeffries Citrin is the Vice Chair of The Children's Aid Society, chairs the real estate committee and serves as the liaison to the board for CAS head start programs.
X	Karen Drezner	Karen Drezner is the founder and former Executive Director of The Bronx Charter School for Children, a high-performing NYSED authorized K-5 charter school serving students and their families in the Mott Haven community.
X	Matt Fassler	Matt Fassler is the Managing Director of Goldman Sachs & Co. in New York City. As Business Unit Leader, he oversees nine research teams covering the consumer, retail, and automotive sectors. His team's coverage spans 15% of US market capitalization.
X	Dr. Allen Spiegel	Allen M. Spiegel, M.D., an internationally recognized researcher and endocrinologist, assumed office as Dean of the Albert Einstein College of Medicine of Yeshiva University on June 1, 2006. Prior to joining Einstein, Dr. Spiegel was Director of the National Institute of Diabetes & Digestive Diseases & Kidney Diseases (NIDDK) at the National Institutes of Health, the culmination of a distinguished 33-year-career at the NIH.
X	Vacant	Parent

Add New Trustee

9. Overview of the Proposed Program

The Children’s Aid Society (CAS) Community Charter School is a proposed public charter school specifically designed to meet the needs of the most vulnerable students in the Bronx neighborhood of Morrisania (CSD 12) especially those children who are currently in foster care or have been in the child welfare system, are performing below grade level or are not “school ready” by the time they reach Kindergarten, have a history of or are at risk of absenteeism, or live with one parent or a single caregiver. The school will be partnered with the Children’s Aid Society, a highly regarded child welfare organization known for its ability to fully integrate system-involved and other “at risk” children into community-based programs including more than 20 New York City Department of Education community schools. CAS’s deep roots in the South Bronx and its multi-site service centers in the surrounding community will enable the proposed school to provide effective youth development practices, comprehensive health care, and a commitment to empowering parents, foster parents, and other care-giving adults to become full partners in their children’s success. By integrating exceptional academic instruction with the intensive and enriching physical, emotional, and social supports that children require to learn and to grow, The Children’s Aid Society (CAS) Community Charter School will address the significant achievement gap that exists for poor and minority children, and re-define Morrisania as a model of student achievement, teacher development, and community transformation.

The CAS Community Charter School intends to open in August 2012 with 100 students in Kindergarten and first grade, and eventually grow to serve approximately 300 students in grades K-5. The school will open at a temporary location in the Morrisania section of the South Bronx. During the course of its first five years of operation, CAS will seek to build a school on CAS-owned or leased property in the community.

The Children’s Aid Society Community Charter School Mission

The CAS Community Charter School, a K-5 school serving the South Bronx, ensures that children will achieve academic success by providing the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub.

Key Design Elements

1-Comprehensive, community school approach: The CAS Community Charter School addresses the full range of factors that affect children’s learning and capacity to progress.

2-Instructional rigor and a robust academic program: The Principal serves as the leader of the Instructional Team. The Team includes Grade Cohort Instructional Leaders (or Instructional Leaders/ILs) one for each grade cohort (grades K-2 and 3-5), classroom teachers, and members of the Special Education and ELL staff.

3-Emphasis on literacy and mathematics. CAS-CCS will provide two hours of literacy instruction and 90 minutes of mathematics instruction each day, with an additional 70 minutes of small group math and ELA each week. RTI Tier 3 Intervention Blocks will take place for 35 minutes a day, four days a week.

CAS-CCS will use a balanced literacy approach, with a research-based reading program, Scott Foresman Reading, the Readers Workshop (grades K-5) and Writers Workshop (grades K-5), supplemented by Wilson Foundations, Fountas and Pinnell, and Harcourt intervention materials to support instruction for children with special needs and those who are at risk of academic failure. Students will use ThinkMath, a K-5 curriculum that blends practice of basic skills with conceptual

understanding.

4-Expanded school day and longer school year: At a minimum, the CAS-CCS school year will be 196 days and the school day will be 7:45 AM- 4:45 PM. In 2012-2013, students will start school on August 29 and continue to June 28. The extended time allows increased learning and creative exploration, promotes physical activity and exercise, and builds community.

5-Addressing summer learning loss: CAS summer camps will be available to CAS-CCS students and they will have the opportunity to participate in year-round CAS programming including a rich arts programming, and summer athletics and dance camps.

6-Frequent and purposeful assessment: Academic data derived by frequent assessments will be compiled by Instructional Team who gather to monitor the school's progress in meeting its academic goals as stated in CAS-CCS's Accountability Plan. In addition to quarterly administering a normed-referenced assessment such as Terra Nova, teachers will regularly administer classroom assessments that are formal and informal (unit-based, teacher created, anecdotal). Twice a month, data from the assessments will be analyzed and meetings will be held with relevant teaching staff, ILs, and Principal.

7-Talented and Committed Professional Staff and Administrators: Each classroom will have two certified teachers. Master teachers, lead teachers at every grade, and Grade Cohort Instructional Leaders (ILs) will coach individual teachers and support teaching teams. The Principal will serve as the instructional leader of the school. All teachers will complete at least 4 weeks of teacher training during the year, and external professional development will be encouraged. The school will provide individual, in-person tutoring before school, at lunch, and after school, and teachers and senior instructional staff will be available to offer additional academic help as needed.

The CAS Community School Director will oversee the implementation of a full-service community model at the school. S/he will be responsible for oversight of CAS case managers (or "life coaches") who will be assigned to each grade, and the activity specialists. S/he will collaborate with the School Principal and Operations Officer as the key members of the Senior Leadership team. In this role, The Director will represent the values of The Children's Aid Society, and will serve as the on-site conduit to the expertise that CAS brings to the school in the development. S/he will develop school culture, lead school partnership efforts, and drive family outreach efforts.

The school year will end on Friday, June 28, 2013 for students and the staff will end their school year at a staff retreat and planning session to be held on July 1-2nd. The administrative staff of The Children's Aid Society Community Charter School will report to the school on July 30, 2012 and teachers will report for a two-week pre-opening professional development from August 13 - 17 to August 24 (Monday - Friday). All school staff including non-instructional and non-administrative staff will participate in two full days of professional development on August 27 and 28.

Facilities

The CAS Community Charter School will open in August 2012 at a temporary location in the Morrisania section of the South Bronx. During the course of its first five years of operation, CAS will seek to build a school on CAS-owned or leased property in the community.

The applicants and the Board of Trustees of The Children's Aid Society Community Charter School (CAS-CCS) are pursuing three courses of action to secure a facility in CSD 12: DOE space, rental

space, or construction on an existing CAS facility.

Attachment 01-Applicants and Founding Group

The applicants for the proposed charter, The Children’s Aid Society Community Charter School (CAS-Community Charter School/CAS-CCS), are Richard R. Buery, Jr., Lead Applicant, and Gregory J. Morris, co-lead applicant.

Richard R. Buery, Jr.

[Redacted]

New Rochelle, New York 10801

[Redacted]

[Redacted]

Richard R. Buery, Jr. is the President and Chief Executive Officer of The Children’s Aid Society (Children’s Aid/CAS), an independent, not-for-profit organization established in 1853 to serve the children of New York City. He is the first black leader of Children’s Aid and the youngest president in the agency’s history.

Mr. Buery is an expert in starting and sustaining education and social service organizations. He was lead applicant for Leadership Prep Brownsville Charter School, and founding chair of the Achievement First East New York board of trustees. He has co-founded and directed three non-profits: Groundwork, Inc., iMentor, and the Mission Hill Summer Program. Groundwork, Inc. serves the children and families of public housing developments in the East New York section of Brooklyn. iMentor, a technology education and mentoring program, connects New York City middle and high school students with professional mentors through on-line and face-to-face meetings. Already one of the largest youth mentoring organizations in New York City, iMentor is currently undergoing a national expansion. The Mission Hill Summer Program is an enrichment program for children in the Mission Hill Housing Development in the Roxbury section of Boston: Buery founded it when he was still an undergraduate at Harvard.

A graduate of Harvard College and Yale Law School, Mr. Buery has a background in law, education, and politics. Prior to his work at iMentor, Mr. Buery was a staff attorney at the Brennan Center for Justice. He also served as a law clerk to Judge John M. Walker, Jr. of the Federal Court of Appeals in New York

City, a fifth grade teacher at an orphanage in Bindura, Zimbabwe, and Chief Political Officer and campaign manager to Kenneth Reeves, the Mayor of Cambridge, Massachusetts.

The recipient of many honors and awards, Mr. Buery was a 1992-1993 Michael Clarke Rockefeller Fellow. In 2000 he was named one of Ebony Magazine's Thirty Leaders of the Future under Thirty, and in 2009, was one of Crain's New York Business Forty Under 40, New York's Rising Stars, in recognition of his contributions to the life of New York City. He has also received the Mary McLeod Bethune Recognition Award from the National Council of Negro Women; the Extraordinary Black Man Award for Humanitarianism from the United Negro College Fund, and the inaugural outstanding alumnus award from the Phillips Brooks House Association at Harvard University.

Born and raised in the East New York section of Brooklyn, New York, the son of a retired New York City public school teacher and a retired lab manager, **Richard R. Buery, Jr.** has dedicated his life to improving educational opportunity and life outcomes for young people in America's most disadvantaged communities. He lives with his wife Deborah, a law professor, and his two sons, Ellis and Ethan.

Gregory J. Morris, Co-lead applicant, is the Special Assistant to the President and Chief Executive Officer, a new position. Mr. Morris supports [Richard R. Buery, Jr.](#), Children's Aid's President and CEO. He serves as the primary staff liaison to the CAS [Board of Trustees](#), manages special projects, and develops proposals, budgets, reports and policy analyses.

Prior to joining The Children's Aid Society, Mr. Morris was Chief of Staff at [The Door](#), an organization that serves New York City youth aged 12-21. He served as senior leader and advisor on organizational strategy, management and operations during his ten year tenure. He began his career as Assistant Director of Talent Search and camp director at University Settlement in New York. Mr. Morris is a graduate of New York University and has a master's degree in public administration from the Baruch College School of Public Affairs.

Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Richard R. Buery, Jr.	Lead Applicant and President and Chief Executive Officer of The Children’s Aid Society	Member of the Children’s Aid Society Community Charter School Board of Trustees
Maria Burgos	Director of the Bronx Family Center at CAS. Facilitated outreach to English and Spanish speak families in CSD12 including networks of foster parents.	
Katherine Eckstein	Director of Public Policy. Engaged local elected officials.	
James Langford	Director of Quality Control and Improvement at CAS. Responsible for the development of accountability measures.	
Gregory J. Morris	Co-Lead Applicant	
Richard Negron	Director of Community Schools at CAS. Developed partnerships with local schools.	
Jane A. Quinn	Vice President and Director of National Center for Community Schools at CAS. Expertise in community school design and development.	
Dr. William Weisberg	Executive Vice President and Chief Operating Officer at CAS. Responsible for facility selection and administrative functions	
Betty Ann Woerner	Chief Financial Officer at CAS. Responsible for the development of the school budget and financial plan.	

Maria Burgos, Director of the Bronx Family Center, has successfully brought the South Bronx community and providers together in Morrisania to help develop the charter application. She will support the initiative with her expertise in service integration and child welfare services, and her knowledge of the local community, including service providers, the local police precinct, and community members.

Katherine Eckstein, Director of Public Policy, is an expert on leveraging funding and shared accountability. She will approach this initiative from a policy perspective with an eye toward emerging city, state and federal initiatives that can further support and sustain CAS-Community Charter School.

James Langford, Director of Quality Control and Improvement, conducts internal audits and assures quality control across CAS programs. He has spearheaded major funding initiatives for CAS, including Head Start and NYC child welfare programs, resulting in 18 awards in the past year. He will take the lead designing the assessment and accountability practices in collaboration with the CAS-Community Charter School and The Children's Aid Society.

Richard Negron Director of Community Schools, brings 23 years of youth development experience, including 18 years of work in community schools. He has implemented and led schools, fostered the development of new programs, and currently manages the CAS portfolio of schools. Negron will be a primary planner for the charter school partnerships in Morrisania.

Jane Quinn joined The Children's Aid Society as Assistant Executive Director for Community Schools in January 2000. As Vice President and Director of National Center for Community Schools, she lends strategic planning and fundraising expertise to the Society's 20 community schools in New York City.

Ms. Quinn came to Children's Aid from the DeWitt Wallace-Reader's Digest Fund, where she served as Program Director from January 1993 to November 1999 when the Fund was focused on youth development, education, and career development for young people in low-income communities. Quinn is the author of *A Matter of Time: Risk and Opportunity in the NonSchool Hours* (1992), and she conducted the study for the Carnegie Council on Adolescent Development that led to this groundbreaking work. She is a frequent contributor to the literature on youth development and community schools. She writes a regular column for *Youth Today* and co-edited, with Joy Dryfoos and Carol Barkin, *Community Schools in Action: Lessons from a Decade of Practice* (Oxford University Press, 2005).

Ms. Quinn served from 1981 to 1990 as director of program services for Girls Clubs of America, now Girls Incorporated, a national youth organization. She came to New York from Washington D.C., where she held positions at the Washington D.C. Health Department and the Center for Population Options. Her early work was as a caseworker for the Juvenile Protective Association of Chicago, and Family Counseling Center, Catholic Charities of Buffalo, N.Y.

MS. Quinn received a master's degree from the University of Chicago School of Social Service Administration and a bachelor's degree in economics from the College of New Rochelle. She did post-graduate work at the Columbia School of Business, Institute for Not-for-Profit Management.

Dr. William Weisberg has worked in the fields of youth services and conflict resolution for more than 20 years. He is the architect of the South Bronx CAS expansion, opening ten program sites since 1999 to serve 10,000 high need children and families through the site-based comprehensive approach on which the proposed charter school is based. He was appointed Chief Operating Officer of The Children's Aid Society in January 2008.

As Executive Vice President and Chief Operating Officer, Dr. Weisberg oversees the agency's program services delivery. He worked with the foster care division to create a state-of-the-art service center for disconnected youth in the Bronx; with the health services division to consolidate and upgrade the agency's mental health services; with the community centers to develop innovative programming for academic enrichment and the African American Male Initiative; and with Children's Aid's juvenile justice programs to expand services to 1,300 additional families in crisis in the Bronx. He developed two new initiatives to provide direct cash transfers to low-income families. He has supported the development of community schools by managing efforts to develop systems to track student academic progress.

Since joining Children's Aid in 1982, he has held the positions of Associate Executive Director; Division Director, City & Country Branches; Administrative Supervisor; Career Readiness Program Director; and Mediation Program Director. In these last two positions, he helped to develop an award-winning teen entrepreneurs program and a model program to divert status offenders, which resulted in statewide juvenile justice reform.

Dr. Weisberg holds a Ph.D. and an M.A. in Social Psychology from Harvard University and a B.A. in Psychology from the State University of New York at Binghamton. While at Harvard, he received four awards for outstanding undergraduate course instruction, a National Science Foundation Graduate

Fellowship Award and an International Dissertation Award for his research on child custody negotiations.

Betty Ann Woerner was named Chief Financial Officer of The Children's Aid Society in April 2005. A specialist in economic planning, Woerner oversees Children's Aid's annual operating budget as well as the agency's payroll, purchasing, endowment, government contracts, and IT systems.

Prior to joining Children's Aid in 1989, Woerner served as a Deputy Director of the New York State Financial Control Board from 1985–1988, evaluating New York City's \$25 billion operating budget and 11 public authorities.

She has taught various financial and grants management courses at New York University and Fordham, and published fiscal analyses for the Citizen's Budget Commission Quarterly and the City's Economic Conditions Quarterly. In the past, Woerner has served on New York State and New York City committees rethinking the funding of the foster care system.

She came to Children's Aid in 1989 as Comptroller and resigned in 1999 to spend more time with her family. With her 2005 appointment as CFO, she rejoined the agency. She has a master's degree in urban planning from Virginia Tech and an undergraduate degree from St. Peter's College in New Jersey. Woerner is married with two children; she is an elected member of the Board of Education in Scotch Plains, NJ and serves as a Trustee of the First United Methodist Church in Westfield, NJ.

Founding Group Origin

The Founding Group came together as a result of their work for Children's Aid in the South Bronx and their concern for the Morrisania community. Having identified Morrisania as a high need and under-resourced community in 2000, Children's Aid has since opened ten sites serving approximately 10,000 low-income children and family members. It was apparent to the Founding Group members that while these services continue to have a significant positive impact on families, more needs to be done to transform Morrisania from one of the country's most distressed urban communities, with extreme poverty, poor schools, high crime, and poor health status. Each of the founding group members has a strong connection either to the Morrisania community or to strategies, such as community schools, that can help the community address its' challenges.

As senior leaders of The Children’s Aid Society, the founding members of The Children’s Aid Society Community Charter School share the conviction that poverty and racism create very real barriers for school success. No longer can school leaders claim that the poverty of their students relieves them of responsibility for those students’ educational outcomes. The education reform movement has demonstrated that all children can achieve academic success. Yet it is also true that poverty and racism can cause children to miss school because of housing instability or poor health care. Poverty and racism can leave children hungry or depressed, and less able to benefit from excellent teaching. Poverty and racism can cause students to start school with skills significantly behind those of their peers, requiring even the strongest schools to play catch up in the early years. Poverty and racism can cost well-meaning parents the capacity and knowledge to effectively support their children’s education. The founding members of CAS-CCS are committed to building a school that addresses the very real barriers of poverty while delivering an exceptional educational program, and through this work to helping to transform Morrisania from a community whose children are ‘at risk’ from birth to a community that ensures every child is healthy, educated, and confident.

Proposal Development

The proposal was developed and written by the founding members in collaboration with an acknowledged expert in charter school development, Sonia Park, and a recognized leader in the community school leadership, Dr. Eileen Santiago, principal of the Thomas A. Edison School in Port Chester, New York. The process for development involved substantial community involvement, engaging parents and community members, local school leadership, and elected officials through individual conversations, forums, meetings, presentations, mailings, and surveys. Input from these outreach efforts informed the writing of drafts and final revisions by the CAS charter school design team, which was composed of founding group members, Children’s Aid staff, and consultants.

Sonia A. Park has extensive background in charter schools development and has been active in the New York charter schools movement since the adoption of the Charter School Act in 1998. She served on the educational boards of School Performance NY and as Vice President of the Open House Nursery School. She is currently the Board Treasurer for the Manhattan Charter School. Her prior work experience includes Edison Schools, the New York Charter Schools Resource Center, New York Charter Schools Association and the National Foundation for Teaching Entrepreneurship. She has helped over twenty-

five charter schools developers across New York State receive their charters. As a consultant, Ms. Park has worked with such organizations as the State University of New York's Charter School Institute, the New York City Charter Schools Center, New Visions for New Schools, and The Newark Charter School Fund. She has been an application reviewer for the US Department of Education's Charter Schools Grant Program, the New York City Department of Education's Charter School Unit, and the State University of New York's Charter Schools Institute. Ms. Park has presented at national and state charter school conferences and is a contributing writer to the *Charter School Law Deskbook*, (Michie, 2007, 2009).

Described as a "true revolutionary" by New York State Senator Suzi Oppenheimer, Dr. Eileen Santiago has been honored as a 2010 Woman of Distinction by the New York State Senate for her efforts to produce outstanding academic results and improve life outcomes for students at Edison Elementary School in Port Chester, New York. Ninety-four percent of the Edison School student body lives in poverty, and many are recent immigrants. By providing comprehensive support services directly at the school site (including a school-based health center, on-site mental health services, after school enrichment programs, and family access to case management, mental health and adult education services), the percentage of fourth graders passing the English Language Arts tests quadrupled over the last ten years, from 19% passing ELA in 1999 to 75% in 2009. In mathematics, the school has a consistent 85-90% passing rate. Dr. Santiago credits the success of her students to the investment that she made in turning Edison into a community school focused on the educating the "whole child."

The genesis of the CAS Community Charter School proposal is rooted in the success of the community school model. Community schools are based on a "developmental triangle," which calls for 1) a strong instructional program, 2) expanded learning opportunities through enrichment and 3) services designed to remove barriers to students' learning and healthy development, so that they can thrive academically and socially. The schools offer a powerful approach to education that increasing learning time in the classroom, embeds supportive services within the school, and offers partnerships with parents and other adult caregivers that extend well beyond what traditional public schools can offer.

Since 1992, The Children's Aid Society has partnered with the New York City Department of Education to create more than 20 community schools, located in Washington Heights, Harlem, the South Bronx and Staten Island. These schools are supported by the National Center for Community Schools, established by CAS in 1994, in response to increased demand for information and advice about community schools

implementation. Since then the Center has facilitated the development of over 15,000 community school adaptations nationally and internationally.

The founding group seeks to build a world class community school in Morrisania. It will combine high quality teaching and innovative approaches to learning; a school culture that expects the best of children, a commitment from all members of the school community to doing whatever it takes for children to succeed; a robust investment in enrichment experiences in arts, sports, and service learning; family engagement strategies that empower parents to play a meaningful role in supporting their children's education; and comprehensive social services to address hunger, trauma, and poor health that can make it harder for teachers to teach and learners to learn.

Attachment 02-Mission Statement

The Children's Aid Society Community Charter School, a K-5 school serving the South Bronx, ensures that children will achieve academic success by providing them with the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub.

As a community school, the CAS-CCS will produce higher student attendance, increased grade retention, and improved test scores because teachers will be more effective, and parents and other adult caregivers will be more involved than schools serving a similar population.

Attachment 03-Enrollment

Enrollment Plan

Grades	Ages	Number of Students				
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
K	5-6 ¹	60	60	60	60	60
1	6-7	60	60	60	60	60
2	7-8		55	54	54	54
3	8-9			48	48	48
4	9-10				43	43
5	10-11					39
6						
7						
8						
9						
10						
11						
12						
Ungraded						
Total Students		120	175	222	265	304
Classes Per Grade		2	2	2	2	2
Average Number of Students Per Class		30	29	28	27	25

Enrollment Rationale

The CAS-CCS seeks to build a continuum of successful school experiences for children in the Community School District 12 (CSD 12) so that they experience academic rigor, high expectations, and access to the

¹ CAS-CSS will accept children who turn 5 by 12/31.

intensive supportive services children need to sustain success over time. Our K-5 program is designed to address poverty and chart a course for students that will lead to success in middle school, high school, college, and transition to self-sustaining adulthood.

The school will open with Kindergarten and first grade, and add one grade per year over the next five years. The K-5 configuration aligns with the Bronx CSD 12 organization of its 24 elementary schools. To maintain educational quality, development of a positive school culture, accessibility of opportunity, and fiscal viability, our enrollment will not exceed 30 students per class and after 1st grade we will not replace students lost through attrition each year. With two teachers per class, the student teacher ratio will be 15:1.

Ultimate Enrollment Plan

The CAS Community Charter School will open in August 2012 with 120 students in Kindergarten and first grade, eventually serving 304 students in grades K-5. First year enrollment will consist of 60 students in Kindergarten and 60 students in the first grade.

The design will place two certified teachers in each classroom. Students in each classroom will be supported by case management staff (or “life coaches”), social workers, school aides, and student teachers. All of the adults in the school—teachers, providers, and support staff—will work closely with the school leadership to plan for and monitor student’s performance and progress.

Collective Bargaining Waiver

The CAS-CCS will not enroll more than 250 students at any point during the first two (2) years of operation.

Attachment 04-Community Need and Impact

The South Bronx Community and Schools

The CAS Community Charter School will recruit children from New York City Department of Education's CSD 12, located in the southern region of the Bronx. This school district is comprised of a portion of New York City Community District's (CD) 2, 3, 6, and 9, and includes the neighborhoods of East Tremont, Bronx Park South, Crotona Park East, Morrisania, Bronx River, Bruckner and West Farms. CSD 12 is bounded by East 182nd Street to the north, Crotona Avenue to the west, East 163rd Street to the south, and Westchester/Leland Avenues to the east.

The CAS Community Charter School will be located in the South Bronx neighborhood of Morrisania (Bronx CD 3), a community sadly characterized by startling levels of poverty, health disparities, crime, school failure and myriad obstacles to future success. Poverty is highly correlated with low educational achievement and in Morrisania, over 57% of children grow up in poverty, with 86% of infants receiving support/nutritional supplements from WIC.ⁱ Morrisania has the 2nd highest teen birth rate in NYC (17.7%) and an extremely high 80% of all births are to single mothers.ⁱⁱ Research indicates that children born to teen and single mothers are more likely to grow up in poverty, experience instability and have lower levels of educational achievement than their peers in two-parent households.ⁱⁱⁱ Single mothers and mothers in unstable partnerships engage in fewer literacy activities with their children than stably married mothers. Family instability also reduces children's cognitive test scores and increases aggressive behavior.^{iv}

Community instability in Morrisania is further evidenced by high rates of involvement with the child welfare system, in both foster care and preventive services. In 2009, 47% of abuse and neglect reports in these Bronx communities were found indicated, resulting in 1,878 children being admitted into foster care.^v In addition, over 1,200 families in need of stabilization and support received preventive services.^{vi} Outcomes for children who have been part of the child welfare system are distressing. A recently released research study from the University of Chicago followed the lives of former foster care children and found 24% never attained a high school diploma, only 6% attained a college diploma (2 or 4 year), and 85% were living on incomes below \$25,000.^{vii} Closer to home in New York City, only 50% of children in foster care graduate from high school.^{viii}

Children from immigrant families also face barriers to well-being, contributed in part by their parent's limited ability to communicate with teachers and health and service providers.^{ix} In Morrisania, there is significant linguistic isolation, with 26% of households lacking English proficiency,^x and 27% of the community are foreign born (demographically, 55% of neighborhood residents are Latino and 43% are African-American).^{xi} The unemployment rate remains the highest in NYC at 12%^{xii} and lucrative employment options are particularly limited for South Bronx residents where only 8.5% of adults have a four-year degree, 28% have a high school diploma, and 22% have not completed 9th grade.^{xiii} This low level of educational achievement among adults has serious consequences for their children. In addition to contending with the profound risk factors associated with poverty, children are not exposed to a culture of higher education; unaware of the vast and viable opportunities available to them, their sense of possibility is limited and they are inhibited from pursuing ambitions that will enable them to break the cycle of poverty.

Poor health conditions further jeopardize the well-being and future success of children in the South Bronx, where health disparities are rampant. This community has the *highest* rate of avoidable

hospitalizations in the NYC, indicating an extreme need for greater access to preventive health care.^{xiv} Over 1/3 of adults are uninsured, 26% of residents do not have a regular doctor, and 20% reported they are more likely to go to an emergency room when they are sick or need health advice.^{xv} Morrisania has the *highest* infant mortality rate in NYC and nearly 12% of infants have a low birth weight. These factors have devastating consequences: the death rate in NYC's poorest neighborhoods, which includes the South Bronx, is 30% higher than in its wealthier counterparts.^{xvi} Community safety is also a factor to well-being. While crime has dropped over the past decade throughout NYC, statistics from the neighborhood's 42nd Police Precinct show high levels of robbery and felony assault, and significant numbers of youth admitted to detention facilities.^{xvii} Given these factors, from limited resources and family instability to low levels of educational achievement and employment among adults, it goes without saying that community children need a stellar education with appropriate supports to beat the odds that are overwhelmingly stacked against them.

Bronx CSD 12 has a total of 58 schools (elementary and secondary) serving over 23,500 children. Nearly 92% of all CSD 12 students qualify for free/reduced lunch.^{xviii} The student population demographics are similar to those of the community as a whole: predominantly Latino (66%) and African-American (31%).^{xix} The proportion of students with special needs is among the highest in NYC: 16% of students are in special education programs and 19% are English Language Learners.^{xx} In comparison to other New York City schools, Bronx CSD 12 schools are far behind in graduation rates (46% compared to 62.5% citywide)^{xxi}; ELA reading scores (27% of students read at or above grade level—15% lower than the City average); and math scores (37% of students are at or above grade level—22% lower than the City average).^{xxii} The South Bronx also has one of the lowest attendance rates in the city at 87.14%.^{xxiii}

Rationale for selecting Morrisania as the location for the CAS Community Charter School

The CAS-CCS partner organization, The Children's Aid Society, was founded expressly to improve the outcomes of NYC's most vulnerable children. Throughout its 157 year history, Children's Aid has continually evolved program design to meet the complex needs of children and families living in poverty. In 1999, Children's Aid was awarded a neighborhood-based foster care contract for Morrisania and capitalized on the opportunity to create a hub of services to support families. Beginning with the CAS Bronx Family Center (BFC), which houses foster care and adoption, preventive services, a licensed medical and dental clinic, and a licensed early childhood center, the Children's Aid Society's presence in the Morrisania community has grown steadily in the past 10 years. CAS has developed 38 programs operating out of ten sites, five community schools, a domestic violence program, licensed mental health services, and a teen center designed for and by disconnected youth. With the Bronx Family Center at the center ensuring service integration, CAS reaches approximately 10,000 children and family members. The decision to establish the CAS Community Charter School is the next critical step in community transformation, providing a high quality education for its youngest citizens.

Local Public Schools, Grade Configurations, and Existing Educational Options

The public schools in Bronx CSD 12 are organized in the following grade configurations: K-5, 6-8, and 9-12, including:

- 24 public elementary schools serving grades K-5
- 20 middle schools serving grades 6-8
- 17 high schools serving grades 9-12

Existing educational options include four public charter schools in the district: South Bronx Classical (K-

5), Bronx Lighthouse (K-8), Icahn Charter School 4 (K-3), and Dr. Richard Isquierdo Health & Science (6-12); and four private schools: St. Thomas Aquinas School (Pl-8), St. John Chrysostom School (Pk-8), Bronxdale Nursery and Kindergarten (Pk-K), and Blessed Sacrament School (Pk-8).

There are no charter or private school options located in the Morrisania/Crotona Park East community where the CAS Community Charter School will be located.

Target Population

The CAS-CCS will serve the most vulnerable students in Morrisania. The students will be primarily Latino and African American. The school will give weighted preference to students at the greatest risk of academic failure by targeting five risk factors—children in foster care/or receiving preventive services, below poverty level, English Language Learners, single parent household, and those who did not attend full day kindergarten. Statistics below are an average of the New York City Community Districts that comprise Bronx CSD 12, which include Bronx CD's 2, 3, 6, and 9.

- In 2009, 47% of abuse and neglect reports in these Bronx communities resulted in 1,878 children being admitted into foster care^{xxiv} and over 1,200 families received preventive services.^{xxv} It is crucial that this fragile population is offered interventions at the earliest stages in an effort to lessen the long term consequences of life in the child welfare system. **The proposed school will offer preference to children who have ever been in foster care, or whose families have received preventive services.**
- Nearly half of all children (48%) in this district live below poverty level.^{xxvi} **The proposed school will offer preference to families that do not meet the Self Sufficiency Standards for New York City.**
- Over 22% of children (0-13 years) in this community live in linguistically isolated households.^{xxvii} **The proposed school will offer preference to English Language Learners.**
- Over 76% of births in this district are to single mothers.^{xxviii} Children born to unmarried parents do not fare as well as children born to married parents; as mentioned, children of single mothers are likely to engage in fewer literacy activities, have lower cognitive test scores and increased aggressive behavior.^{xxix} **This proposed school will offer preference to children living in a single parent household.**
- Children who attend full day kindergarten programs are better prepared to begin the 1st grade than those who have not attended a preschool program. A research study from the National Center on Education Statistics found that children from disadvantaged backgrounds who attended a kindergarten program made increased gains in basic learning skills over the course of the year, closing a gap between them and advantaged peers.^{xxx} **The proposed school will serve children who are not school ready by giving preference for 1st grade enrollment to those that did not attend a full day kindergarten program.**

Need for Proposed Charter School

With no charter schools or alternatives in the neighborhood, parents have had limited options for securing the kind of education that will enable their children to progress. The CAS Community Charter

School will fill a substantial need in the Morrisania community, addressing systemic as well as individual factors, including:

- The achievement gap
- Low performing schools
- Anticipated increase in the school age population
- Services for at-risk children and families

Reducing the achievement gap: The achievement gap is an issue of equity, with access to high quality education more available to some groups than others. Academic performance and participation are negatively affected. In New York City, the number of Latino (56%) and Black (58%) students graduating high school in four years remains significantly lower than their White (77%) and Asian (80%) peers.^{xxxix} The dropout rate for Latino and Black students is double that of White and Asian students (14% and 7%, respectively).^{xxxix} For Latino and Black students with special needs, such as special education or English Language Learners, nearly 20% will become dropouts.^{xxxix}

Closing the achievement gap demands attention at the earliest stages of a child's academic life. Morrisania needs excellent schools that offer a high quality education. The CAS-CCS is committed to offering families in Bronx CSD 12 a first-rate option by delivering instructional excellence, high quality extended-day and year-round programming, and a continuum of supportive programs that will meet the range of complex needs of students and families.

Low performing schools: Standardized test scores in the South Bronx and Morrisania are cause for concern about the quality of education available to children. In 2008-2009, 55% of CSD 12 students in grade three assessments met standards for ELA, and 84% met standards for mathematics. In grade four, the percentage of students meeting proficiency standards in ELA was nearly the same (53%), but scores in mathematics drop to 76%. The downward trend continues into the higher grades: only 42% of eighth graders met ELA proficiency, and 59% were proficient in mathematics.^{xxxix}

The statistics in Morrisania are worse, demonstrating a lack of quality educational outcomes in one of New York City's highest need communities. For example, In three Morrisania public elementary schools (PS 50, 66 and 134), fewer than half of students met proficiency levels on the 2009-2010 tests of ELA and mathematics.^{xxxix}

Increasing Enrollment in CSD 12 and CD3: The number of all school age children in CSD12 has increased in the last three years from 23,199 in 2008-09 to 24,223 in 2010-11 and the number of elementary school age children in CSD 12 has increased slightly over the last three years from 13,314 in 2008-09 to 13,581 in 2010-11. Morrisania (Bronx CD 3) has an estimated 6,000 children under age five, with an expected increase in population in the community over the next five years. The New York City Department of Planning reports CD 3 will be experiencing a building boom as over 5,000 units of housing will be rehabilitated. When completed, these units will house 12,000 to 14,000 new residents, many of whom will be formerly homeless or low income families, with a high percentage of single mothers and children.^{xxxix}

Services for At Risk children and families: CAS-CCS will fully integrate a range of social services from The Children's Aid Society into the school, so students will arrive to classes ready to learn, and teachers will be able to focus on instruction. The critical issues of attendance, school readiness, and family and community support will be addressed as follows:

Attendance: Attendance is essential to children's success. Studies show that children from the lowest family incomes have the highest absenteeism rates.^{xxxvii} Reducing absenteeism is critical to improving academic performance, maintaining engagement in school, and improving behavior, all factors that are critical to preventing the achievement gap. CAS Community Charter School will intervene quickly and effectively to prevent absences. When a child is absent from school, the case management team will respond not only to the absence but to the factors that caused the absence. Instructional staff will be responsible for ensuring that the child does not fall even one day behind his other peers. If a parent is having difficulty bring his other child to school, CAS will work with the parent to identify the reasons and develop an action plan. If a parent needs to wake up earlier, the CAS case management team (specifically, a life coach) will reach out to parents well before the start of school day with a motivating wake up call. If a parent is having difficulty with transportation, embarrassed about the condition of a child's school uniform, or too stressed to manage the competing priorities in the house, the life coach will intervene with time, energy, and resources.

School Readiness: Decades of evidence conclude that the early childhood (ages 0-5) is one of the most critical stages in children's development.^{xxxviii} It is during this time that children develop the foundations of language, literacy, math, and social-emotional skills. CAS offers early childhood services to more than 80 children each year at its Bronx Family Center, and to more than 300 low-income children throughout New York City. The CAS Early Childhood Department has offered these services for almost 40 years and is considered an expert in the area of school readiness. Evaluations of various aspects of CAS early childhood programming confirm that the program has a significant and positive impact on children's cognitive and language development and families' involvement in their children's education. Families with children in the 0-5 age range who are interested in the CAS Community Charter School can avail themselves of CAS 0-5 programming, with home visits and programs that help parents create, language-rich, stimulating environments and other strategies that promote school readiness.

Family and Community Support: CAS's deep roots in the South Bronx and its multi-site service centers in the surrounding community will enable the proposed school to provide effective youth development practices, comprehensive health care, and a commitment to empowering parents, foster parents, and other care-giving adults to become full partners in their children's success. Our Morrisania services are currently funded by more than 30 public contracts (Federal, New York State and New York City) and over 15 private grants, for an investment in FY10 alone of over \$28 million. Recently, as part of its ongoing investment in the community, CAS purchased a building and an adjacent lot on Southern Boulevard that could become the future home of The Children's Aid Society Community Charter School.

Programmatic Impact

As the first public charter school in Morrisania, the CAS Community Charter School will offer existing schools a model, set of practices, partnerships, and colleagues. It will build on the networks of strong

relationships Children's Aid has developed with local organizations, public schools, and school leaders within the Morrisania community.

Children's Aid partners with the New York City Department of Education in the operation of five community school programs in nearby schools: CS 61, IS 190, IS 98, and Fannie Lou Hamer Middle and High Schools. These collaborations serve as models for the development of strategic partnerships leading to improvements in life outcomes for children.

CS 61 and Fannie Lou Hamer Freedom High School are CAS community schools that have shown how instructional improvement, data driven decision-making, and integrated and coordinated student and family support services can improve achievement. While there is still room for improvement, both schools are working with CAS to help all children succeed.

For example, CS 61, a Pre-K-5 elementary school in Good Standing, has narrowed the achievement gap. The principal, Patricia Quigley, has emphasized common planning time and more robust data analysis among teachers. In response to concern over attendance, the school formed an attendance team made up of DOE and CAS staff, which reviews attendance data rigorously and develops intervention plans for chronically absent students. This last year, the average daily attendance at CS 61 was 95% and CS 61 had among the lowest percentage of children chronically absent in the South Bronx (NYC DOE, 2009).

The other partner schools, Fannie Lou Hamer Freedom Middle School (FLHMS) and East Bronx Academy for the Future, are at earliest stages of improvement. Under the leadership of Principal Lorraine Chanon, FLHMS has created two inquiry teams, aimed at using data to drive outcomes, with a special focus on literacy and math. The last Quality Review for the school identified areas for improvement, including building the capacity of all teachers to utilize classroom and student level data to plan for and provide differentiated instruction (NYC DOE, 2008).

Under the leadership of Principal Sarah Scrogin, East Bronx Academy for the Future, a 6-12 school in Good Standing, emphasizes collaborative planning among teachers by subject area and grade-level, which has led to teams of teachers working closely with groups of students to plan interventions and remediation, and to differentiate and accelerate student learning. The school's Comprehensive Education Plan and Quality Review highlight two key areas for improvement: systematizing data collection and usage by school staff; and improving school climate/student connectedness (NYC DOE, 2009).

The strong academic performance of CAS-CCS students will demonstrate to the District that all children, regardless of background, can be academically and socially successful provided they are given appropriate support. We will work with CSD 12 principals and staff to refine our model, and to share our learning.

Five Percent Districts

This does not pertain to the CAS Community Charter School application because fewer than 5% of students in New York City are enrolled in charter schools.

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- ⁱ Citizen’s Committee for Children of New York, “Keeping Track of New York City’s Children.” www.cccnewyork.org
- ⁱⁱ Ibid.
- ⁱⁱⁱ McLanahan, Sara, *Children in Fragile Families*, “Fragile Families and Child Wellbeing Study Fact Sheet”, <http://www.fragilefamilies.princeton.edu/documents/FragileFamiliesandChildWellbeingStudyFactSheet.pdf>.”
- ^{iv} Ibid.
- ^v Citizen’s Committee for Children of New York, “Keeping Track of New York City’s Children.” www.cccnewyork.org
- ^{vi} Ibid.
- ^{vii} Eckholm, Erik, The New York Times, “Study Finds More Woes Following Foster Care”, April 7, 2010.
- ^{viii} “Adolescent Services and Outcomes: Frequently Asked Questions about the Educational Needs of Youth in Care.” NYS Office of Family and Child Services.
- ^{ix} “Children of Immigrant Families.” The Future of Children. Princeton-Brookings. Volume 14, Number 2, Summer 2004.
- ^x Citizen’s Committee for Children of New York, “Keeping Track of New York City’s Children.” www.cccnewyork.org
- ^{xi} Ibid.
- ^{xii} US Department of Labor, *Bureau of Labor Statistics*, “Local Area Unemployment Statistics”, December 2010.
- ^{xiii} NYC Department of Health and Mental Hygiene, *Community Health Profile, Bronx, Morrisania*, 2006.
- ^{xiv} Ibid.
- ^{xv} Ibid.
- ^{xvi} Ibid.
- ^{xvii} NYC Department of Juvenile Justice. “Top 15 Residential Community Districts for Youth Admitted to Detention in Fiscal 2006.” http://www.nyc.gov/html/djj/pdf/top_15_cds_in_fiscal_2006.pdf
- ^{xviii} NYC Department of Education, *NYS Report Card, NYC Community School District #12*, 2008-09
- ^{xix} Ibid.
- ^{xx} Ibid.
- ^{xxi} NYC Department of Education, *Graduation and Dropout Reports, Class of 2009*. www.schools.nyc.gov
- ^{xxii} NYC Department of Education, *NYS ELA & Mathematic Assessments, District 12 vs. Citywide, Grades 3-8*, 2010.
- ^{xxiii} NYC Department of Education, “Attendance by Borough and Year”, 2010. www.schools.nyc.gov
- ^{xxiv} NYC Administration for Children’s Services, *Community Snapshot*, Community Districts 2, 3, 6, and 9, 2009.
- ^{xxv} Ibid.
- ^{xxvi} Citizen’s Committee for Children of New York, “Keeping Track of New York City’s Children.” www.cccnewyork.org
- ^{xxvii} Ibid.
- ^{xxviii} Ibid.
- ^{xxix} McLanahan, Sara, *Children in Fragile Families*, “Fragile Families and Child Wellbeing Study Fact Sheet”, <http://www.fragilefamilies.princeton.edu/documents/FragileFamiliesandChildWellbeingStudyFactSheet.pdf>.”
- ^{xxx} West, J., Denton, K., and Reaney, L., National Center for Education Statistics, “The Kindergarten Year, Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99”.
- ^{xxxi} NYC Department of Education, *NYC Graduation Rates Report, Class of 2009 (Cohort 2005)*, 2009.
- ^{xxxii} Ibid.
- ^{xxxiii} Ibid.
- ^{xxxiv} NYC Department of Education, *NYS Report Card, NYC Community School District #12*, 2008-09.
- ^{xxxv} NYC Department of Education, *School Progress Reports for PS 50, CS 61, PS 66, and PS 134*, 2009-10.
- ^{xxxvi} NYC Department of Community Planning, *Community District Profile Report, Bronx Community District 3*, 2005.
- ^{xxxvii} National Center for Children in Poverty
- ^{xxxviii} “Guidebook for Planning Education in Emergencies and Reconstruction.” International Institute for Educational Planning. UNESCO 2006.

Attachment 04-School District Approval

“Request is not applicable.”

Attachment 05-Partner Organization

The Children's Aid Society (CAS) Community Charter School will be partnered with the Children's Aid Society, a highly regarded child welfare organization. The purpose of the partnership is to implement the CAS Community School model. The nature of the partnership is a collaboration built on expertise.

The Children's Aid Society was founded expressly to improve the outcomes of NYC's most vulnerable children. Throughout our 157-year history, we have continually evolved our programs to meet the complex needs of children and families living in poverty. Our approach, much in the spirit of the community school model, is characterized by the integration of comprehensive services, clustered in targeted neighborhoods, and designed to meet the needs of the "whole" child. Our caring begins even before birth, through prenatal counseling and assistance, and continues through the high school years with college and job preparatory training programs. All aspects of a child's development are addressed as he or she grows, from health care to academics to sports and the arts. And because children are most likely to thrive when their families are stable, we provide a host of services to parents including public benefits counseling, domestic violence counseling, health care enrollment, family therapy, and emergency financial assistance.

Children's Aid has continuously been at the forefront of children's services. The first free school lunch program, the first industrial school for poor children, the first day care program for working mothers and the first visiting nurse service were all Children's Aid initiatives. Even today, Children's Aid remains on the cutting edge of children's services. The Carrera Adolescent Sexuality and Pregnancy Prevention Program has been replicated or adapted at over 50 locations in 21 different states. The community school model has been adapted by public schools throughout the U.S. and as far away as Vietnam. Children's Aid's concurrent planning approach to foster care became the basis for the federal 1996 Adoption and Safe Families Act, which defines today's modern foster care system.

Today, Children's Aid serves New York's neediest children and their families at more than 45 locations in the five boroughs and Westchester County. It is ranked both as one of the 50 Best Nonprofits to Work For by the Nonprofit Times and received 4 star "exceptional" ratings from Charity Navigator in each of the last ten years.

A summary of CAS Community School Evaluations cites numerous studies that demonstrate how community schools have positively impacted school climate, attendance, parent involvement, and

student achievement. There are currently no charter schools in Morrisania. A full-service charter community school, partnered with Children's Aid would be uniquely positioned to support high needs students, and impact the achievement gap by preventing it.

The co-lead Charter Applicants are Richard R. Buery, Jr., President and CEO, Children's Aid Society, 212-949-4921, rbuery@childrensaidsociety.org and Gregory Morris, Special Assistant to the President and CEO, The Children's Aid Society, 212-901-1967, gmorris@childrensaidsociety.org

Attachment 05-Partner Letter of Intent

Whereas, The Children's Aid Society (hereinafter "CAS") is a 501(c)(3) not-for-profit corporation incorporated and located in the City of New York.

Whereas, The Children's Aid Society Community Charter School (hereinafter "School") will be applying for a charter to operate a public school in the City of New York and will be applying to incorporate as a 501 (c)(3) not-for-profit corporation upon charter approval by the SUNY Board of Trustees; nothing in this agreement shall be construed in any way to limit the authority of the SUNY Board of Trustees including, but not limited to, the authority to take and enforce action pursuant to § 2855 of the Education Law; It is Hereby Agreed as Follows:

Initial (Start-up) Services: CAS shall with its own personnel provide start-up services to the School, including but not limited to the establishment of appropriate administration and management systems, human resources policies, fiscal and accounting systems, insurance requirements and coverage, fundraising programs, acquisition and preparation of physical facilities and equipment and such other programs as may be necessary and appropriate for the School's operation of a charter school under the New York State Charter School Law (Article 56).

Continuous (on-going) Services: Subsequent to the initial services related to the establishment and opening of the School as referred to in paragraph 1, CAS with its own personnel or by contracting with independent vendors shall provide the following services to the School:

Human Resources: CAS will develop and administer the School's human resources program, including preparing contracts for School teachers, administrators and other school employees. CAS will conduct background checks for School employees, such as fingerprinting, clearance with the New York State Central Registry, and reference checks. CAS will administer the employees' benefits program, which may include health care coverage, workers compensation, retirement benefits and professional liability insurance.

Supportive Services Training: CAS will provide training for School employees, including child abuse and neglect training, training on the New York State and City Child welfare system, training on the various services provided by CAS to children and their families and all other issues related to the education of the children which would be appropriate and helpful to the School's personnel.

Community School Training: CAS will provide training for School employees related to the development of an effective community school model.

Fiscal and Accounting: CAS or its independent vendors will establish internal accounting services appropriate to the school and consultation in retaining an auditor. CAS will assist the School in preparing an annual budget, annual financial statements, Federal and New York State tax returns, banking services and facilities maintenance. Other services may include:

- Manage Annual Financial Audit, Tax Filings and 990 Filing with Auditor
- Manage Annual Budget process with school Principal
- Manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer and Board of Trustees
- Complete all Federal, State and City Grant Administration/Reporting
- Post revenues, bank deposits, expenses, check disbursements in accounting system and file all related accounting documents
- Complete Bank Reconciliations, handle Treasury Management to maximize interest income

Payroll: CAS will assist the School in retaining a payroll service provider. CAS will assist the School in establishing a separate payroll account and in administering the payroll services in accordance with the payroll service provider, including bi-weekly payrolls, all required tax filings, vacation and sick time accruals, pension contributions and other benefit charges. The School shall be solely responsible for maintaining written time sheets and other employee attendance records and for paying the fees charged by the payroll service provider.

Development and Public Relations: CAS Development and Marketing and Communications Departments, in coordination with School staff, will initiate and implement awareness and fundraising programs in support of the School including:

- Design and implementation of the Capital Campaign and identifying, cultivating and managing ongoing annual private programmatic support
- Spearhead and coordinate all public relations activities to include but not be limited to: arranging and coordinating school visits and tours by local officials, outreach to the media and

ongoing provision of stories of interest to the media, consultation on promotional and informational materials, and development of web based information. All content on the school's website or in its print materials must be approved by the school principal or a designated member of the School's Board of Trustees

Emergency Procedures: CAS shall assist the School in establishing such procedures as may be required for the operation of an elementary school, including but not limited to fire drills and other evacuation and safety procedures and protocols.

Consultation: CAS and School personnel shall meet and communicate on a regular basis to discuss and determine changes and additions to the services provided hereunder for the purpose of enhancing and improving the operation of the charter school.

Insurance: CAS will coordinate the placement of all insurances required by the School by using insurance entities as CAS and the School Board of Trustees may select.

All insurance premiums shall be billed to the School and paid by the School. In addition, CAS shall assist the School in obtaining and establishing a health insurance plan for the School's employees and if appropriate a life insurance plan.

Liability and Indemnity: Each party shall, to the extent establish by law, be solely responsible for physical injuries or death to any persons and for damage to any property resulting from any act, omission or error in judgment of any of its employees, officers, trustees or agents. Each party shall hold harmless and indemnify the other party from liability upon any and all claims for damages on account of such injuries or death to any persons or damages to property resulting solely from its own neglect or the neglect of its employees, officers, trustees or agents.

Term and Modifications: This agreement shall remain in full force and effect for an initial term beginning with the issuance of the School's charter and ending June 30, 2013, and shall be automatically extended for additional one (1) year terms unless either party provides the other with ninety (90) days written notice that the agreement terminates at the conclusion of the initial term or a subsequent term. The scope of services and compensation to be provided shall continue during any subsequent terms unless modified upon mutual agreement of both CAS and the School. Either party may request to modify this agreement at any time. Modifications must be jointly agreed upon. In the event that the contract must be modified in order to obtain or maintain the charter school's federal tax-exempt status,

each party will agree to the new terms. To the extent there are any conflicts between the terms of the school's charter agreement and the terms of the partnership agreement, the terms of the charter agreement will control.

Termination: Either party may terminate this agreement at any time for breach of the agreement by the other party by providing thirty (30) days written notice of its intention to do so, specifying the breach upon which said termination is based. The party notified of said breach may within thirty (30) days have the right to cure or remedy such breach in which case the agreement herein will continue with full force and effect. In addition, either party may at any time terminate this agreement with or without cause by providing the other party with ninety (90) days written notice.

Records: CAS and the School shall each keep and maintain full and complete records documenting the provision of services hereunder and compensation for said services. Either party shall have the right to inspect such records upon three (3) days written notice. Upon termination of the agreement, CAS will immediately turn over all student, fiscal, and other charter school records to the Board of Trustees of the School.

Initial (Start-up) Services: Once chartered, the School will fundraise to pay for expenses during the start-up period (from the issuance of the charter to June 30, 2012). If the School cannot raise sufficient funds for the start-up period, CAS shall cover any shortfalls in the form of a no-interest loan. The School shall re-pay CAS the loan over the course of the five year charter period for the Initial Services.

Continuous (On-going) Services: CAS shall provide in-kind services through the course of the charter period in the form of personnel (such as but not limited to: Community Director, Life Coach, Nurse, Case workers).

Lease: Once chartered, the School will enter into a lease agreement for classroom space with CAS.

Modification of Payments: It is understood by the parties that the services to be provided by the CAS and the compensation paid by the School as set forth herein have been determined by both parties on a good faith basis. In the event the CAS determines that it is financially unable to provide the services specified in this agreement or the School determines that it is not receiving the services it expected, or cannot afford to pay for said services, CAS or the School may promptly notify the other party and both parties shall use their best efforts to negotiate an adjustment in the compensation rate. In the event

that the parties are unable to agree on an appropriate adjustment in the compensation rate, then this agreement shall terminate on thirty (30) days written notice.

Governance: The CAS and the School will each have its own Board of Trustees. The School's Board may have up to forty percent (40%) of its members affiliated with the CAS. Nevertheless each Board will retain its own autonomy and reserves the authority and capacity to hold the other party to the terms of the agreement.

Notice: Any notices provided pursuant to this agreement shall be in writing and shall be given to the appropriate party at the following address: The Children's Aid Society, 105 East 22nd Street, New York, NY 10010.

Entirety: This agreement represents and contains the entire agreement of the parties with respect to the subject matter hereof, shall extend to the benefit of and be binding upon the parties, shall be construed as the product of joint negotiation of both the CAS and the School and no imputation shall be made against or in favor of either party in connection with the preparation of this agreement. No waiver of any violation of any of the conditions or provisions of this agreement shall be construed as a waiver of any other or subsequent breach or violation of any other condition or provision.

Severability: If any provision of this agreement shall be deemed invalid or unenforceable, the remaining provisions shall remain in full force and effect.

Governing Law: This agreement is intended to be governed by and construed under the laws of the State of New York.

Attachment 05-Partner Proof of Legal Status

The Children's Aid Society is classified as a public charity under sections 509 (a) (1) and 170 (b) (1) (A) (vi) Internal Revenue Code.

Proof of legal status is attached.

THE CHILDREN'S AID SOCIETY

CERTIFICATE OF INCORPORATION

AND

AMENDMENTS

The Children's Aid Society

We, the undersigned, persons of full age, citizens of the United States and of the State of New York, do hereby in pursuance of the Act entitled "An Act for the incorporation of benevolent, charitable, scientific and missionary societies," passed April 12th, 1848, certify that we have associated ourselves under the name or title of "The Children's Aid Society." The particular object of the association is to improve the condition of poor and destitute children in the City of New York, and its affairs are to be managed by fifteen Trustees. The names of the Trustees for the first year are as follows:

Benjamin J. Howland
 William C. Gilman
 Charles W. Elliot
 James L. Phelps
 J. Earl Williams

M. T. Hewit
 Cyrus W. Field
 John L. Mason
 William L. King
 Augustine Eaton

William C. Russel
 Charles L. Brace
 George Bird
 A. S. Hewitt
 Archibald Russell

IN WITNESS WHEREOF, we have hereunto subscribed our names this thirty first day of May in the year of our Lord one thousand eight hundred and fifty four.

Charles L. Brace
 Wm. C. Gilman
 James L. Phelps

John Earl Williams
 Jno. L. Mason
 Mahlon T. Hewit

B. J. Howland
 Arch. Russell
 William L. King

STATE OF NEW YORK,
 CITY AND COUNTY OF NEW YORK, } ss.:

On this thirty-first day of May, one thousand eight hundred and fifty-four before me came John L. Mason to me known to be the same person described in and who executed the foregoing certificate and acknowledged that he executed the same as his free act. And on the first day of June of the same year appeared before me Mahlon T. Hewit, Benjamin J. Howland and Archibald Russell who are known to me to be the same persons described in and who executed the foregoing certificate and they severally acknowledged they executed the same as their free act, and on the third day of June in the same year appeared before me William L. King known to me to be the same person described in and who executed the foregoing certificate and he acknowledged he executed the same as his free act, and on the fifteenth day of June in the same year appeared before me Charles L. Brace who is known to me to be the individual described in and who executed the foregoing certificate and he acknowledged he executed the same as his free act, and on the twenty fourth day of June in the same year appeared before me William C. Gilman, known to me to be the individual described in and who executed the foregoing certificate and he acknowledged he executed the same as his free act, and on the twenty-seventh day of June in the same year appeared before me James L. Phelps known to me to be the individual described in and who executed the foregoing certificate and he acknowledged he executed the same as his free act. And on the sixth day of July in the same year appeared before me John Earl Williams, known to me to be the individual described in and who executed the foregoing instrument and he acknowledged he executed the same.

EDWIN F. COREY,
Commissioner of Deeds.

Endorsed:
 CERTIFICATE OF INCORPORATION
 OF
 THE CHILDREN'S AID SOCIETY.

I consent to and approve of the filing of the
 within certificate.

Dated New York, Jany. 9, 1855.

I. I. ROOSEVELT,
Justice of the Supreme Court.

Filed Jan. 10, 1855.

A. G. JOHNSON
Dep. Sec. of State.

CERTIFICATE OF EXTENSION OF PURPOSES
OF
THE CHILDREN'S AID SOCIETY.

We, the undersigned, being a majority of the Board of Trustees of The Children's Aid Society, a membership corporation organized under the provisions of an act entitled "An Act for the incorporation of benevolent, charitable, scientific and missionary societies," being Chapter 319 of the Laws of 1848, of the State of New York, desiring to alter its certificate of incorporation so as to include therein other provisions, powers and purposes, pursuant to the provisions of the Membership Corporations Law, do hereby make and file this amended certificate as follows:

That the name of the corporation whose certificate is to be amended is "The Children's Aid Society."

That the amendment proposed and intended to be effected by the execution and filing of this amended certificate, consists of an extension of the provisions, powers and purposes so as to include the following, to wit: (Additional provisions shown in large type) "The particular object of the Association is to improve the condition of poor and destitute children in the City of New York AND IN THE STATE OF NEW YORK, AND TO CARE FOR ORPHAN, FRIENDLESS OR DESTITUTE CHILDREN, AND TO PLACE THEM IN FAMILY HOMES, AND FOR THAT PURPOSE TO RECEIVE SUCH CHILDREN BY SURRENDER, COMMITMENT OR OTHERWISE AND TO EXERCISE OVERSIGHT AND CONTROL OVER THOSE WHO HAVE BEEN PLACED IN FAMILIES."

That the aforesaid alteration has been duly authorized by a majority of the Trustees and also by a majority of the members at the annual meeting of the said corporation, duly held on the 27th day of November, 1906.

IN WITNESS WHEREOF, We have executed and acknowledged this certificate in duplicate this 11th day of December, 1906.

WM. CHURCH OSBORN
WM. D. SLOANE
F. DELANO WEEKES
DOUGLAS ROBINSON

GUSTAV E. KISSEL
ARCH. D. RUSSELL
WM. H. WHEELLOCK
D. WILLIS JAMES

STATE OF NEW YORK, COUNTY OF NEW YORK, ss.:

On this 11th day of December, 1906, before me personally came Wm. Church Osborn, Wm. D. Sloane, F. Delano Weekes, Douglas Robinson, Gustav E. Kissel, Arch. D. Russell, Wm. H. Wheelock and D. Willis James, to me severally known to be the persons described in and who executed the foregoing certificate, and severally acknowledged to me that they had executed the same for the uses and purposes therein set forth.

(SEAL)

IVAN V. WEISBROD,
Notary Public,
New York County.

We, the undersigned, William Church Osborn, President, and C. Loring Brace, Secretary, of The Children's Aid Society, do hereby certify that the following resolution was duly adopted by the concurring vote of a majority of the members of the said corporation present at the annual meeting of said corporation, duly held on the 27th day of November, 1906, and that the same is a true copy thereof:

"RESOLVED, That the articles of incorporation of The Children's Aid Society be hereby amended by inserting in Article I, the words "and in the State of New York, and to care for orphan, friendless or destitute children and to place them in family homes, and for that purpose to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

Dated, New York, December 11th, 1906.

(SEAL)

WM. CHURCH OSBORN, *President.*
C. LORING BRACE, *Secretary.*

In the Matter of the extension of corporate purposes
of
THE CHILDREN'S AID SOCIETY.

Whereas, Application has been made to the State Board of Charities for its approval of the extension of corporate purposes of The Children's Aid Society and

Whereas, On due inquiry and investigation it appears to said Board desirable and proper that such corporate purposes shall be so extended

Now Therefore, In pursuance of and in conformity with the provisions of Chapter 559 of the Laws of the State of New York passed May 8, 1895, the said State Board of Charities hereby certifies that it approves of the extension of the corporate purposes of the said The Children's Aid Society the certificate of incorporation of which is hereunto annexed.

IN WITNESS WHEREOF, the said Board has this 9th day of January 1907 caused these presents to be subscribed by its President and attested by its Secretary and its official seal to be hereunto affixed.

E. V. STODDARD,
President.

(SEAL)

Attest:

ROBERT W. HILL,
Acting Secretary.

Endorsed:

CHILDREN'S AID SOCIETY

SUPPLEMENTAL CERTIFICATE
OF INCORPORATION

Approved, E. B. AMEND
Justice of the Supreme Court

State of New York, Office of Secretary of State
Filed and Recorded Jan. 28, 1907.

JOHN S. WHALEN
Secretary of State

CERTIFICATE OF EXTENSION OF PURPOSES AND POWERS OF THE
CHILDREN'S AID SOCIETY, PURSUANT TO SECTION THIRTY OF THE
MEMBERSHIP CORPORATIONS LAW.

We, the undersigned, the President and the Secretary of The Children's Aid Society, a membership corporation incorporated under the provisions of an Act entitled "An Act for the incorporation of benevolent, charitable, scientific and missionary societies," being Chapter 319 of the Laws of 1848, hereby make this Certificate and state:

1. The name of the corporation is The Children's Aid Society.

... was made in the Office of the Secretary of State of the State of New York on January 10, 1855 and in the office of the Clerk of the County of New York on January 10, 1855. Its purposes and powers were duly extended by a Certificate of Extension of Purposes of The Children's Aid Society duly authorized, made and filed in the Office of the Secretary of State of the State of New York on January 28, 1907 and filed in the Office of the Clerk of the County of New York on January 31, 1907.

3. The purposes of the corporation stated in its Certificate of Incorporation, as extended by said Certificate of Extension of Purposes, are as follows:

"The particular object of the association is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and to care for orphan, friendless or destitute children, and to place them in family homes, and for that purpose to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

The change to be made by this Certificate is the extension of the purposes and powers of The Children's Aid Society so as to include delinquent children among the objects of its care, and its purposes and powers as hereinabove set forth are hereby amended to read as follows:

"The particular object and purpose of The Children's Aid Society is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and to care for orphan, friendless, destitute or delinquent children, and to place them in family homes, and for that purpose to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

IN WITNESS WHEREOF we have subscribed and acknowledged this Certificate in duplicate this 18th day of February, 1942.

WM. CHURCH OSBORN
President
ARTHUR HUCK
Secretary

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.:

On this 18th day of February, 1942 before me personally appeared WILLIAM CHURCH OSBORN and ARTHUR HUCK to me known and known to me to be the individuals described in and who executed the foregoing instrument, and they duly severally acknowledged to me that they executed the same.

(SEAL)

LOUIS D. DELLA MORTE
Notary Public, Queens Co. No. 381, Reg. No. 4984
Certs. filed in N. Y. Co. No. 111, Reg. No. 3 D-79
Kings Co. No. 17, Reg. No. 3030
Commission expires March 30, 1943

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.:

WILLIAM CHURCH OSBORN and ARTHUR HUCK being severally duly sworn depose and say, and each for himself deposes and says that said William Church Osborn is the President and said Arthur Huck is the Secretary of The Children's Aid Society, the corporation named in the foregoing Certificate, subscribed by them; that they have been authorized to execute and file said Certificate by the concurring vote of a majority of the members of said corporation present at an annual meeting thereof held on the 18th day of February, 1942 upon notice pursuant to Section Forty-three of the Membership Corporations Law.

Sworn to before me this
18th day of February, 1942.

WM. CHURCH OSBORN
ARTHUR HUCK

(SEAL) LOUIS D. DELLA MORTE
Notary Public, Queens Co. No. 381, Reg. No. 4984
Certs. filed in N. Y. Co. No. 111, Reg. No. 3 D-79
Kings Co. No. 17, Reg. No. 3030
Commission expires March 30, 1943

STATE OF NEW YORK—DEPARTMENT OF SOCIAL WELFARE

STATE BOARD OF SOCIAL WELFARE

ALBANY

KNOW ALL MEN BY THESE PRESENTS:

At a meeting of the State Board of Social Welfare, held on the seventeenth day of March, 1942, due inquiry and investigation having been made, the annexed certificate of extension of purposes and powers of The Children's Aid Society, pursuant to section 30 of the Membership Corporations Law, was approved.

IN WITNESS WHEREOF, the State Board of Social Welfare has caused these presents to be signed in accordance with the provisions of the statutes and its by-laws, and the official seal of the Board and of the Department to be hereunto affixed, this seventeenth day of March, in the year one thousand nine hundred and forty-two.

(SEAL)

WILLIAM C. HINCKLEY, *Secretary*

STATE OF NEW YORK, }
COUNTY OF NEW YORK. } ss.:

GEORGE N. WHITTLESEY, being duly sworn, deposes and says, that he is the attorney for the subscribers to the annexed certificate of extension of purposes and powers of The Children's Aid Society, pursuant to Section Thirty of the Membership Corporations Law, and that no previous application for the approval of said certificate by any Justice of the Supreme Court has ever been made.

Sworn to before me this

26th day of February, 1942.

GEORGE N. WHITTLESEY

(SEAL)

LOUIS D. DELLA MORTE
Notary Public, Queens Co. No. 381, Reg. No. 4984
Certs. filed in N. Y. Co. No. 111, Reg. No. 3 D-79
Kings Co. No. 17, Reg. No. 3030
Commission expires March 30, 1943

I, a Justice of the Supreme Court of the First Judicial District, hereby approve the foregoing certificate of extension of purposes and powers of The Children's Aid Society, pursuant to Section Thirty of the Membership Corporations Law.

AARON J. LEVY
Justice of the Supreme Court
Aaron J. Levy

Endorsed:

Certificate of Extension of Purposes and Powers of
The Children's Aid Society pursuant to Section Thirty
of the Membership Corporations Law

State of New York, Department of State

Filed Apr. 2, 1942.

MICHAEL F. WALSH

Secretary of State

CERTIFICATE OF EXTENSION OF PURPOSES AND POWERS OF THE
CHILDREN'S AID SOCIETY, PURSUANT TO SECTION THIRTY OF THE
MEMBERSHIP CORPORATIONS LAW.

We, the undersigned, the President and the Secretary of The Children's Aid Society, a membership corporation incorporated under the provisions of an Act entitled "An Act for the incorporation of benevolent, charitable, scientific and missionary societies," being Chapter 319 of the Laws of 1848, hereby make this Certificate and state:

1. The name of the corporation is The Children's Aid Society.

2. Its Certificate of Incorporation was filed in the Office of the Secretary of State of the State of New York on January 10, 1855 and in the office of the Clerk of the County of New York on January 10, 1855. Its purposes and powers were duly extended by a Certificate of Extension of Purposes of The Children's Aid Society duly authorized, made and filed in the Office of the Secretary of State of the State of New York on January 28, 1907 and filed in the Office of the Clerk of the County of New York on January 31, 1907, and further extended by a Certificate of Extension of Purposes and Powers of The Children's Aid Society pursuant to Section Thirty of the Membership Corporations Law, duly authorized, made and filed in the office of the Department of State of the State of New York on April 2, 1942.

3. The purposes and powers of the corporation stated in its Certificate of Incorporation, as extended by said Certificates of Extension, are as follows:

"The particular object of the association is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and to care for orphan, friendless, destitute or delinquent children, and to place them in family homes, and for that purpose to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

The change to be made by this Certificate is the extension of the purposes and powers of The Children's Aid Society so as to include the operation of dispensaries, and its purposes and powers as hereinabove set forth are hereby amended to read as follows:

"The particular object and purpose of The Children's Aid Society is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and among the methods of effecting such object and purpose, to operate dispensaries and to care for orphan, friendless, destitute or delinquent children and to place them in family homes and to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

IN WITNESS WHEREOF we have subscribed and acknowledged this Certificate in duplicate this third day of November, 1943.

WM. CHURCH OSBORN
President

ARTHUR HUCK
Secretary

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.:

On this third day of November, 1943 before me personally appeared WILLIAM CHURCH OSBORN and ARTHUR HUCK to me known and known to me to be the individuals described in and who executed the foregoing instrument, and they duly severally acknowledged to me that they executed the same.

(SEAL)

LOUIS D. DELLA MORTE
Louis D. Della Morte
Notary Public, Queens Co. No. 433, Reg. No. 67D5
Certs. filed in N. Y. Co. No. 87, Reg. No. 64D5
Kings Co. No. 9, Reg. No. 45D5
Commission expires March 30, 1945

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.:

WILLIAM CHURCH OSBORN and ARTHUR HUCK being severally duly sworn depose and say, and each for himself deposes and says that said William Church Osborn is the President and said Arthur Huck is the Secretary of The Children's Aid Society, the corporation named in the foregoing Certificate, subscribed by them; that they have been authorized to execute and file said Certificate by the concurring vote of a majority of the members of said corporation present at a special meeting thereof held on the 20th day of October, 1943 upon notice pursuant to Section Forty-three of the Membership Corporations Law.

Sworn to before me this
3rd day of November, 1943.

WM. CHURCH OSBORN

ARTHUR HUCK

(SEAL)

LOUIS D. DELLA MORTE
Louis D. Della Morte
Notary Public, Queens Co. No. 433, Reg. No. 67D5
Certs. filed in N. Y. Co. No. 87, Reg. No. 64D5
Kings Co. No. 9, Reg. No. 45D5
Commission expires March 30, 1945

STATE OF NEW YORK—DEPARTMENT OF SOCIAL WELFARE
STATE BOARD OF SOCIAL WELFARE
ALBANY

KNOW ALL MEN BY THESE PRESENTS:

At a meeting of the State Board of Social Welfare, held on the sixteenth day of November, 1943, due inquiry and investigation having been made, the annexed amended certificate of incorporation of The Children's Aid Society was approved.

IN WITNESS WHEREOF, the State Board of Social Welfare has caused these presents to be signed in accordance with the provisions of the statutes and its by-laws, and the official seal of the Board and of the Department to be hereunto affixed, this sixteenth day of November, in the year one thousand nine hundred and forty-three.

(SEAL)

WILLIAM C. HINCHLEY
Secretary

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.:

GEORGE N. WHITTLESEY, being duly sworn, deposes and says, that he is the attorney for the subscribers to the annexed certificate of extension of purposes and powers of The Children's Aid Society, pursuant to Section Thirty of the Membership Corporations Law, and that no previous application for the approval of said certificate by any Justice of the Supreme Court has ever been made.

Sworn to before me this
3rd day of November, 1943.

GEORGE N. WHITTLESEY

(SEAL) LOUIS D. DELLA MORTE
Louis D. Della Morte
Notary Public, Queens Co. No. 438, Reg. No. 67D5
Certs. filed in N. Y. Co. No. 87, Reg. No. 64D5
Kings Co. No. 9, Reg. No. 45D5
Commission expires March 30, 1945

I, a Justice of the Supreme Court of the First Judicial District, hereby approve the foregoing certificate of extension of purposes and powers of The Children's Aid Society, pursuant to Section Thirty of the Membership Corporations Law.

Dated, November 22, 1943.

WILLIAM T. COLLINS
Justice of the Supreme Court
William T. Collins

Endorsed:

Certificate of Extension of Purposes and Powers of
The Children's Aid Society pursuant to Section Thirty
of the Membership Corporations Law

State of New York, Department of State

Filed Nov. 24, 1943.

THOMAS J. CURRAN

Secretary of State

7567

State of New York }
Department of State }

I hereby certify that I have compared the annexed copy with the original document filed by the Department of State and that the same is a correct transcript of said original.

WITNESS my hand and seal of the Department of State on

MAR 5 1973

John P. Lorenzo
Secretary of State

CERTIFICATE OF AMENDMENT
OF THE CERTIFICATE OF INCORPORATION OF
THE CHILDREN'S AID SOCIETY

Under Section 803 of the
Not-for-Profit Corporation Law

1. The name of the Corporation, and the name under which it was formed, is The Children's Aid Society.
2. The certificate of incorporation of the Corporation was filed by the department of state on January 10, 1855. The Corporation was formed under Chapter 319 of the Laws of 1848, "An Act for the incorporation of benevolent, charitable, scientific and missionary societies".
3. The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law. Under Section 201 of such law, it is, and will be after the corporate purposes are enlarged as herein provided, a Type B corporation.
4. The post office address to which the secretary of state shall mail a copy of any notice required by law is:

The Children's Aid Society
-105 East 22nd Street
New York, New York 10010 .

5. The purposes and powers of the Corporation, as contained in ~~its Articles of Incorporation, read as follows:~~

"The particular object and purpose of The Children's Aid Society is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and among the methods of effecting such object and purpose, to operate dispensaries and to care for orphan, friendless, destitute or delinquent children and to place them in family homes and to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

The amendment to be effected hereby is that such purposes and powers of the Corporation are hereby amended to read as follows:

"The particular object and purpose of The Children's Aid Society is to improve the condition of poor and destitute children in the City of New York and in the State of New York, and among the methods of effecting such object and purpose, to operate dispensaries, to establish, maintain and operate five psychiatric clinics, four in New York County and one in Richmond County, and to care for orphan, friendless, destitute or delinquent children and to place them in family homes and to receive such children by surrender, commitment or otherwise and to exercise oversight and control over those who have been placed in families."

6. This amendment has been approved by the Board of Trustees of the Corporation at a meeting duly convened and held on September 13, 1972 and has been authorized by the majority vote of the Members of the Corporation pursuant to sections 613 and 802 of the Not-for-Profit Corporation Law at a meeting duly convened and held on October 4, 1972.
7. The approvals of the Board of Social Welfare and of a Justice of the Supreme Court of the State of New York were endorsed on or annexed to the certificate of incorporation of the Corporation. Prior to the delivery of this Certificate of

Amendment to the Department of State for filing, all approvals or consents required by law including that of the Public Health Council will be endorsed upon or annexed to this Certificate.

IN WITNESS WHEREOF we have subscribed and verified this Certificate this 7th day of December, 1972.

THE CHILDREN'S AID SOCIETY

By John S. Griswold
President
John S. Griswold

By P. B. Freeman
Secretary
Peter B. Freeman

STATE OF NEW YORK)
COUNTY OF NEW YORK) ss.:

John S. Griswold being duly sworn, says that he is the President of The Children's Aid Society and one of the persons who signed the foregoing Certificate of Amendment, that he has read the Certificate of Amendment and knows the contents thereof and that the same is true to his own knowledge.

Sworn to before me this
7th day of December, 1972.
Paul D. Wro

John S. Griswold

Notary Public in and for the State of New York
No. 12122 J. Paul D. Wro, in Albany Co.
Commission Expires March 31 1974

STATE OF NEW YORK)
COUNTY OF NEW YORK) ss.:

SAMUEL L. BROOKFIELD being duly sworn, says that he is the attorney for The Children's Aid Society and that no previous application has been made for the approval of the annexed Certificate of Amendment by any Justice of the Supreme Court.

Sworn to before me this
7th day of December 1972

Samuel L. Brookfield

Mary J. Kancoz
MARY J. KANCOZ

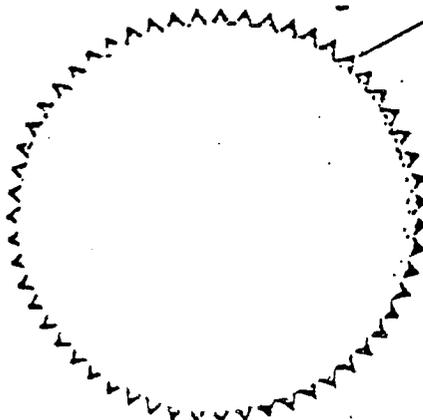


State Board of Social Welfare

Albany

know all Men by These Presents:

At a meeting of the State Board of Social Welfare, held on
 the twelfth day of December, 1972, due inquiry and investiga-
 tion having been made, the Board approved the proposed certificate of
 amendment of the certificate of incorporation of THE CHILDREN'S AID SOCIETY
 pursuant to Section 804 of the Not-for-Profit Corporation Law and Section 757
 of the Executive Law of the State of New York.



In Witness Whereof, the State Board of
 Social Welfare has caused these presents to be
 signed in accordance with the provisions of the
 statutes and its by-laws, and the official seal of
 the Board to be hereunto affixed, this
 thirteenth day of
 December, in the year one thousand
 nine hundred and seventy-two.

George W. Cline
 Executive Director

A 3037A

-8-

CERTIFICATE OF AMENDMENT
OF THE
CERTIFICATE OF INCORPORATION
OF
THE CHILDREN'S AID SOCIETY

STATE OF NEW YORK
DEPARTMENT OF STATE

TAX & FILING FEE \$ 30

FILED FEB-15-1973

John B. Conway

Secretary of State

By

31 May
Casper P.

H

*As set forth in
in Consolidation
NY Co.*

5/10/65

copy made

The Children's Aid

Secretary

1/10/1935

11/1/60

2 P = 17

NY of state

NY Co

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Attachment 05-Partner Proof of Tax-Exempt Status

The Children's Aid Society is exempt under section 501 (c) (3) of the Internal Revenue Code.

Proof of tax-exempt status are attached.



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248404892
Feb. 03, 2011 LTR 4168C E0
13-5562191 000000 00

00014647
BODC: TE

CHILDRENS AID SOCIETY
105 EAST 22ND STREET
NEW YORK NY 10010-5413



005447

Employer Identification Number: 13-5562191
Person to Contact: Jeff Seibert
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Jan. 25, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in November 1920.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0248404892
Feb. 03, 2011 LTR 4168C E0
13-5562191 000000 00
00014648

CHILDRENS AID SOCIETY
105 EAST 22ND STREET
NEW YORK NY 10010-5413

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

Attachment 06-Management Organization

This attachment does not pertain to the CAS Community Charter School application.

Attachment 06-Draft Management Contract

This attachment does not pertain to the CAS Community Charter School application.

Attachment 06-Prior Management Contracts

This attachment does not pertain to the CAS Community Charter School application.



The Children's Aid Society Community Charter School

A community where every child is healthy, educated, and confident.

Learn more at our community conversations in February

The Children's Aid Society (CAS) believes that all children in the South Bronx can learn and achieve. We would like to open a public charter school with excellent teachers, access to health and social services, highly qualified and compassionate school staff, and a supportive environment for parents to **ensure that children**

Reach their full potential.

Succeed in elementary school, junior high, high school, and college.

Become healthy, educated, and confident adults.

Help make The Children's Aid Society Community Charter School A SUCCESS.

Come to learn more and share your thoughts.

JOIN US to talk about The CAS-Community Charter School at 1515 Southern Blvd, 2nd floor on
Wednesday, February 9, 10AM-12PM in English/en Inglés
Thursday, February 10, 12PM-2PM in Spanish/ en Español

For more information, contact Maria Burgos, 718-589-3400 –or- Gregory J Morris, 212-901-1967, gmorris@childrensaidsociety.org



The CAS Community Charter School intends to open in Morrisania in August 2012 with 100 students in Kindergarten and first grade, and grow to serve 300 students in grades K-5.

La Escuela Autónoma de La Sociedad de Apoyo a La Niñez

Una comunidad de niños saludables, educados y seguros de sí mismos

La Sociedad de Apoyo a La Niñez considera que todos los niños del Sur del Bronx pueden aprender y lograr sus metas.

A lo largo de sus vidas, los niños se merecen tener maestros excelentes, con grandes expectativas, una escuela segura y agradable, acceso a servicios médicos y sociales, personal de escuela calificado y sensitivo, y una comunidad que apoye a sus familias. Estos elementos les ayudarán a:

- Alcanzar su potencial
- Tener éxito en la escuela primaria, secundaria, preparatoria y en la universidad
- Convertirse en los adultos sanos, educados y seguros que queremos que sean

Para más información o para contribuir con su opinión sobre La Escuela Autónoma de La Sociedad de Apoyo a La Niñez, por favor venga a la reunión que tendremos en el 1515 Southern Blvd., 2nd piso.

**Miércoles, 9 de Febrero, 10AM-12PM (en Inglés) o
Jueves, 10 de Febrero, 12PM-2PM (en Español)**

Para más información, favor contactar a Maria Burgos, 718-589-3400 o a Gregory J Morris, 212-901-1967, gmorris@childrensaidsociety.org.

La Escuela Autónoma de La Sociedad de Apoyo a La Niñez abrirá en Agosto del 2012 con 100 estudiantes en kindergarten y primer grado. En los cinco años siguientes, añadiremos un grado por año hasta llegar al quinto grado con 300 estudiantes.



The Children's Aid Society Community Charter School

A community where every child is healthy, educated, and confident.

Learn more at our community conversations in February

The Children's Aid Society (CAS) believes that all children in the South Bronx can learn and achieve. We would like to open a public charter school with excellent teachers, access to health and social services, highly qualified and compassionate school staff, and a supportive environment for parents to **ensure that children**

Reach their full potential.

Succeed in elementary school, junior high, high school, and college.

Become healthy, educated, and confident adults.

Help make The Children's Aid Society Community Charter School A SUCCESS.

Come to learn more and share your thoughts.

JOIN US to talk about The CAS-Community Charter School at 1515 Southern Blvd, 2nd floor on Tuesday, February 22, 10AM-12PM (in English and Spanish)

For more information, contact Maria Burgos, 718-589-3400 –or- Gregory J Morris, 212-901-1967, gmorris@childrensaidsociety.org

The CAS Community Charter School intends to open in Morrisania in August 2012 with 100 students in Kindergarten and first grade, and grow to serve 300 students in grades K-5.



La Escuela Autónoma de La Sociedad de Apoyo a La Niñez

Una comunidad de niños saludables, educados y seguros de sí mismos

La Sociedad de Apoyo a La Niñez considera que todos los niños del Sur del Bronx pueden aprender y lograr sus metas.

A lo largo de sus vidas, los niños se merecen tener maestros excelentes, con grandes expectativas, una escuela segura y agradable, acceso a servicios médicos y sociales, personal de escuela calificado y sensitivo, y una comunidad que apoye a sus familias. Estos elementos les ayudarán a:

- Alcanzar su potencial
- Tener éxito en la escuela primaria, secundaria, preparatoria y en la universidad
- Convertirse en los adultos sanos, educados y seguros que queremos que sean

Para más información o para contribuir con su opinión sobre La Escuela Autónoma de La Sociedad de Apoyo a La Niñez, por favor venga a la reunión que tendremos en el 1515 Southern Blvd., 2nd piso.

Martes, 22 de Febrero, 10AM-12PM (en Español y en Inglés)

Para más información, favor contactar a Maria Burgos, 718-589-3400 o a Gregory J Morris, 212-901-1967, gmorris@childrensaidociety.org.

La Escuela Autónoma de La Sociedad de Apoyo a La Niñez abrirá en Agosto del 2012 con 100 estudiantes en kindergarten y primer grado. En los cinco años siguientes, añadiremos un grado por año hasta llegar al quinto grado con 300 estudiantes.



La Escuela Autónoma de La Sociedad de Apoyo a La Niñez

Por una comunidad de niños saludables, educados y seguros de sí mismos

Winter 2011

A LOS PADRES, FAMILIAS Y OTROS MIEMBROS DE LA COMUNIDAD DE SUR DEL BRONX:

La Sociedad de Apoyo a La Niñez está preparando la solicitud para crear una nueva escuela pública autónoma específicamente diseñada para responder a las necesidades de los niños más vulnerables del Distrito Escolar 12, en el Sur del Bronx, se dará prioridad a aquellos,

- Que cualifiquen para recibir almuerzo gratis o a costo reducido
- Que vivan en Hogares de Paso o hayan sido parte del sistema de bienestar infantil y de familias
- Cuyo desempeño escolar no esté al nivel académico del curso en que se encuentran, o que no estén “listos para comenzar la escuela” cuando lleguen a la edad del kindergarten
- Que vivan con uno de los padres o con un acudiente o
- Donde el idioma predominante en la casa no sea el inglés

Esta escuela autónoma será parte de La Sociedad de Apoyo a La Niñez, una experimentada y respetadísima agencia de bienestar infantil, reconocida por su habilidad para apoyar a los niños de las comunidades más vulnerables de la ciudad de Nueva York. Estamos seguros que nuestras profundas raíces en el Sur del Bronx, además de nuestros centros de servicios múltiples en el vecindario permitirán a la escuela establecer:

- Programas de enriquecimiento académico después de la escuela, durante el verano, los días festivos y los sábados. Estos programas funcionarán todo el año e incluirán las artes, tutorías, recreación, tecnología, gimnasia y deportes
- Servicios de salud integral (incluyendo servicios médicos, odontológicos y de salud mental)
- Un sistema de liderazgo pedagógico compartido con los padres, las familias, los padres de crianza, o cualquier otro apoderado, para que sean nuestros aliados en el aprendizaje y el éxito de los niños, este es uno de nuestros compromisos primordiales

Con el apoyo de los padres, e integrando métodos de aprendizaje excepcional con estrategias que apoyen el desarrollo físico, emocional y social que los niños necesitan para aprender y crecer, la Escuela Autónoma de La Sociedad de Apoyo a La Niñez se propone enfrentar el significativo déficit de rendimiento académico que existe entre los niños de bajos recursos económicos y los más afluentes, redefiniendo así al Sur del Bronx como un modelo de logros académicos, desarrollo de maestros y transformación comunitaria.

La Escuela Autónoma de La Sociedad de Apoyo a La Niñez espera abrir en Agosto del 2012 con 100 estudiantes en kindergarten y primer grado. En los cinco años siguientes, añadiremos un grado por año hasta llegar al quinto grado con 300 estudiantes. Al comienzo, la escuela estará ubicada en un sitio temporal en el área de Morrisania en el Sur del Bronx.

La misión de La Escuela Autónoma de La Sociedad de Apoyo a La Niñez es ayudar a los niños a lograr el éxito educativo, proporcionándoles una formación sólida, apoyándoles en sus necesidades físicas, emocionales y sociales, desarrollando su autoestima y sus perspectivas para el futuro, en un entorno seguro y acogedor.

¡SUS IDEAS, OPINIONES Y PREGUNTAS SON MUY IMPORTANTES PARA NOSOTROS, POR FAVOR CONTÁCTENOS!

Para recibir más información o para darnos su apoyo, favor contacte a Gregory Morris, Asistente Especial del Presidente y Gerente General de La Sociedad de Apoyo a La Niñez, al número 212-901-1967 o al correo electrónico: gmorris@childrensaidsociety.org

¡Muchas gracias!



The Children's Aid Society Community Charter School

Envisioning a community where every child is healthy, educated, and confident.

February 2011

To the Parents and Community Members of the South Bronx,

The Children's Aid Society (CAS) Community Charter School is a proposed public charter school specifically designed to meet the needs of the most vulnerable students in Community School District 12 in the South Bronx especially children who are

- Likely to receive free or reduced price lunch
- Currently in foster care or have been in the child welfare system,
- Performing below grade level or are not "school ready" by the time they reach Kindergarten,
- Live with one parent or a single caregiver, and/or
- Mostly speak a language other than English at home

The school will be partnered with the Children's Aid Society, a highly regarded child welfare organization known for its ability to support vulnerable children in under-resourced communities in New York City. CAS's deep roots in the South Bronx and its multi-site service centers in the surrounding community will enable the proposed school to provide

- Extended day and year-long programs including tutoring, arts, and recreation
- Comprehensive health care and mental health services
- A commitment to empowering parents, foster parents, and other care-giving adults to become full partners in their children's success.

By integrating exceptional academic instruction with the intensive and enriching physical, emotional, and social supports that children require to learn and to grow, The Children's Aid Society (CAS) Community Charter School will address the significant achievement gap that exists for poor and minority children, and re-define the South Bronx as a model of *student achievement, teacher development, and community transformation*.

The CAS Community Charter School intends to open in August 2012 with 100 students in Kindergarten and first grade, and eventually grow to serve approximately 300 students in grades K-5. The school will open at a temporary location in the Morrisania section of the South Bronx.

The CAS Community Charter School ensures that children will achieve academic success by providing the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub.

We value your thoughts about our school and welcome your questions.

To receive more information or to offer your support, contact Gregory Morris, Special Assistant to the President and CEO, The Children's Aid Society, 212-901-1967, gmmorris@childrensaidsociety.org.

Thank you.

Attachment 07 (a-c) – Proposal History

CAS has introduced the school mission and design to parents and families, local school leadership, elected officials, and the South Bronx community using a variety of formats including individual conversations, program presentations, community forums, mailings, and surveys. Throughout this process, we have sought to introduce stakeholders to our model, and engage them to participate in the short- and long-term development of our school. We have strongly encouraged stakeholders to share our thoughts and materials about the school with their peers in order to cast the broadest net for feedback.

Parents and Families: CAS service providers have solicited feedback from parents and families in three ways: First, we reached out to the parents and family members who are currently participating in programs at the Bronx Family Center including our Early Childhood parents and foster parents. Second, we hosted four forums in English and Spanish for parents and community members in the South Bronx. Third, we solicited feedback from parents and families who are engaged in the CAS Early Childhood programs across the City.

The comments that CAS staff received were shared with the CAS charter school design team. In each circumstance, CAS received valuable insight on the qualities and characteristics of a successful school, the value of a CAS partnership with a school, the interest of parents in enrolling their children in the Children’s Aid Society Community Charter School, and their interest in being engaged in the future development of the school.

- Parents who were currently engaged in programs at the Bronx Family Center encouraged designers to consider creating significant opportunities for arts, language, physical exercise, and technology for students. In addition, they wanted the school administration to engage every parent and develop individualized family plans for school engagement. In these plans, the school would distinguish between activities that are required of every parent (e.g. periodic parent-teacher conferences and progress reports, etc.) and activities that would be beneficial (e.g. daily community breakfasts and school celebrations). Each family would work with school staff to identify meaningful goals and indicators to monitor their progress as engaged school community members. Parents who are achieving their identified goals would be acknowledged for their efforts. Parents who are struggling to meet their identified goals would receive intensified supports from school staff.

- Foster parents indicated their frustration with the public school’s failure to understand and respect their roles in supporting the education of their foster children. One father of 15 foster children remarked that he believed that it was critical that The Children’s Aid Society Community Charter School work intensively with non-traditional families by communicating with birth parents, foster parents, and any other concerned caregivers about a children’s academic progress.
- Spanish speaking parents at the Bronx Family Center emphasized the need to provide remedial supports for children whose parents speak a language other than English at home. In addition to the reading and writing during school hours, parents indicated that intensive language supports including tutoring should be available to children before school and after school. Parents suggested that they would benefit from attending English language classes. One bilingual parent offered to teach classes for parents. Spanish speaking parents encouraged The CAS Community Charter School to hire bilingual teachers and provide highly skilled translators at all school functions.
- Early childhood families across CAS indicated the value of creating life skill workshops for parents so that they are prepared to support their child’s development. Families said they would benefit from workshops on curriculum and performance standards led by school administrative and instructional staff. This would help to facilitate parents’ understanding of the expectations for their children’s progress, and create meaningful bonds between professional staff and families.

Overall, parents were enthusiastic about the prospect of CAS involvement. One parent commented, “They are well-established. Their environment would be a great asset... Their staff, the students, and the parents, can all work together to support this.”

South Bronx Community Members: Our efforts to engage Morrisania residents in the development of the CAS Community Charter School continue at all of our program sites ,including outreach to more than 500 families in our Bronx PINS (Persons In Need of Supervision) program via mailings and personal contact. At the Bronx Family Center Health Clinic, information about the school is available in the waiting room. At recent focus group held at the Next Generation Center, teenagers commented on the ways in which schools had both ‘built them up,’ and crippled them. One teen remarked that he wasn’t very engaged in school until he started attending afterschool programs. (“It kept me out of trouble,

too," he said.) One young woman who had benefitted immensely for mentoring pledged to support the school and its students in any way she could. ("I know the path," she said. "I can show them.") There was consensus from our focus group participants that if the school staff mirrored the qualities and characteristics of the staff that managed the Next Generation Center, then they were confident that it would be a great school.

Local School Leadership: CAS has met with three local district principals with whom we partner to share resources and professional development opportunities. Principal Patricia Quigley of PS 61 encouraged the development of our application and suggested that she would be willing to share our principal job description with her networks. Principal Lorraine Channon of Fannie Lou Hammer Middle School expressed a strong hope that CAS Community Charter School might be located in her school for our first two years. She expressed a willingness to share her expertise in school budgeting with our school administration. Principal Nancy Mann of Fannie Lou Hammer High School expressed her personal reservations about charter schools, but strongly encouraged us to apply because of the dearth of quality schools in the district. As someone who sees far too many under-credited and over-age young adults passing through her hallways, Principal Mann was clear with us that she believed that the type of rigorous academic experience and meaningful social-emotional supports that CAS provides would improve the odds for the children of Morrisania.

On February 22, co-lead applicant Gregory Morris presented the charter design to the general meeting of the Bronx President's Council, an organization of presidents or designated representatives of the Parent Associations in the Bronx. The President's Council suggested that too few families were using the abundant electronic resources available to families through the NYCDOE website including the Achievements Report and Innovation System (ARIS) which allows parents to access student information online. The Council strongly favored the usage of electronic resources and the availability of technology to parents. Many of the representatives offered to share information about our school with families in their buildings and neighborhoods.

Elected Officials: Our senior leadership has received support from the following local elected officials City Council Majority Leader Joel Rivera, Assemblyman Marcos A. Crespo, State Senator Ruben Diaz, and Bronx Borough President Ruben Diaz, Jr. Each official expressed a genuine interest in our efforts to engage families with children with special needs and invited us to attend community forums and events that they would be hosting throughout the year.

This proposal has not been submitted previously or submitted to another authorizer.

Attachment 08 (a) – Key Design Elements

The design elements for the Children’s Aid Society Community Charter School are:

Comprehensive, community school approach

Instructional rigor and a robust academic program

- Emphasis on literacy and mathematics

- Expanded school day and school year

- Addressing summer learning loss

Frequent and purposeful assessment

- Focus on attendance

Talented and committed professional staff and administrators

- Staffing

- Professional development

System of supports for student population with high risk factors for academic failure

- School based health services and mental health services

- Support for families

Comprehensive, community school approach

Community schools are designed to close the achievement gap. The CAS Community Charter School addresses the full range of factors that affect children’s learning and capacity to progress. The key design elements of CAS-CCS’s program will remove the barriers to learning frequently associated with poverty and deliver programs and services to children and families that are comprehensive and embedded within the school. The rigorous instructional program is the centerpiece of the design and it is supported by high expectations and a full set of supports for students and families. When issues are addressed over time, and children’s progress is not impeded, students maintain their gains.

CAS-CCS design elements are based on research and evaluation. Numerous studies have indicated that CAS’ Community Schools have improved student achievement and increased attendance and parent

involvement. Researchers from Fordham University assessed students' academic progress during a community school's initial three years of implementation, and documented that reading proficiency levels rose 25% from grades 3 to 5; and math proficiency levels rose 33% from grades 3 to 5. A study conducted by ActKnowledge of middle school students enrolled in CAS after-school programs showed that these students obtained steadily higher scores in math than non-attending students; improved their reading scores significantly more than those who did not attend; and showed better attendance.¹

Each grade will be supported by CAS case management staff (or Life Coach.) Through their work with a Life Coach, students will establish personal goals and work collaboratively to overcome roadblocks to success and to develop long-term plans for college. The Life Coach works with participants individually and in group settings. Individual sessions aid in the development of a trusting relationship between the participant and the Life Coach. Monthly workshops help to create a positive support network among the participants and a consistent venue for problem solving. The Life Coach also identifies appropriate resources within and outside CAS when issues such as housing, public benefits, domestic violence, and health insurance, arise, utilizing the Office of Public Policy and Client Advocacy staff for legal advocacy when needed. Each Life Coach will be a certified case worker and s/he will report to the Community School Director.

Instructional rigor and a robust academic program

The Principal serves as the leader of the Instructional Team. The Team includes Grade Cohort Instructional Leaders (or Instructional Leaders/ILs) one for each grade cohort (grades K-2 and 3-5), classroom teachers, and members of the Special Education and ELL staff. The Principal and the ILs will be responsible for teaching a class or leading at least one group of students each day. This allows them to stay engaged with students, continue to improve their skills as educators, and model exceptional practice for the teaching staff. The Instructional team drives the work of the teaching staff who will continually refine instruction based on the needs of the students and utilize a variety of practices to maximize learning for all students. In CAS-CSS classrooms, teachers will use: 1) Differentiated instruction; 2) Collaborative and co-teaching; 3) Small group tutoring by teachers (push in or pull-out model); and 4) After school small group tutoring by day and after school staff.

¹ *21st Century Community Learning Centers at Six New York City Middle Schools Year One Finding*, prepared by Kira Kenichyn, Helene Clark, Nicole Schaefer-McDaniel and Lymari Benitez of ActKnowledge, September 2005. See also *Summary of Fordham University Research Findings 1992-1999*, prepared by ActKnowledge

Emphasis on literacy and mathematics. CAS-CCS will provide two hours of literacy instruction and 90 minutes of mathematics instruction each day, with an additional 70 minutes of small group math and ELA each week. RTI Tier 3 Intervention Blocks will take place for 35 minutes a day, four days a week.

CAS-CCS will use a balanced literacy approach, with a research-based reading program, Scott Foresman Reading, the Readers Workshop (grades K-5) and Writers Workshop (grades K-5), supplemented by Wilson Foundations, Fountas and Pinnell, and Harcourt intervention materials to support instruction for children with special needs and those who are at risk of academic failure.

Each day and throughout the day, students will experience reading and writing. They will be instructed in multiple contexts—individually through reading and writing conferences, in small groups through guided reading and word study, and in whole groups through read aloud and writing mini-lessons within the Writers’ Workshop. All of our literacy resources will be geared to help students decode, comprehend, think critically, and write effectively.² Reading every day in supported groups will help struggling readers build their skills while they enjoy the experience of discovering language, as proficient readers advance to more complex reading texts. The writing program will help students to develop fluency and communication and gain a rich knowledge of the English language. They will understand genres and make connections between reading and writing. Every classroom will have a well-stocked library.

Students will use *ThinkMath*, a K-5 curriculum that blends practice of basic skills with conceptual understanding. Developed by Education Development Center with support from the National Science Foundation, it is aligned with Common Core Standards and the National Council for Teachers of Mathematics Principles and Standards for School Mathematics (2000). *ThinkMath* develops algebraic thinking and the mathematical habits of mind that are key to students’ continuing success in mathematics. Again, a combination of individual and group work, and differentiated learning and intervention strategies will meet the needs of both struggling and advanced math students.

² See, Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association.

Expanded school day and longer school year: At a minimum, the CAS-CCS school year will be 196 days and the school day will be 7:45 AM- 4:45 PM. In 2012-2013, students will start school on August 29 and continue to June 28. The extended time allows increased learning and creative exploration, promotes physical activity and exercise, and builds community.

The day will begin with a community breakfast (7:45-8:15 AM) for children, parents, and staff. Its purpose is to build a warm and welcoming school culture. Offering ample, healthy nourishment to start the day, the gathering will promote socializing among parents, children, and staff. Songs, rallies, and stories will encourage everyone to recommit every day to assuring that students succeed. Community breakfasts will also serve as an opportunity to observe the interactions between parents and children and to identify any issues or challenges that our students or families are facing. Staff can then address those issues before a student goes to class.

From 4:00-4:45PM each day, during our extended learning period, parents and other adult caregivers will be encouraged to join their children in school to assist in the completion of homework assignments and engage in enriching learning experiences together. Instructional staff will model and coach proper homework help for parents and other adult caregivers, and share specific learning techniques that that they can use at home with their child. Additional learning experiences that children and parents can share are book clubs, logic and strategy-based game play (like chess), and project-based activities in technology, visual arts, and performance. The CAS supported Community School Director will teach classes during this period at least once a week. This allows him/her to stay engaged with students, model exceptional youth development practice, and interact with parents and other adult caregivers.

After-school, weekend and holiday programs will be an integral part of CAS's holistic approach to children's developmental needs at CAS-CSS. The programs that CAS will lead will cover a wide variety of disciplines and interests, so that every child will find a program that builds on strengths, fills a learning gap, or just sounds like fun. After school programs can be grouped in the following categories: Character and Leadership Development, Education and Career Development, Health and Life Skills, Arts, Sports, Fitness and Recreation, Technology, and other specialized initiatives. Our aim is to help youngsters improve interpersonal communications skills, self-esteem and teamwork, enhance academic skills, spark intellectual curiosity, and encourage them to explore their interests and expand their worldview.

CAS aligns its programming with the National School-Age Care Alliance Standards for Quality School-Age Care. This includes ensuring that staff respond to children in positive ways, encouraging youth to make responsible choices and ensuring that children have time to play.

Afterschool programming will also allow for unique opportunities to engage with families. Children's Aid Society will provide workshops for parents only that will focus on developing the skills, strategies, and supports to reduce barriers to their children's success, and to improve CAS-CCS. Topics might include a tutorial on usage of the New York City Department of Education's Achievement Reporting and Innovation system, a session on stress reduction especially in response to addressing challenging behaviors at home, and a review of assessment standards and CAS-CCS progress toward its goals. All sessions would be held in English and Spanish, and child care would be provided. CAS staff will solicit suggestions from parents about workshop topics, and encourage parent participation.

Addressing summer learning loss: CAS summer camps will be available to CAS-CCS students and they will have the opportunity to participate in year-round CAS programming including a rich arts programming, and summer athletics and dance camps.³ During the summer months, The Children's Aid Society offers an extensive selection of educational, recreational and cultural programs across 17 locations in Manhattan, the Bronx, Westchester and Staten Island.

Children's Aid summer camps not only help to keep children safe, but introduce fun, engaging and intellectually stimulating activities that counter "summer slide," when students lose educational ground during summer vacation.

Frequent and purposeful assessment

Academic data derived by frequent assessments will be compiled by Instructional Team who gather to monitor the school's progress in meeting its academic goals as stated in CAS-CCS's Accountability Plan. In addition to quarterly administering a normed-referenced assessment such as Terra Nova, teachers will regularly administer classroom assessments that are formal and informal (unit-based, teacher created, anecdotal). At the minimum, all of the following formal assessments will be administered:

³ According to the National Center for Summer Learning, two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities.

- Independent Reading Level Assessments (Quarterly)
- DRA (2x per year)
- NYS Assessments in ELA, Math, and Science (Annually)
- Nationally-normed exams in Reading (All students at entry and in June)
- Nationally-normed exams
- Departmental and Classroom Testing
- Diagnostic Testing for Academic Interventions

Informal assessments, such as teacher observations and lesson-based exit tickets (questions based on the lesson to gauge student comprehension), will be collected and shared with the Instructional Team.

Twice a month, data from the assessments will be analyzed and meetings will be held with relevant teaching staff, ILs, and Principal. During data meetings, staff will determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. Teachers across grade and subject levels will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts.

Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the ILs. The ILs – in conjunction with grade level teachers – will determine the types of remediation support best suited to the students’ needs. Achievement data of the students receiving additional support will be closely monitored to determine the extent to which they will require additional time in remediation.

Focus on attendance: Chronic absenteeism has a cumulative and cyclical effect hindering children’s short- and long-term educational success. Students miss critical academic work that makes it difficult for them to catch up. CAS-CCS will be aggressive about attendance, as noted in Attachment 04. CAS life coaches will immediately call if a child is absent, and follow up with services—health, transportation, legal— if those are needed to prevent additional absences. Any absence will trigger an intervention by the Instructional Team that will identify a specific plan to prevent the child from falling behind.

Talented and Committed Professional Staff and Administrators

The success of CAS-CCS depends on the quality of its staff. Respect, excellence, and support for staff underlie this critical design element.

Staffing: Each classroom will have two certified teachers. Master teachers, lead teachers at every grade, and Grade Cohort Instructional Leaders (ILs) will coach individual teachers and support teaching teams. The Principal will serve as the instructional leader of the school. All teachers will complete at least 4 weeks of teacher training during the year, and external professional development will be encouraged. The school will provide individual, in-person tutoring before school, at lunch, and after school, and teachers and senior instructional staff will be available to offer additional academic help as needed.

The CAS Community School Director will oversee the implementation of a full-service community model at the school. S/he will be responsible for oversight of CAS case managers (or “life coaches”) who will be assigned to each grade, and the activity specialists. S/he will collaborate with the School Principal and Operations Officer as the key members of the Senior Leadership team. In this role, The Director will represent the values of The Children’s Aid Society, and will serve as the on-site conduit to the expertise that CAS brings to the school in the development. S/he will develop school culture, lead school partnership efforts, and drive family outreach efforts.

The staffing model and school schedule will maximize the opportunities for interaction between CAS-CCS and CAS staff. Every day, ILs and the Principal will observe and assist staff. ILs will coach teachers and promote collaboration between the instructional team and the Community School Director and the CAS case management staff. All instructional and case management staff will be present during breakfast/homeroom, community meetings, and expanded learning experiences after school. Every week, one half-day will be used for curriculum development and analysis of both formal and informal student assessment data, progress monitoring, and case conference for students in need of additional interventions. During these half-days, CAS youth development staff will facilitate special events—service-learning activities, trips, and community-building activities—for the children and families of CAS-CCS.

Professional development. (See also Attachment 15). Prior to the start of the school year, all staff will report for intensive professional development, planning, and community-building. For teachers, this time will be used to support the development of an effective co-teaching model, build effective units

and lesson plans to align with the New York State Learning Standards, Common Core Standards, and school learning standards, and collaborate with The Children's Aid Society's Life Coaches and other case management staff to support students who are in need of accommodations. Newly hired teachers will be mentored by the senior instructional leadership. Each teacher will be coached by one of his/her peers. For the CAS staff, this time will be dedicated to training on effective case management strategies, completing initial needs assessments for students and their families, and developing effective learning environments at school during non-traditional or formal classroom learning times (such as homeroom, community meeting, recess, and afterschool.) From January 2-4, 2013, all staff will participate in a retreat focused on student, class, grade, cohort, and school progress toward goals.

System of Supports for Student Population at High Risk Factors of Academic Failure

The CAS-CCS school will serve a particularly vulnerable population. Recruitment will target students with risk factors for academic failure (See Attachment 04), giving preference to students in foster care or preventive services, whose families fall below the poverty line, speak a language other than English, come from single parent homes, and/or did not attend a full-day kindergarten. These factors speak to the need for an array of services that CAS-CCS will offer. All of the systems of support will be coordinated, monitored, and evaluated by the CAS Community School Director. The Community School Director will serve on the senior leadership team of the school with the Principal and Operations Director. S/he will work closely with the ILs to ensure that all of our most distressed students receive on-going and intensive supports.

School-based health services and mental health services: The Children's Aid Society will provide an array of medical, dental, mental health, health education, and health insurance enrollment supports to The CAS-Community Charter School. Pediatricians from Mount Sinai Medical Center and The Children's Hospital at Montefiore, in collaboration with nurse practitioners, provide the majority of CAS' medical services. Most specialty and in-patient services are referred to Mount Sinai Medical Center, New York-Presbyterian Hospital, or The Children's Hospital at Montefiore. The benefits of school-based health clinics include improved health outcomes for students and the maintenance of grade point average for those with existing health conditions. They catch conditions early: in a routine screening, a 10-year old

student was diagnosed with diabetes. The nurses developed a treatment plan that included parent education, and ongoing monitoring and care so the disease would not interfere with his learning.⁴

Until permanent space is secured for the school, CAS-CCS will use the CAS Bronx Family Center clinic, which is located at one of the places being considered for temporary space.

Support for families: Intensive case management provided by CAS life coaches will be critical to the success of CAS-CCS students. The Life Coaches will be supervised by the Community School Director. Starting with a home visit before the school year begins, the life coach and the principal or other instructional leadership staff will identify the family's needs and develop a plan to address those needs throughout the year. The assessment may reveal one of the following scenarios:

- A family has great strengths, no outstanding needs, and no special service requirement at this time. To these families, the case manager will reach out periodically to 'check in' to be sure that the family continues to do well;
- A family is not making use of existing resources that would help a child achieve. The case manager will connect the family to these resources and make sure they are using them consistently
- A family has been identified previously by schools or protective services as needing extra help to access services due to a parent's history of distress, abuse, or neglect. The life coach will serve as a life coach⁵ to coordinate the resources designed to produce student success over time. CAS has been piloting Life Coaching in CAS programs with promising results.
- A family has been identified by schools or child protective services as being too debilitated to make use of the first three levels of outreach. The life coach will work in concert with any existing caseworkers in that family's life to address the distress caused by mental illness, extreme poverty, domestic violence, or substance abuse. Intensive attempts to engage the family will be based upon our successful pilots of combining case management services with evidence-based practices, such as Functional Family Therapy (FFT) (www.fftinc.com/about_effect.html). The FFT model brings workers into the home or school to meet with families and stakeholders in an effort to help the family meet specified objectives.

⁴ "A Full Service School Fulfills Its Promise," Eileen Santiago, JoAnne Ferrara, and Marty Blank, Educational Leadership, April 2008

Attachment 08 (b) - Rationale and Supporting Evidence

The CAS-CCS curriculum is set forth in the attached crosswalks and unit plans. In the earliest grades, we will build foundations for later learning. The academic programs that we chose are in alignment with common core standards, use differentiated instruction, and have resulted in meaningful gains on assessments for poor and minority children.

Language Arts: Scott Foresman Reading is aligned to the Common Core Standards and supports a flexible teaching pace, precise monitoring, and digital content. Foresman's *Reading Street* focuses on success predictors, progress monitoring, differentiated instruction, and literature, and writing. It was assessed by the independent research firm, Empirical Education, Inc. as an intervention for struggling readers. The quasi-experimental study for students in grades 1-3 revealed that Foresman's content had a positive impact on students across all grade levels.¹ Claremont Graduate University's evaluation of *Reading Street* produced impressive results. Findings revealed gains across ethnicity, grade level, income, and gender, but the biggest gains come from students who are the most vulnerable: "Students who were male, non-Caucasian, or received free or reduced lunch showed large gains in reading over the school year."² In addition, CAS-CCS will use The Reader's Workshop model which focuses on mini-lessons, independent reading time, journal writing, and sharing. These models are supported by Wilson Foundations which improves phonological/phonemic awareness and spelling in elementary school classrooms.

Mathematics: The CAS-CCS math program supports students in developing the skills required to promote in-depth learning. ThinkMath! was supported by the National Science Foundation and developed in accordance with the National Council of Teachers of Mathematics (NCTM) standards, as well as the standards of a variety of states, including New York.

Social Studies: CAS-CCS will implement a social studies curriculum that focuses on building content knowledge while strengthening reading and writing skills. The school will use Harcourt Social Studies in Grades K-5. Audio and visual materials, primary source documents, and secondary source literature will

¹ Newman, D., and A.P. Jaciw (2005). *Effectiveness of Scott Foresman's Links to Reading First as an Intervention for Struggling Readers*. Evaluation report to Pearson Education.

² Claremont Graduate University, (2009) *The Effects of Reading Street on Reading Achievement: A Focus on Second Year Curriculum Users*.

be used to support learning. Teachers will integrate art, literature, drama, and service learning into the social studies curriculum.

Science: CAS-CCS has selected the Harcourt Science and Full Option Science System (FOSS) series for its hands-on, project-based, and participatory content. FOSS has been cited as an exemplary program by the National Science Resources Center (*Resources for Teaching Elementary Science, 1996; Science for All Children, 1997*), and the National Science Teachers Association (*Pathways to the National Standards, 1996*). It was originally developed to serve students with special needs, who we estimate will be at least 16% of our school population.

Physical Education: CAS-CCS will use Glencoe – Fitness for Life, to promote physical activity, athletic skills, nutrition, sportsmanship, and wellness. It assumes total school involvement, so that children are moving and thinking about being active and eating well not just in the gym or playground but throughout the day. The curriculum is aligned with the guidelines of the Child Nutrition and WIC Reauthorization Act, US Department of Health and Human Services National Physical Activity Guidelines for Children, USDA National Nutrition Guidelines, and the NASPE Physical Education Curriculum Standards.

Health Education: A sequential, K-8 curriculum based on the *Michigan Model for Comprehensive School Health Education* builds on itself as students advance through grade levels. Students begin at kindergarten learning the basics for healthy living. Ten topic areas cover safety and first aid, nutrition, family health, consumer health, community health, growth and development, substance use and abuse, personal health practices, emotional and mental health, and disease prevention and control.

The Arts: As a guide, CAS-CCS will use the NYCDOE's *Blueprint for the Arts* for Visual, Arts, Music, Dance and Theater. The *Blueprint* provides a standards-based approach to teaching the arts. It allows students the opportunity to delve deeply into these subjects, while giving their teachers the latitude to create an instructional program that demonstrates student learning over time and in varied dimensions.

Career Development and Occupational Studies (CDOS) and Family and Consumer Science (FACS): CDOS and FACS will be taught once a week, as a standalone class. To the extent possible, classroom teachers may incorporate aspects of both subjects that are appropriate and relevant to classroom discussions and subjects being studied. With CDOS, children will explore careers and professions that make use of the skills and knowledge they are learning in subject area periods. With FACS, students will learn about

making the right choices in life. Both subjects may also be incorporated in the daily enriching learning experiences period.

Technology: Technology will be available in each classroom, and children will learn how humans make and use tools, how digital tools have changed our world, and how they can make use of these tools to advance their learning. Students will use the online environment to build skills aligned with the National Educational Technology Standards (NETS): communication and collaboration, information fluency and the ability to evaluate the validity of sources, creativity, and critical thinking. They might communicate with students in other places here and around the world, participate in online building projects, pursue a question that has sparked their imagination in one of their subject areas, or find out about careers in burgeoning fields like renewable energy.

Attachment 08 (c) - Statutory Purpose

Improve Student Learning and Achievement

The CAS Community Charter School derives much of its spirit and approach from CAS' experience working in the New York City public schools where it has had a significant impact on school climate, attendance, parent engagement, and academic performance through its community school model. For CAS, as a partner organization that believes strongly in public education, creating a charter community school is the next logical step in its efforts to ensure that children living in poverty have every opportunity to succeed and thrive. CAS brings its deep experience achieving positive outcomes for children within a school setting, partnering with school principals and leadership, and fostering partnerships with other service providers and community residents.

CAS did not invent the idea that public schools can be an effective vehicle to help families attain the social services they need to thrive. John Dewey articulated this idea as early as 1902 in his speech, "The School as Social Centre." This thinking continues today. The community school model has received the endorsement of U.S. Secretary of Education Arne Duncan, who in his keynote speech at the CAS 2009 Practicum on Community Schools praised community schools as an educational strategy that can help students, especially in low-income communities, overcome obstacles in their lives that interfere with educational attainment. U.S. Secretary of Health and Human Services Kathleen Sebelius endorsed the community school model at the 2010 Coalition for Community Schools National Conference. The US Department of Education's Full-Service Community Schools Program, which started in 2008, is further indication of Washington's endorsement of the community schools approach. The CAS National Center for Community Schools is a technical assistance provider for these federal grantees. In New York City, Mayor Michael Bloomberg convened an Interagency Task Force on Truancy and Chronic Absenteeism, recognizing the correlation between chronic absenteeism and poor academic achievement. Because the reasons for absenteeism are varied, such as family instability, community violence and untreated health conditions, the Task Force is relying on interagency collaboration and the expertise of community partners, including The Children's Aid Society. Most recently, New York State Governor Andrew Cuomo issued a blueprint for education reform in the State and cited community schools as an exemplary model for school reform and family support, and highlighted the CAS community schools in New York City as a "high-performing" example of this strategy in action.

Since the opening of its first Community School in 1992, the Children's Aid Society (CAS) has made a strong commitment to evaluating results through studies conducted by Fordham University, Education Development Center, ActKnowledge, and the Albert Einstein College of Medicine. CAS' intent has been to document results across multiple domains because its goal is to affect multiple spheres—youth, families and schools—by reducing barriers to learning so that children are physically, emotionally and socially prepared to learn. These studies have consistently shown that the comprehensive, coordinated services offered in schools as part of a community schools strategy are most effective when partnering schools have stable leadership and a strong core instructional program. This speaks to CAS' motivation to become a partner organization to a charter school in which there is a shared commitment to truly helping children to succeed by linking non-academic supports with the core instructional program. The following CAS community school evaluation findings inform our motivation and efforts:

OUTCOMES FOR YOUTH

Increasing Academic Achievement

- Over a three-year period (1993-1995), the number of third grade students at a CAS Community School improved by 25 percentage points in reading at proficiency (from 10.4% to 35.4%) and 33 percentage points (from 23.3% to 56%) in math proficiency by the fifth grade.
- Academic achievement was positively correlated with the number of days students attended Community school extended-day programs in 1997-1998.
- In 2004-2005, middle school youth were significantly more likely to achieve proficiency on standardized test scores if they participated regularly in Community School after-school programs. Students participating for two years were even more likely to achieve proficiency.
- Seventh- and eighth-grade students participating in Community School after-school programs did significantly better than non-participants on reading and math tests during the 2004-2005 school year.
- Middle school youth who participated regularly in Community School after-school programs had significantly better school attendance than non-participating youth in 2004-2005.
- There was a correlation between self-esteem, career aspirations and reading scores; middle school youth who had higher self esteem and career aspirations had stronger 2005 reading scores.

Reducing Special Education Referrals

- Effective school-based services can reduce special education referrals: School report card data from the five oldest Community Schools have shown that over a four-year period (2001-2004) rates of referrals to special education were 24.4% lower at CAS Community Schools than at comparable schools.

Improving Mental and Physical Health

- In a study of two middle schools, mental health services demonstrated impressive progress in helping students deal with mental health issues. The evaluation documented improvements on a wide range of mental health problems, and many were totally resolved within the school year. In addition, students in the study maintained their grade point average, a significant achievement for students facing multiple mental health challenges.
- A recent study of early outcomes at one of the newest elementary-level Community Schools showed that the presence and intentional integration of a full-service medical clinic into a high-poverty elementary school resulted in dramatic increases in children's access to quality health care, and better student and family management of chronic illnesses (particularly asthma).

Fostering Social and Emotional Development and Community Engagement

- Middle school youth who participated in after-school programs at CAS Community Schools reported spending less time per week watching TV or playing video games than did non-participants. They also reported spending more time reading.
- Middle school youth in after-school programs at CAS Community Schools scored significantly higher and showed greater increases on career/education aspirations than non-participating youth.
- Middle school youth in Community Schools after-school programs scored significantly higher on community engagement than non-participating youth.
- Behavioral conduct of elementary school students at a CAS Community School improved significantly more than did that of students at a comparable elementary school.
- Elementary school students at Community Schools had more positive attitudes toward school than comparison students.

OUTCOMES FOR FAMILIES

Increasing Parent Involvement

- Parents were significantly more involved, took more responsibility for their children's school work, felt welcome and were observed to be a presence in the Community Schools more than in comparison schools.
- Parental involvement was significantly higher in CAS Community Schools than in comparison schools – 78% higher in a CAS elementary school and 147% higher in a CAS middle school.

Benefits of Early Childhood Education in Community Schools

- Mothers in the Early Head Start program showed decreases in depression and stress over the course of participation in the program. They reported increases in the quality and size of their social support networks.
- Parents maintained high levels of parent involvement during Head Start and continued to be highly involved in their children's education afterwards. In addition, Head Start increased parents' social networks and these early relationships were sustained through elementary school years.

OUTCOMES FOR SCHOOLS

- The atmosphere of Community Schools was found to be markedly different from other schools. They appeared more busy and cheerful, and also exhibited almost no signs of violence or graffiti. Parents, students, and teachers reported feeling welcome.
- Teachers in Community Schools had better attendance than teachers at comparison schools.
- Teachers in Community Schools reported being able to spend more time on teaching than their counterparts in comparison schools were able to do. This included spending more time on class preparation and more time working directly with students.

The use of different and innovative teaching methods

CAS-CCS will use a variety of strategies to reach all children, including collaborative and co-teaching strategies, learning stations, project-based learning, hands-on inquiry, teaming special educator and

classroom teachers to co-teach content, parallel teaching in which the two teachers divide class to teach same content, teach/observe where one teacher teaches and the other observes students, alternative teach where one teacher provides targeted assistance in small groups, and differentiated instruction.

Create new professional opportunities for teachers, school administrators and other school personnel

CAS-CCS will afford qualified teachers, school administrators, and other school personnel the opportunity to work within an educational community that values collaboration between students, parents, and teachers in the construction of knowledge for the group and understanding for the individual. CAS-CCS provides teachers the opportunity to work in a school setting that values process *and* results, individual accountability *and* group achievement, subject-area excellence *and* cross-curricular instruction, and academic *and* social well being for students.

CAS-CCS will offer its teachers and administrators extensive and ongoing professional development that will enrich the school culture and develop the school's program. It will also offer staff the opportunity to work closely with CAS staff and receive CAS training.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

CAS-CCS is the first charter school to partner with the Children's Aid Society and the first one to actively encourage such complete supportive services for children and their families. Though there are a number of charter schools in the Bronx, there is not one similar to the CAS-CCS model in CSD 12, and no charter school options for the neighborhood of Morrisania.

Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

CAS-CCS commitment to performance-based accountability is inherent in its emphasis on the New York State learning standards, Common Core Standards and curriculum. CAS-CCS will:

- Be accountable for meeting the stated goals of our Achievement Plan;

- Administer standardized examinations at each grade level to track cohort performance in relation to the New York State standards;
- Base employment contracts on teacher merit in addition to seniority;
- Be subject to direct oversight by the Charter Schools Institute; and
- Be subject to charter renewal by our authorizer.

Attachment 09 – Calendar and Schedules

2012 – 13 School Year: Year 1 CAS-CCS Implementation

The administrative staff of The Children’s Aid Society Community Charter School will report to the school on July 30, 2012 and teachers will report for a two-week pre-opening professional development from August 13 - 17 to August 24 (Monday – Friday). All school staff including non-instructional and non-administrative staff will participate in two full days of professional development on August 27 and 28.

Professional development for teachers will include the following:

- Pre-staff opening orientation to CAS-CCS operations, key design elements, and accountability plan,
- Introduction to school leadership including trustees,
- Discussing goals and assessment and intervention strategies for individual students, class, grades, and cohorts,
- Introduction to Whole Child Education and its relationship to community schools,
- Implementation of curriculum frameworks, along with supporting methods and materials,
- Introduction to the 11 principles of effective Character Education and its relationship to promoting a positive school culture and values, implementing Developmental Discipline and service learning,
- Building a responsive classroom and a learning community,
- Co-teaching, collaboration, and differentiated classroom development,
- Special education training, ELL training.

The professional development half-day schedule will take place every Friday that CAS-CCS is open except for August 31, 2012.

The school year will end on Friday, June 28, 2013 for students and the staff will end their school year at a staff retreat and planning session to be held on July 1-2nd. The CAS-CCS school term will be divided into a fall and spring semester with two progress reporting periods and two Report Card distributions as follows

- Progress Report #1 – November, 2012

- First Report Card – February, 2013
- Progress Report #2 – April, 2013
- Second Report Card – June, 2013

2012-13 School Year Calendar

Month	Days of School	Holidays	Total No. of instructional Days
August 2012	August 29	None	3
September 2012	September 3-7 September 10 – 14 September 17 – 21 September 24 – 28	9/3 Labor Day	19
October 2012	October 1 – 5 October 8 – 12 October 15 – 19 October 22 – 26 October 29 – 31		23
November 2012	November 1-2 November 5-9 November 12-16 November 19-23 November 26-30	Thanksgiving and the day after Thanksgiving November 22-23	20
December 2012	December 3-7 December 10-14 December 17-21 December 24-28 December 31	Winter Break December 24-January 1	15
January 2013	January 7-January 11 January 14-January 18 January 21-January 25 January 28-January 31		19

February 2013	February 1 February 4-February 8 February 11-February 15 February 18-February 22 February 25-February 28		20
March 2013	March 1 March 4-March 8 March 11-March 15 March 18-March 22 March 25-March 28	Good Friday, 3/29	20
April 2013	April 2-April 5 April 8-April 12 April 15-April 19 April 29-April 30	Easter Holiday, 4/1 Spring Break, 4/21-4/26	16
May 2013	May 1-May 3 May 6-May 10 May 13-May 17 May 20-May 24 May 27-May 30	Memorial Day, 5/27	21
June 2013	June 3-June 7 June 10-June 14 June 17-June 21 June 24-June 28		20
Total Number of Instructional Days			196

Sample School Schedule

The following table provides a sample weekly schedule for students in Grades K – 5. Please note the schedule below is meant to delineate the number of minutes that will be devoted to each subject on a daily basis and is not meant to be reflective of the actual time that each subject will be offered.

Grades K - 5	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Community Breakfast/ Homeroom				
8:15 – 8:45 30 Min.	Classroom Community Building: Class Meeting Academic ELA Skills: Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	School-wide Community Building: Town or Inter-grade Meeting Academic Skills: ELA Emphasis on public speaking to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting
8:45 – 10:45 120 Min.	ELA Collaborative Team Teaching				
	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities
10:45 – 12:15 90 Min.	Math Collaborative Team Teaching	Math Collaborative Team Teaching	Math Collaborative Team Teaching	Math Collaborative Team Teaching	Math Collaborative Team Teaching/Technology

12:15 – 12:55 40 Min.	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
12:55 - 1:40 45 min.	Science	Science	Science	Science	Special Events	
1:40 – 2:25 45 min.	Soc. Studies and Related Service Learning Project Explorations	Social Studies and Related Service Learning Project Explorations	Social Studies and Related Service Learning Project Explorations	Social Studies and Related Service Learning Project Explorations		
2:25– 3:05 40 min.	PE	CDOS/FACS/ Technology	Art/Music/Theater	PE/health		
3:05– 3:50 45 min.	RTI Tier 3 Intervention Block and Classroom ELA Small Group Instruction	RTI Tier 3 Intervention Block and Classroom ELA Small Group Instruction	RTI Tier 3 Intervention Block and Classroom Math Small Group Instruction	RTI Tier 3 Intervention Block and Classroom Math Small Group Instruction		
3:50 – 4:00 10 min.	Student Reflections	Student Reflections	Student Reflections	Student Reflections		
4:00 – 4:45 45 min.	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities		Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities
4:45-7:00 - CAS Afterschool programming for children and families						

Subject time allocation:

ELA:	120 minutes a day	600 minutes /week
Math:	90 minutes/day	450 minutes/week
Science:	45 minutes/day	180 minutes/week
Social Studies:	45 minutes/day	180 minutes/week
Physical Education:	40 minutes/twice a week	80 minutes/week
Art/Music/Theater:	40 minutes/once a week	40 minutes/week
Technology, CODS, FACS:	40 minutes/once a week	40 minutes/week

Sample Teacher Schedule

There is extensive planning time incorporated into each school day with a *minimum* of 90 minutes per day where teachers will work independently and collaboratively with their colleagues within and across grade levels. The Instructional Leaders will work with teachers, individually and in groups, in order to support every instructor’s need for reflection, coaching and planning. In addition, there will be a half-day every Friday for professional development which will include team meetings, workshops, community building, and intensive planning around individual (and significant) student needs.

Grades K - 5	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Community Breakfast or Planning time				
8:15 – 8:45 30 Min.	Classroom Community Building: Class Meeting Academic ELA Skills: Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	Classroom Community Building: Class Meeting Academic Skills: ELA Use of language to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting	School-wide Community Building: Town or Inter-grade Meeting Academic Skills: ELA Emphasis on public speaking to communicate ideas, opinions, feelings, and to solve problems and engage in goal setting
8:45 – 10:45 120 Min.	ELA Collaborative Team Teaching				
	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities	45 Min of Targeted ELA Assistance for Students with Disabilities
10:45 – 12:15	Math	Math	Math	Math	Math

90 Min.	Collaborative Team Teaching	Collaborative Team Teaching	Collaborative Team Teaching	Collaborative Team Teaching	Collaborative Team Teaching/Technology
12:15 – 12:55 40 Min.	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:55 - 1:40 45 min.	Science	Planning Time	Science	Planning Time	<i>Professional Development for Staff - Curriculum development and analysis of both formal and informal student assessment data, progress monitoring, and case conference for students in need of additional interventions.</i>
1:40 – 2:25 45 min.	Planning Time	Social Studies and Related Service Learning Project Explorations	Planning Time	Social Studies and Related Service Learning Project Explorations	
2:25– 3:05 40 min.	Collaborative Planning Time	Collaborative Planning Time	Collaborative Planning Time	Collaborative Planning Time	
3:05– 3:50 45 min.	RTI Tier 3 Intervention Block and Classroom ELA Small Group Instruction	RTI Tier 3 Intervention Block and Classroom ELA Small Group Instruction	RTI Tier 3 Intervention Block and Classroom Math Small Group Instruction	RTI Tier 3 Intervention Block and Classroom Math Small Group Instruction	
3:50 – 4:00 10 min.	Student Reflections or Planning Time				
4:00 – 4:45 Enriching Learning Experiences (parents and adult caregivers encouraged to participate). 45 min.	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities or Planning Time	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities or Planning Time	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities or Planning Time	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities or Planning Time	Rotating Groups: Homework Assistance and Tutoring, book clubs, game play, and project-based activities
4:45-7:00 - CAS Afterschool programming for children and families					

Attachment 10 (a) – Curriculum Process

CAS-CSS has developed a comprehensive set of specific performance standards that will allow us to measure the effectiveness of our school based on the strength of our academic instruction, and the intensive and enriching social, emotional and physical supports that children need to learn, grow and thrive. Our curriculum elements are fully aligned with New York State Standards in all areas. The Instructional Leadership Team led by our school principal will be responsible for ensuring the highest quality academic experience for our students. This team will provide the resources that our teachers require, supporting their planning and progress, and measuring the effectiveness of the school's academic design, instruction, and assessment methods. When deficiencies are found, the team will take action. This includes modifying instructional methods, providing targeted coaching, observations, or professional development, identifying an intervention team, and/or gathering the professional staff and creating a 'burning platform' to initiate immediate change in practice, attitude, and culture.

The CAS-CCS curriculum resources are noted below:

- *Language Arts* - Scott Foresman Reading, The Reader's Workshop, and Wilson Foundations
- *Mathematics* - ThinkMath!
- *Science* - Harcourt Science and Full Option Science System
- *Social Studies* - Harcourt Social Studies in Grades K-5. CAS-CCS teachers will integrate art, literature, drama, and service learning into the social studies curriculum
- *Physical Education* – Glencoe/Fitness for Life
- *Health Education* - Michigan Model for Comprehensive School Health Education
- *Arts* - NYCDOE's Blueprint for the Arts for Visual, Arts, Music, Dance and Theater
- *Career Development and Occupational Studies and Family and Consumer Science* - Classroom teachers may incorporate subjects in the classroom.
- *Leveled libraries and Technology* - Available in each classroom

In order to support our teachers in the development of effective routines and procedures, develop good citizens in each a classroom, and create a caring community, we will use a responsive classroom approach. This model cultivates respectful, supportive relationships among and between students, teachers, and parents, emphasizes common purposes and ideals, and provides opportunities for children to interact with each other and reflect.

The Children's Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **September**

<p>Topic <u>Trophies</u> Theme I: Getting to Know You; <u>Writing Workshop</u>: Writing For Many Purposes</p> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Identify and produce spoken words that rhyme</p> <p><u>Print Awareness:</u> Understand the purpose of print is to communicate</p> <p>Distinguish between print and pictures</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize the letters Aa-li and their associated sound</p> <p><u>Fluency:</u> Read own name and names of family or friends</p> <p>Recognize and identify some sight words.</p>	<p>Standard ELA1.KN: Language for Information and Understanding: Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>Information/Understanding Reading</u> ELA1.KN.RE1.04: Students draw on a prior experience to understand new data, facts, and ideas.</p> <p><u>Writing</u> ELA1.KN.WR2.02: Students write own name on pictures, drawings, paintings, and written products.</p> <p>ELA1.KN.WR2.01: Students copy letters and words from books, magazines, signs, charts, and own dictation.</p> <p>ELA1.KN.WR2.03: Students draw or write facts and ideas gathered from personal experiences.</p> <p><u>Listening:</u> ELA1.KN.LI3.04: Students identify and respond to environmental sounds, such as school bell, fire alarm.</p> <p><u>Speaking:</u></p>	<p>Harcourt Trophies, Developmental Reading Assessment (DRA), Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

	<p>read, write, listen, and speak for critical analysis and evaluation.</p> <p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p><u>Language for Critical Analysis and Evaluation</u> <u>Speaking:</u> ELA3.KN.SP4.10: Students compare and contrast events or characters in a story with their lives <u>Language for Social Interaction</u> <u>Writing:</u> ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group. <u>Listening:</u> ELA4.KN.LI3.02: Students listen to friendly notes, cards, letters to get to know the writer and/or classmates.</p> <p>ELA4.KN.SP4.01: Students participate in small or large group storytelling, singing, and finger plan, in order to interacts with classmates and adults in the classroom and school environment.</p>	<p>Teacher evaluates student participation, rubric is used for word processed writing, score from completing Internet resources</p>
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **October**

<p>Topic Trophies Theme II: I Am Special Writing Workshop: Personal Narratives Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Isolate individual sounds within spoken words</p> <p>Identify the same sounds in different spoken words</p> <p><u>Print Awareness:</u> Follow left-to-right and top-to-bottom direction when reading</p> <p>Track print by pointing to written words when texts are read aloud</p> <p>Distinguish between letters and words</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize the letters Jj-Rr and their associated sounds.</p> <p>Recognize that the</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p> <p>Standard ELA2.KN: Language for Literary Response and</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>Language for Information/Understanding Reading:</u> ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experiences to understand new data, facts, and ideas</p> <p><u>Writing:</u></p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson.</p> <p><u>Listening:</u> ELA1.KN.LI3.05: Students identify similarities in information about people, places, and events.</p> <p><u>Speaking:</u> ELA1.KN.SP4.01: Students dictate information from personal experiences.</p> <p>ELA1.KN.SP4.09: Students dramatize an experience or event.</p>	<p>Harcourt Trophies Theme II test, Developmental Reading Assessment (DRA), Writing Samples, Reading Conferences, Writing Conferences, Homework</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p>Fluency: Read automatically a small set of high frequency sight words.</p> <p>Vocabulary: Use new vocabulary words to talk about school and life experiences.</p> <p>Connect vocabulary to ideas in books.</p> <p>Comprehension: Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell stories</p> <p>Print Awareness & Spelling: Use spacing between letters and words when writing on a line</p> <p>Use developing knowledge of letter-sound correspondence and invented spelling to spell</p>	<p>Expression: Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and</p>		<p>Literary Response/Expression</p> <p>Reading: ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>Writing: ELA2.KN.WR2.01: Students draw or write original texts to create a story with a beginning, middle, and end, using pictures and some words with assistance.</p> <p>Listening: ELA2.KN.LI3.01: Students listen to a literary text to identify specific people and places.</p> <p>Speaking: ELA2.KN.SP4.02: Students engage in conversations with adults and peers regarding picture, books, and experiences.</p> <p>Critical Analysis/Evaluation</p> <p>Reading:</p>	
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<p>independently.</p> <p><u>Handwriting & Composition</u> Write legibly letters Jj-Rr.</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p><u>Speaking:</u> Students will take turns speaking in a group</p> <p>Students will speak audibly</p> <p>Students will speak for different purposes</p>	<p>speak for critical analysis and evaluation.</p> <p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to: identify what they have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to: use illustrations to understand the content of a text.</p> <p>Writing: ELA3.KN.WR2.02: Students maintain a portfolio of writings and drawings that express opinions and judgments, with assistance.</p> <p>Listening: ELA3.KN.LI3.02: Students form an opinion about a book read aloud by using teacher established criteria, such as title and vocabulary, to judge books.</p> <p>Speaking: ELA3.KN.SP4.10: Students compare events or characters in a story with their lives.</p> <p>Social Interaction:</p> <p>Reading: ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>Writing: ELA4.KN.WR2.01: Students share writings and drawings with peers and adults.</p>	
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			Listening: ELA4.KN.LI3.02 : Students listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates.	
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The Children's Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **November**

Topic Trophies Theme III: Around the Table Writing Workshop: Small Moments Knowledge and Skills	NYS Standards/Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p><u>Phonemic Awareness:</u> Isolate individual sounds within spoken words</p> <p>Identify the same sounds in different spoken words</p> <p><u>Print Awareness:</u> Identify parts of a book and their functions</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize the letters Ss-Zz and their associated sounds.</p> <p>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experiences to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p> <p>ELA1.KN.LI3.02: Students identify words and sentences on a chart, with assistance</p> <p>ELA1.KN.SP4.07: Students respond orally to simple questions and/or directions.</p>	<p>Harcourt Trophies Theme III test, Writing Samples, Reading Conferences, Writing Conferences, Homework</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p><u>Fluency:</u> Read automatically a small set of high frequency sight words. Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Learn the meaning of new words from books and use them to talk about school and life experiences.</p> <p>Connect vocabulary to ideas in books.</p> <p><u>Comprehension:</u> Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Print Awareness & Spelling:</u> Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>ELA1.KN.SP4.08: Students share information using visual aids, such as puppets, toys, pictures to illustrate a word or concept, with assistance</p> <p>ELA1.KN.SP4.09: Students dramatize an experience or event</p> <p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students draw and write original literary texts create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.LI3.01: Students listen to literary texts and performances to match spoken words with pictures, with assistance.</p>	
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<p><u>Handwriting & Composition:</u> Write legibly letters Ss-Zz Write compositions that include letter or words and drawings to communicate for different purposes Write as part of play</p> <p><u>Listening:</u> Listen attentively to spoken language Listen attentively for different purposes Understand and follow oral directions Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech Speak for different purposes Speak audibly Take turns speaking in a group</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>.</p> <p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>ELA2.KN.SP4.03: Students role-play characters or events from stories.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to understand the content of a text.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.LI3.02: Students form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books.</p> <p>ELA3.KN.SP4.04: Students express an opinion about the color, form, and style of illustrations.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written</p>	
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			<p>and visual texts.</p> <p>ELA4.KN.RE1.01: Students will share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.SP4.02: Students will share favorite stories, riddles, and rhymes with peers and adults.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **December**

<p>Topic <u>Trophies Theme IV:</u> Silly Business <u>Writing Workshop:</u> How-To Books Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Isolate individual sounds within spoken words</p> <p>Identify the same sounds in different spoken words</p> <p><u>Print Awareness:</u> Track print by pointing to written words when texts are read aloud by self or others</p> <p>Identify parts of a book and their functions</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize and name automatically all uppercase and lowercase letters and their associated sounds</p>	<p>Standard ELA1.KN: Language for Information and Understanding: Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and</p>	<p>Harcourt Trophies Theme IV, Running Records, Reading Conferences, Writing Conferences, Homework, Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p><u>Fluency:</u> Read automatically a small set of high frequency sight words.</p> <p>Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p> <p>Connect vocabulary to ideas in books</p> <p>Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud Retell and/or dramatize stories</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>write words, with assistance.</p> <p>ELA1.KN.SP4.01: Students dictate information from personal experience.</p> <p>ELA1.KN.SP4.02: Students report information briefly to peer and adults, with assistance.</p> <p>ELA1.KN.SP4.04: Students retell more than one piece of information in sequence.</p> <p>ELA1.KN.LI3.02: Students identify words and sentences on a chart, with assistance.</p> <p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p>	
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<p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>ELA2.KN.WR2.01: Students will draw and write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw and/or write to describe characters or events.</p> <p>ELA2.KN.LI3.01: Students listen to texts and recall a sequence of events from a personal experience or story.</p> <p>ELA2.KN.SP4.06: Students compare stories from personal experience with stories heard.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to</p>	
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<p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>assist in understanding the content of a text and to anticipate what will happen next.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to compare characters and setting within and between a story.</p> <p>ELA3.KN.LI3.03: Students recognize the differences in two or more versions of familiar story, song, or finger play.</p> <p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or</p>	
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group			adults; for example, write/draw with a partner or in a cooperative group. ELA4.KN.SP4.01 : Students participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment.	
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The Children’s Aid Society Community Charter School
KINDERGARTEN English Language Arts

Month: January

<p>Topic <u>Trophies Theme V:</u> Family Ties <u>Writing Workshop: All</u> About Books</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Blend beginning sound with ending sound to form know words in rhyming word families</p> <p>Count or tap the number of syllables in spoken words</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize and name automatically all uppercase and lowercase letters and their associated sounds</p> <p>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p><u>Fluency:</u> Read automatically a</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p>	<p>Harcourt Trophies Theme V, Running Records, Reading Conferences, Writing Conferences, Homework, Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>small set of high frequency sight words. Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p> <p>Connect vocabulary to ideas in books</p> <p>Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>ELA1.KN.LI3.01: Students acquire information from nonfiction text.</p> <p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students draw or write original literary texts to create poems or jingles, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to describe characters or events.</p>	
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<p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a</p>	<p>listen, and speak for social interaction.</p>		<p>ELA3.KN.WR2.01: Students draw and/or write to compare characters and setting within a story.</p> <p>ELA3.KN.LI3.04: Students will identify messages in advertisements by listening to the words.</p> <p>ELA3.KN.SP4.01: Students share what they know and have learned about a topic.</p> <p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group.</p>	
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Speak with speed and expression appropriate for purpose				

The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **February**

Topic Trophies Theme VI: Animal Families Writing Workshop: Narrative Non-Fiction Knowledge and Skills	NYS Standards/Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p><u>Phonemic Awareness:</u> Blend spoken phonemes to form words</p> <p>Segment spoken words into sounds</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize and name automatically all uppercase and lowercase letters and their associated sounds</p> <p>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p><u>Fluency:</u> Read automatically a small set of high frequency sight words.</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p>	<p>Harcourt Trophies Mid-Year Test, Running Records, Reading Conferences, Writing Conferences, Homework, Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write with correct use of capitals and ending</p>	<p>and evaluation.</p> <p>Standard ELA4.KN: Language for Social Interaction</p>		<p>and visual texts.</p> <p>ELA2.KN.WR2.02: Students draw and/or write to describe events or characters.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in own life.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p>	
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<p>punctuation</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a group</p> <p>Speak with speed and expression appropriate for purpose</p>	<p>Students will read, write, listen, and speak for social interaction.</p>		<p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to distinguish between real and imaginary stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to compare characters and settings within and between stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to describe the difference between real and imaginary experiences, with assistance.</p> <p>ELA4.KN.RE1.01: Students share reading experience to establish, maintain, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group.</p>	
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **March**

<p>Topic <u>Trophies</u> Theme VII: Bug Surprises <u>Writing Workshop:</u> Realistic Fiction Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Recognize the remaining word when a phoneme is removed</p> <p>Make a new word by adding a phoneme to an existing word</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize and name automatically all uppercase and lowercase letters and their associated sounds</p> <p>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p><u>Fluency:</u></p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas, with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students will draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and</p>	<p>Harcourt Trophies Theme VII, Running Records, Reading Conferences, Writing Conferences, Homework, Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>Read automatically a small set of high frequency sight words. Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p> <p>Connect vocabulary to ideas in books</p> <p>Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>write words, with assistance. ELA2.KN.LI3.01: Students listen to literary texts and performances to identify character and setting.</p> <p>ELA1.KN.SP4.07: Students respond orally to simple questions and directions.</p> <p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students will draw and write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or</p>	
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<p>Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write with correct use of</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to describe events or characters.</p> <p>ELA2.KN.SP4.01: Students interpret words of characters in stories.</p> <p>ELA2.KN.SP4.07: Students dictate stories with a beginning, middle, and end.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts and performances.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p>	
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<p>capitals and ending punctuation</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a group Speak with speed and expression appropriate for purpose</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to distinguish between real and imaginary stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to compare characters and setting within a story.</p> <p>ELA3.KN.SP4.10: Students compare events or characters in a story with their lives, with assistance.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to describe the difference between real and imaginary experiences with assistance.</p>	
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			<p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group.</p>	<p>Teacher evaluates student participation, rubric is used for word processed writing, score from completing Internet resources</p>
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **April**

<p>Topic Trophies Theme VIII: Animal Adventures Writing Workshop: Poetry</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Make a new word by adding a phoneme to an existing word</p> <p>Substitute one phoneme for another to make a new word</p> <p><u>Alphabet Recognition & Phonics:</u> Recognize and name automatically all uppercase and lowercase letters and their associated sounds Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.</p> <p><u>Fluency:</u> Read automatically a small</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p> <p>ELA2.KN.RE1.01: Students comprehend</p>	<p>Harcourt Trophies Theme VIII, Running Records, Reading Conferences, Writing Conferences, Homework, Writing Samples</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>set of high frequency sight words.</p> <p>Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p> <p>Connect vocabulary to ideas in books</p> <p>Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students will engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02:Students will engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02:Students will engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students draw and write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to describe characters or events.</p> <p>ELA2.KN.LI3.01: Students listen to literary texts and performances to match spoken words with pictures, with assistance.</p>	
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<p>of genres</p> <p>Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters Write compositions that include letter or words and drawings to communicate for different purposes</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>ELA2.KN.SP4.04: Students express feelings about a work of fiction or poetry.</p> <p>ELA2.KN.LI3.01: Students listen to literary texts and performances to distinguish between a story and a poem, with assistance.</p> <p>ELA2.KN.SP4.13: Students will recite short poems, nursery rhymes, and finger plays.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts and performances.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to understand the content of a text and to anticipate what will happen next.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems, or</p>	
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<p>Write with correct use of capitals and ending punctuation</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes Speak audibly</p> <p>Take turns speaking in a group</p> <p>Speak with speed and expression appropriate for</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to distinguish between real and imaginary stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to compare characters and setting within and between stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to describe the difference between real and imaginary experiences with assistance.</p> <p>ELA3.KN.SP4.05: Students explain personal criteria for choosing a book, poem, or story.</p>	
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purpose			<p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group.</p>	
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **May**

<p>Topic Trophies Theme IX: Around the World Writing Workshop: Authors as Mentors Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Alphabet Recognition & Phonics:</u> Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</p> <p><u>Fluency:</u> Read automatically a set of high frequency sight words</p> <p>Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p> <p>Connect vocabulary to ideas in books Use picture dictionary to</p>	<p>Standard ELA1.KN: Language for Information and Understanding: Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students will draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.06: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p>	<p>Harcourt Trophies Theme IX, Developmental Reading Assessment (DRA), Writing Samples, Reading Conferences, Writing Conferences, Homework</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with beginning and ending sounds</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>ELA1.KN.LI3.03:Students follow a two-step directions.</p> <p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students draw or write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to describe events or characters in a story.</p> <p>ELA2.KN.LI3.01: Students listen to</p>	
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<p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes</p> <p>Understand and follow oral directions</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>literary texts and performances to appreciate and enjoy literary works.</p> <p>ELA2.KN.SP4.05: Students respond to stories, legends, and songs from different cultural and ethnic groups.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to understand the content of a text.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to distinguish between real and</p>	
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<p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a group</p> <p>Speak with speed and expression appropriate for purpose</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>imaginary stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to draw and/or write to compare characters and setting within and between stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to describe the difference between real and imaginary experiences with assistance.</p> <p>ELA3.KN.SP4.05: Students explain personal criteria for choosing a books, poem or story.</p> <p>ELA3.KN.SP4.07: Students brainstorm to create an experience chart.</p> <p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or</p>	
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			adults; for example, write/draw with a partner or in a cooperative group ELA4.KN.SP4.01 : Students participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment	
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **June**

<p>Topic Trophies Theme X: Neighborhood Helpers Writing Workshop: Fairy Tales Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Alphabet Recognition & Phonics:</u> Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</p> <p><u>Fluency:</u> Read automatically a set of high frequency sight words</p> <p>Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students will draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.06: Students use resources such as a picture dictionary or word wall to find and write words, with assistance.</p>	<p>Harcourt Trophies Theme X, Developmental Reading Assessment, Writing Samples, Reading Conferences, Writing Conferences, Homework</p>

<p>Connect vocabulary to ideas in books Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound correspondences and invented spelling to spell independently with</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>ELA2.KN.RE1.01: Students comprehend and respond to literary texts.</p> <p>ELA1.KN.SP4.09: Students will dramatize an experience or event.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students will draw and write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or</p>	
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<p>beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for different purposes Understand and follow oral directions</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>write to draw and/or write to describe events or characters in a story.</p> <p>ELA2.KN.LI3.01: Students listen to literary texts and performances to appreciate and enjoy literary works.</p> <p>ELA2.KN.SP4.08: Students express the mood of a story by using a variety of words, with assistance.</p> <p>ELA3.KN.RE1.01: Students identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to understand the content of a text and to anticipate what will happen next.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems,</p>	
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<p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a group</p> <p>Speak with speed and expression appropriate for purpose</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>or tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to distinguish between real and imaginary stories.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to express opinions and judgments to compare characters and setting within a story.</p> <p>ELA3.KN.WR2.01: Students draw and/or write to describe the difference between real and imaginary experiences with assistance.</p> <p>ELA3.KN.LI3.03: Students will recognize differences in two or more versions of a familiar story, song, or finger play.</p>	
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			<p>ELA3.KN.SP4.08: Students compare different versions of the same story.</p> <p>ELA4.KN.RE1.01: Students share reading experiences to establish, and enhance personal relationships.</p> <p>ELA4.KN.WR2.01: Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</p>	
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The Children’s Aid Society Community Charter School
 KINDERGARTEN English Language Arts

Month: **July**

<p>Topic Trophies Theme XI: Exploring Our Surroundings Writing Workshop: Independent Writing Projects</p> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Alphabet Recognition & Phonics:</u> Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</p> <p><u>Fluency:</u> Read automatically a set of high frequency sight words</p> <p>Read familiar kindergarten-level texts at the emergent level</p> <p><u>Vocabulary:</u> Use new vocabulary words to talk about school and life experiences Connect vocabulary to ideas in books</p>	<p>Standard ELA1.KN: Language for Information and Understanding : Language for Information and Understanding – Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing Teacher’s College Reading & Writing Project Reading & Writing Workshop model</p> <p>TC Resources</p>	<p>ELA1.KN.RE1.02: Students read familiar informational texts to begin to collect data, facts, and ideas with assistance.</p> <p>ELA1.KN.RE1.03: Students interpret information represented in simple charts and webs.</p> <p>ELA1.KN.RE1.04: Students draw on prior experience to understand new data, facts, and ideas</p> <p>ELA1.KN.WR2.03: Students draw and/or write facts and ideas gathered from personal experiences.</p> <p>ELA1.KN.WR2.06: Students draw pictures to record facts from a lesson, with assistance.</p> <p>ELA1.KN.WR2.07: Students use resources such as a picture</p>	<p>Harcourt Trophies End of Year Test, Writing Samples, Reading Conferences, Writing Conferences, Homework</p> <p>TC Assessments IRL Writing Baseline Spelling Inventory TC Running Records</p>

<p>Use picture dictionary to learn the meanings of words in books</p> <p><u>Comprehension:</u> Notice when sentences do not make sense</p> <p>Make predictions about story events</p> <p>Answer questions about text read aloud</p> <p>Retell and/or dramatize stories</p> <p><u>Motivation to Read:</u> Show interest in reading a range of kindergarten level texts from a variety of genres Read voluntarily familiar texts</p> <p>Show familiarity with some book titles and authors</p> <p><u>Print Awareness & Spelling:</u> Use developing knowledge of letter-sound</p>	<p>Standard ELA2.KN: Language for Literary Response and Expression: Students will read, write, listen, and speak for literary response and expression.</p>		<p>dictionary or word wall to find and write words, with assistance.</p> <p>ELA2.KN.RE1.01: Students will comprehend and respond to literary texts.</p> <p>ELA2.KN.RE1.02: Students will engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to make connections between personal experiences and stories read.</p> <p>ELA2.KN.RE1.02: Students engage in pre-reading and reading activities to retell a story with assistance.</p> <p>ELA2.KN.WR2.01: Students draw or write original literary texts to create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to list a sequence of events in a story, with assistance.</p> <p>ELA2.KN.WR2.02: Students draw or write to respond to text to draw and/or write to describe events or</p>	
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<p>correspondences and invented spelling to spell independently with beginning and ending sounds</p> <p>Use conventional spelling to spell some common or familiar words</p> <p>Write correctly own first and last names and the names of friends and family</p> <p><u>Handwriting & Composition:</u> Write legibly all lowercase and upper case letters</p> <p>Write compositions that include letter or words and drawings to communicate for different purposes</p> <p>Write as part of play</p> <p><u>Motivation to Write:</u> Write voluntarily to communicate for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language</p> <p>Listen attentively for</p>	<p>Standard ELA3.KN: Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>characters.</p> <p>ELA2.KN.LI3.01: Students listen to literary texts and performances to respond to vivid language (e.g., nonsense words and rhymes).</p> <p>ELA3.KN.RE1.01: Students will identify and explain ideas and experiences from texts.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to identify what they know and have learned about a specific story or topic.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to form an opinion about the differences between events in a story and events in their own life.</p> <p>ELA3.KN.RE1.02: Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice, teacher recommendation, topic, author, and/or illustrations.</p> <p>ELA3.KN.RE1.02: Students engage in</p>	
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<p>different purposes</p> <p>Understand and follow oral directions</p> <p>Listen respectfully without interrupting others</p> <p><u>Speaking:</u> Use kindergarten-level vocabulary and grammar in own speech</p> <p>Speak for different purposes</p> <p>Speak audibly</p> <p>Take turns speaking in a group</p> <p>Speak with speed and expression appropriate for purpose</p>	<p>Standard ELA4.KN: Language for Social Interaction Students will read, write, listen, and speak for social interaction.</p>		<p>pre-reading and reading activities to distinguish between real and imaginary stories.</p> <p><u>ELA3.KN.WR2.01:</u> Students draw and/or write to express opinions and judgments to respond in pictures or words to an experience or event shared by a classmate.</p> <p><u>ELA3.KN.WR2.01:</u> Students draw and/or write to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p><u>ELA3.KN.WR2.01:</u> Students draw and/or write to draw and/or write to compare characters and setting within and between stories.</p> <p><u>ELA3.KN.WR2.01:</u> Students draw and/or write to describe the difference between real and imaginary experiences with assistance.</p> <p><u>ELA4.KN.RE1.01:</u> Students share reading experiences to establish, and enhance personal relationships.</p> <p><u>ELA4.KN.WR2.01:</u> Students share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group</p>	
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The Children’s Aid Society Community Charter School

1st Grade English Language Arts

Month: September/October

<p>Topic Trophies Theme I: I Am Your Friend Writing Workshop: Writing For Many Purposes (Sept.); Personal Narratives (Oct.)</p> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Count the number of syllables in a word</p> <p>Blend spoken sounds to form words</p> <p>Segments spoken words into sounds</p> <p><u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences including consonants and short vowel sounds a, l, o</p> <p><u>Print Awareness:</u> Identify parts of a book and their purposes</p> <p><u>Fluency:</u></p>	<p>Standard ELA1.01: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.01:</u> Students locate and use classroom library and resources to acquire information, with assistance.</p> <p><u>ELA1.01.RE1.03:</u> Students distinguish between texts with stories and texts with information.</p> <p><u>ELA1.01.WR2.02:</u> Students write data, facts, ad ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.05:</u> Students state main idea with assistance.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance</p> <p><u>ELA1.01.RE1.04:</u> Students use a picture dictionary as a resource for</p>	<p>Harcourt Trophies Baseline, Writing Samples, Developmental Reading Assessment (DRA), Reading Conferences, Writing Conferences, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>Read automatically grade-level high frequency words</p> <p><u>Vocabulary:</u> Connect words and ideas in books to prior knowledge</p> <p><u>Comprehension:</u> Work cooperatively with peers to comprehend text</p> <p>Answer simple questions in response to texts</p> <p>Sequence events in retelling stories</p> <p><u>Motivation to Read:</u> Show familiarity with familiar kindergarten level read aloud texts</p> <p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p><u>Handwriting & Composition:</u> Write letters legibly Write compositions, beginning to use the writing process</p>	<p>Standard ELA2.01 :Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard ELA3.01:</p>		<p>vocabulary development.</p> <p><u>ELA1.01.LI3.02:</u> Students identify words and sentences on a chart.</p> <p><u>ELA1.01.SP4.01:</u> Students dictate information.</p> <p><u>ELA1.01.SP4.04:</u> Students retell multiple pieces of information in sequence.</p> <p><u>ELA1.01.SP4.06:</u> Students ask questions to clarify topics, directions, and/or classroom routines.</p> <p><u>ELA1.01.SP4.07:</u> Students respond orally to questions and/or directions.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to predict what might happen next in a story read aloud or independently.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to identify characters, settings, and events in a story, retell a story.</p>	
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			<p>original literary texts to create a story with a beginning, middle, and end, using words that can be understood by others.</p> <p><u>ELA3.01.SP4.02:</u> Students express an opinion or judgment about a story.</p> <p><u>ELA4.01.RE1.01:</u> Students will share reading experiences to establish, maintain, and enhance personal relationships with peers or adults.</p> <p><u>ELA4.01.WR2.01:</u> Students will share the process of writing with peers and adults.</p> <p><u>ELA4.01.LI3.02:</u> Students will listen to friendly notes, cards, letters to get to know the writer.</p> <p><u>ELA4.01.SP4.01:</u> Students participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment.</p> <p><u>ELA4.01.SP4.04:</u> Students discuss the content of friendly notes, cards, letters with a partner or in small group to get to know the writer.</p>	
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The Children’s Aid Society Community Charter School

1st Grade English Language Arts

Month: October/November

<p>Topic <u>Trophies</u> Theme II: Just For Fun <u>Writing Workshop:</u> Personal Narratives (Oct.); Small Moments (Nov.) Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness:</u> Count the number of syllables in a word Blend spoken sounds to form words Segments spoken words into sounds <u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences including consonants and short vowel sounds a, l, o; digraphs k /ck/ Read common word families with a, i. o by blending the onset and the rime.</p>	<p>Standard ELA1.01: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model TC Resources</p>	<p><u>ELA1.01.RE1.03:</u> Students distinguish between texts with stories and texts with information. <u>ELA1.01.WR2.01:</u> Students copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation. <u>ELA1.01.WR2.02:</u> Students write data, facts and ideas gathered from personal experiences. <u>ELA1.01.WR2.05:</u> Students state main idea with assistance. <u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance <u>ELA1.01.WR2.06:</u> Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p>	<p>Harcourt Trophies Theme I & II test, Developmental Reading Assessment (DRA), Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p><u>Print Awareness:</u> Identify parts of a book and their purposes.</p> <p><u>Fluency:</u> Read automatically grade-level high frequency words.</p> <p>Use punctuation clues to read grade-level text with expression</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary.</p> <p>Learn new words indirectly from reading books and other print sources.</p> <p><u>Comprehension:</u> Work cooperatively with peers to comprehend text</p> <p>Answer simple questions in response to texts</p> <p>Sequence events in retelling stories</p> <p><u>Motivation to Read:</u> Show familiarity with familiar read aloud texts</p>	<p>Standard ELA2.01: Students will read, write, listen, and speak for literary response and expression.</p>		<p><u>ELA1.01.LI3.03:</u> Students follow directions involving a few steps.</p> <p><u>ELA1.01.SP4.05:</u> Students share observations from the classroom, home, or community.</p> <p><u>EL1.01.SP4.04:</u> Students retell multiple pieces of information in sequence; for example retell a story.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to predict what might happen next in a story read aloud.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading activities to identify characters, settings, and events in a story; retell a story.</p> <p><u>ELA2.01.WR2.02:</u> Students write to respond to text to retell a story; list a sequence of events.</p> <p><u>ELA2.01.WR2.04:</u> Students use personal experiences to stimulate own writing, with assistance.</p>	
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<p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p><u>Handwriting & Composition:</u> Write letters legibly</p> <p>Write compositions, beginning to use the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas, retell a story)</p>	<p>Standard ELA3.01: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>Standard ELA4.01: Students will read, write, listen, and speak for social</p>		<p><u>ELA2.01.LI3.01:</u> Students listen to literary texts to identify specific people, places, and events.</p> <p><u>ELA2.01.LI3.01:</u> Students listen to literary texts to identify a character, setting, and/or plot.</p> <p><u>ELA2.01.SP4.01:</u> Students converse with adults and peers regarding pictures, books, and experiences.</p> <p><u>ELA2.01.SP4.05:</u> Students compare stories from personal experience with stories heard or read.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to predict what could happen next or the outcome of a story or article.</p> <p><u>ELA1.01.WR2.03:</u> Students will maintain a portfolio of writing/drawings, with assistance.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to describe the connections between personal experiences and ideas and</p>	
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<p>Speak audibly</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>	<p>interaction</p>		<p>information in written and visual texts.</p> <p><u>ELA3.01.SP4.02</u>: Students express an opinion or judgment about a story.</p> <p><u>ELA3.01.SP4.04</u>: Students explain personal criteria for choosing a book.</p> <p><u>ELA4.01.RE1.01</u>: Students share reading experiences to establish, maintain, and enhance personal relationships with peers or adults.</p> <p><u>ELA4.01.WR2.01</u>: Students share the process of writing with peers or adults.</p>	
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The Children’s Aid Society Community Charter School

1st Grade English Language Arts

Month: **November/December**

<p>Topic <u>Trophies</u> Theme III: It’s My Turn <u>Writing Workshop</u>: Small Moments (Nov.); How To Books (Dec.) Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Phonemic Awareness</u>: Count the number of syllables in a word Blend spoken sounds to form words Segments spoken words into sounds <u>Decoding/Phonics/ Structural Analysis</u>: Identify and produce letter-sound correspondences including consonants and short vowel sounds e, u; initial blends with r and s; diagraphs th, sh Read common word families with e, u by blending the onset and the rime.</p>	<p>Standard ELA1.01: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model TC Resources</p>	<p><u>ELA1.01.RE1.04</u>: Students use a picture dictionary as a resource for vocabulary development. <u>ELA1.01.RE1.02</u>: Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance. <u>ELA1.01.RE1.05</u>: Students select books to meet informational needs, with assistance. <u>ELA1.01.WR2.02</u>: Students write data, facts, and ideas gathered from personal experiences. <u>ELA1.01.WR2.05</u>: Students state main idea with assistance. <u>ELA1.01.WR2.04</u>: Students take notes to record facts from lessons, with assistance.</p>	<p>Harcourt Trophies Theme III test, Running Records, Reading Conferences, Writing Conferences, Writing Samples, Homework Writing Samples, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p><u>Print Awareness:</u> Identify parts of a book and their purposes; narrative & nonfiction</p> <p><u>Fluency:</u> Read automatically grade-level high frequency words.</p> <p>Use punctuation clues to read grade-level text with expression</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary.</p> <p>Study nouns or naming words</p> <p>Learn new words indirectly from reading books and other print sources.</p> <p>Use a dictionary to learn the meanings of words</p> <p><u>Comprehension:</u> Use graphic organizers to organize and categorize information from text read</p> <p>Answer simple questions in response to texts</p>	<p>Standard ELA2.01: Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard ELA3.01:</p>		<p><u>ELA1.01.WR2.06:</u> Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations.</p> <p><u>ELA1.01.LI3.01:</u> Students acquire information from nonfiction text.</p> <p><u>ELA1.01.LI3.03:</u> Students will follow directions involving a few steps.</p> <p><u>ELA1.01.SP4.07:</u> Students respond orally to questions and/or directions.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to predict what might happen next in a story read aloud or independently.</p> <p><u>ELA2.01.RE1.02:</u> Students Engage in pre-reading and reading activities to identify characters, settings and events in a story.</p> <p><u>ELA2.01.WR2.02:</u> Students retell a story, using words.</p> <p><u>ELA2.01.WR2.02:</u> Students write to respond to text to retell a story,</p>	
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<p>understood by others</p> <p>Write compositions, beginning to use the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p>Listen attentively for different purposes</p> <p>Attend to a listening activity for a specified period of time</p> <p><u>Speaking:</u> Speak audibly</p>			<p>information in written and visual texts</p> <p><u>ELA3.01.WR2.03:</u> Students use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p><u>ELA4.01.RE1.01:</u> Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p><u>ELA4.01.WR2.01:</u> Students share the process of writing with peers or adults; for example, write with a partner or in a cooperative group.</p> <p><u>ELA4.01.SP4.01:</u> Students participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment.</p>	
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<p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p> <p>Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p>				
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The Children's Aid Society Community Charter School
 1st Grade English Language Arts

Month: **December/January**

<p>Topic Trophies Theme IV: I Think I Can Writing Workshop: How To Books & All About Books Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences of long vowels /o/, ow, oa;; r-controlled vowels /ar/ar, /ur/er, ir, ur; initial blends with l; diagraphs /ch/ch, tch; /kw/qu; /hw/wh;</p> <p>Decode grade-level words using knowledge of inflections or endings: -s, -ed, -ing</p> <p>Check accuracy of decoding using context to monitor and self correct</p> <p>.</p> <p><u>Print Awareness:</u> Identify parts of a book</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.04:</u> Students use a picture dictionary as a resource for vocabulary development.</p> <p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA1.01.RE1.05:</u> Students select books to meet informational needs.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences and/or books read.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance</p> <p><u>ELA1.01.WR2.06:</u> Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p>	<p>Harcourt Trophies Theme IV test, Running Records, Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>Use graphic organizers to organize and categorize information from text read</p> <p>Answer simple questions in response to texts</p> <p>Identify details within a story</p> <p><u>Motivation to Read:</u> Show interests in reading a range of grade-level texts from a variety of genres</p> <p>Show familiarity with familiar read aloud texts</p> <p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p>Spell correctly three and four letter short vowel words</p> <p><u>Handwriting & Composition:</u> Write letters legibly</p> <p>Write stories and</p>	<p>Standard 4: Students will read, write, listen, and speak for social interaction</p>		<p>with adults and peers regarding pictures, books, and experiences.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to identify the characters in a story and explain what each contributes to the events in the story.</p> <p><u>ELA3.01.SP4.03:</u> Students compare characters, settings, or events in two or more stories.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to describe the connection between personal experiences and ideas and/or information in texts.</p> <p><u>ELA3.01.WR2.03:</u> Students use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p><u>ELA3.01.LI3.02:</u> Students will identify messages in advertisements by listening to words, music, and sound effects.</p> <p><u>ELA3.01.SP4.01:</u> Students share what they know, want to know, and have learned about a theme or</p>	
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<p>informational text that establish a topic and use words that can be understood by others</p> <p>Write compositions, beginning to use the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p>Listen attentively for different purposes</p> <p>Attend to a listening activity for a specified period of time</p>			<p>topic.</p> <p><u>ELA4.01.RE1.01:</u> Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p><u>ELA4.01.LI3.01:</u> Students will respect the age, gender, and culture of the speaker.</p> <p><u>ELA4.01.SP4.03:</u> Students respect the age, gender, and culture of the listener.</p>	
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<p><u>Speaking:</u> Speak audibly</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p> <p>Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p> <p>Vary language style according to purpose of communication</p>				
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The Children’s Aid Society Community Charter School
 1st Grade English Language Arts

Month: **February**

Topic Trophies Themes I-IV Review Writing Workshop: Narrative Non-Fiction Knowledge and Skills	NYS Standards/Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p><u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences of short and long vowels, r-controlled vowels, initial blends with l, and diagraphs</p> <p>Decode grade-level words using knowledge of inflections or endings: -s, -ed, -ing</p> <p>Check accuracy of decoding using context to monitor and self correct</p> <p><u>Print Awareness:</u> Identify parts of a book and their purposes; narrative & nonfiction</p> <p><u>Fluency:</u> Read automatically grade-level high frequency</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary.</p> <p><u>ELA1.01.RE1.05:</u> Students select books to meet informational needs, with assistance.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance</p> <p><u>ELA2.01.WR2.02:</u> Students write to respond to text to express feelings about characters or events in one or more stories; describe characters, settings, or events; list a sequence</p>	<p>Harcourt Trophies Mid Year Assessment, Running Records, Reading Conferences, Writing Conferences, Writing Samples, Homework Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>words. Sight read automatically grade-level irregularly spelled words</p> <p>Use punctuation clues to read grade-level text with expression, accuracy and fluency</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary.</p> <p>Study synonyms, antonyms, and homonyms to learn new grade-level vocabulary</p> <p>Learn new words indirectly from reading books and other print sources.</p> <p>Use a dictionary to learn the meanings of words</p> <p><u>Comprehension:</u> Use comprehension strategies to clarify meaning of text Use graphic organizers to organize and categorize information from text read</p> <p>Answer simple questions</p>	<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p>of events in a story; retell a story, using words</p> <p><u>ELA1.01.WR2.06:</u> Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</p> <p><u>ELA1.01.LI3.01:</u> Students acquire information from nonfiction text.</p> <p><u>ELA1.01.SP4.02:</u> Students report information to peers and familiar adults.</p> <p><u>ELA1.01.SP4.08:</u> Students share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to: identify the characters in a story and explain what each contributes to the events of the story.</p> <p><u>ELA2.01.WR2.02:</u> Students write to respond to text to express feelings about characters or events in one or more stories; describe characters,</p>	
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<p>in response to texts</p> <p>Sequence events in retelling stories</p> <p>Follow simple directions</p> <p>Identify details within a story</p> <p>Use prior knowledge, own perspectives and opinions to comprehend text</p> <p><u>Motivation to Read:</u> Show interests in reading a range of grade-level texts from a variety of genres</p> <p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p>Spell correctly three and four letter short and long vowel words Use conventional spelling to spell common grade-level irregularly spelled content and high frequency words</p> <p><u>Handwriting &</u></p>	<p>Standard 4: Students will read, write, listen, and speak for social interaction</p>		<p>settings, or events; list a sequence of events in a story; retell a story, using words; identify the problem and solution in a simple story.</p> <p><u>ELA2.01.WR2.04:</u> Students use personal experiences to stimulate own writing, with assistance.</p> <p><u>ELA2.01.WR2.01:</u> Students create a story with a beginning, middle, and end using words and complete sentences that can be understood by others.</p> <p><u>ELA2.01.LI3.01:</u> Students listen to literary texts and performances to appreciate and enjoy literary works.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to identify what they know, want to know, and have learned about a specific story, theme, or topic.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to predict what could happen next or the outcome of a story.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to identify the characters in a story and explain what each contributes to the events in the story.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to</p>	
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<p><u>Composition:</u> Write letters and words legibly</p> <p>Write in complete sentences</p> <p>Write stories and informational text that establish a topic and use words that can be understood by others</p> <p>Write compositions, beginning to use the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p>			<p>depict an opinion about statements, illustrations, characters, and events in written and visual texts.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to describe the connections between personal experiences and ideas and information in written and visual texts.</p> <p><u>ELA3.01.WR2.03:</u> Students use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p><u>ELA3.01.LI3.01:</u> Students form an opinion and evaluate information on the basis of information in the world.</p> <p><u>ELA4.01.RE1.01:</u> Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p><u>ELA4.01.WR2.01:</u> Students share the process of writing with peers and adults.</p> <p><u>ELA2.01.RE1.03:</u> Students dramatize or retell stories, using puppets, toys, and other props.</p>	
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<p>Listen attentively for different purposes</p> <p>Attend to a listening activity for a specified period of time</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p> <p>Vary language style according to purpose of communication</p> <p>Speak audibly</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>				
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The Children’s Aid Society Community Charter School
 1st Grade English Language Arts

Month: **March/April**

<p>Topic Trophies Themes V: Hello Neighbor Writing Workshop: Realistic Fiction (Mar.); Poetry (April)</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences long vowels (/e/e, ee, ea; /a/a-e; /i/i-e; /o/o-e,</p> <p>Decode grade-level words using knowledge of contractions</p> <p>Check accuracy of decoding using context to monitor and self correct</p> <p><u>Fluency:</u> Read automatically grade-level high frequency words.</p> <p>Sight read automatically grade-level irregularly spelled words</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher’s College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.01:</u> Students locate and use classroom and library media center resources to acquire information, with assistance.</p> <p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary.</p> <p><u>ELA1.01.RE1.05:</u> Students select books to meet informational needs, with assistance.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons,</p>	<p>Harcourt Trophies Theme V test, Running Records, Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>Use punctuation clues to read grade-level text with expression, accuracy and fluency</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary.</p> <p>Study pronouns and describing words</p> <p>Learn new words indirectly from reading books and other print sources.</p> <p>Learn to alphabetize words independently</p> <p>Use a dictionary to learn the meanings of words</p> <p><u>Comprehension:</u> Use comprehension strategies to clarify meaning of text</p> <p>Use graphic organizers to organize and categorize information from text read</p> <p>Answer simple questions in response to texts</p>	<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>		<p>with assistance</p> <p><u>ELA2.01.WR2.02:</u> Students write to respond to text to describe characters, settings, or events; list a sequence of events in a story; retell a story, using words</p> <p><u>ELA1.01.WR2.06:</u> Students will use resources such as a picture dictionary or word wall to find and write words with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p><u>ELA1.01.LI3.02:</u> Students identify similarities and differences in information about people, places, and events.</p> <p><u>ELA2.01.RE1.01:</u> Students comprehend and respond to imaginative texts and performances; interpret, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p>	
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<p>Follow simple directions Use prior knowledge, own perspectives and opinions to comprehend text</p> <p><u>Motivation to Read:</u> Show interests in reading a range of grade-level texts from a variety of genres</p> <p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p>Spell correctly three and four letter short and long vowel words</p> <p>Use conventional spelling to spell common grade-level irregularly spelled content and high frequency words</p> <p><u>Handwriting & Composition:</u> Write letters and words legibly Write in complete sentences</p> <p>Write stories and</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>		<p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to draw conclusions from a story.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary.</p> <p><u>ELA2.01.WR2.04:</u> Students use personal experiences to stimulate own writing, with assistance.</p> <p><u>ELA2.01.WR2.01:</u> Students develop original literary texts to create a story with a beginning, middle, and end using words and complete sentences that can be understood by others.</p> <p><u>ELA2.01.LI3.01:</u> Students listen to literary texts and performances to identify a character, setting, and/or plot.</p> <p><u>ELA2.01.SP4.06:</u> Students express the mood or emotion of a story by using a variety of words.</p> <p><u>ELA3.01.RE1.01:</u> Students identify, explain, and evaluate ideas, themes, and experiences from texts and performances.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to identify what they know want to know, and have learned about a</p>	
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<p>informational text that establish a topic and use words that can be understood by others</p> <p>Write compositions using the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak Listen attentively for different purposes Attend to a listening activity for a specified period of time</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas,</p>	<p>Standard 4: Students will read, write, listen, and speak for social interaction</p>		<p>specific story.</p> <p><u>ELA3.01.RE1.02:</u> Students engage in pre-reading and reading activities to change the sequence of events in a story to create a different ending.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to describe the differences between real and imaginary experiences.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to describe the connection between personal experiences and ideas and/or information in texts.</p> <p><u>ELA3.01.WR2.03:</u> Students use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p><u>ELA3.01.WR2.01:</u> Students write to express opinions and judgments to compare characters, settings, and events within and between stories.</p> <p><u>ELA3.01.SP4.07:</u> Students compare and contrast events or characters in a story with their lives.</p> <p><u>ELA4.01.RE1.01:</u> Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p>	
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<p>retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p> <p>Vary language style according to purpose of communication</p> <p>Speak audibly</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>			<p><u>ELA4.01.WR2.01</u>: Students share the process of writing with peers or adults; for example, write with a partner or in a cooperative group.</p> <p>.</p>	
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The Children's Aid Society Community Charter School
 1st Grade English Language Arts

Month: **April/May**

<p>Topic <u>Trophies</u> Themes VI: Going Places <u>Writing Workshop:</u> Poetry (April); Authors As Mentors (May)</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Decoding/Phonics/ Structural Analysis:</u> Identify and produce letter-sound correspondences long vowels /i/igh; /a/ai, ay; /oo/u-e</p> <p>Decode grade-level words using knowledge of inflections and contractions</p> <p>Check accuracy of decoding using context to monitor and self correct</p> <p><u>Fluency:</u> Read automatically grade-level high frequency words. Sight read automatically grade-level irregularly spelled words</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.01:</u> Students locate and use classroom and resources to acquire information.</p> <p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary.</p> <p><u>ELA1.01.RE1.05:</u> Students select books to meet informational needs.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance.</p>	<p>Harcourt Trophies Theme VI test, Developmental Reading Assessment, Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>Use punctuation clues to read grade-level text with expression, accuracy and fluency</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary.</p> <p>Study verbs</p> <p>Learn new words indirectly from reading books and other print sources.</p> <p>Learn to alphabetize words independently</p> <p>Use a dictionary to learn the meanings of words</p> <p><u>Comprehension:</u> Use comprehension strategies to clarify meaning of text</p> <p>Use graphic organizers to organize and categorize information from text read</p> <p>Answer simple questions in response to texts</p> <p>Sequence events and summarize main idea,</p>	<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>		<p>ELA1.01.WR2.05: Students state the main idea, with assistance.</p> <p>ELA1.01.WR2.06: Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p> <p>ELA2.01.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.01.RE1.01: Students comprehend and respond to imaginative texts and performances; interpret, with assistance.</p> <p>ELA2.01.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.01.RE1.02: Students engage in pre-reading and reading activities to draw conclusions from a story.</p> <p>ELA2.01.RE1.03: Students dramatize or retell stories, using puppets, toys, and other props.</p> <p>ELA2.02.WR2.04: Students use personal experiences to stimulate</p>	
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<p>plot, problem, and solution</p> <p>Follow simple directions Use prior knowledge, own perspectives and opinions to comprehend text</p> <p><u>Motivation to Read:</u> Show interests in reading a range of grade-level texts from a variety of genres</p> <p><u>Spelling:</u> Use developing knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p>Spell correctly three and four letter short and long vowel words</p> <p>Use conventional spelling to spell common grade-level irregularly spelled content and high frequency words</p> <p><u>Handwriting & Composition:</u> Write letters and words legibly</p> <p>Write in complete</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>Standard 4: Students will read, write, listen, and</p>		<p>own writing, with assistance.</p> <p>ELA2.01.WR2.01: Students develop original literary texts to create poems or jingles, using words that can be understood by others.</p> <p>ELA3.01.RE1.01: Students identify, explain, and evaluate ideas, themes, and experiences from texts and performances.</p> <p>ELA2.01.LI3.01: Students listen to literary texts and performances to identify specific people, places, and events.</p> <p>ELA2.01.LI3.01: Students listen to literary texts and performances to respond to vivid language.</p> <p>ELA2.01.SP4.08: Students ask for clarification of events in a story or poem.</p> <p>ELA2.01.SP4.10: Students recite poems and nursery rhymes.</p> <p>ELA2.01.SP4.03: Students express feelings about works of fiction and poetry.</p> <p>ELA3.01.RE1.02: Students engage in pre-reading and reading activities to identify what they know, want to know, and have learned about a specific story, theme, or topic</p>	
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<p>sentences</p> <p>Write stories and informational text that establish a topic and use words that can be understood by others</p> <p>Write compositions using the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p>Listen attentively for different purposes</p> <p>Attend to a listening</p>	<p>speak for social interaction</p>		<p>ELA3.01.RE1.02: Students engage in pre-reading and reading activities to recognize different plots in books by the same author.</p> <p>ELA3.01.WR2.01: Students write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written texts or visual performances.</p> <p>ELA3.01.WR2.01: Students write to express opinions and judgments to describe the connection between personal experiences and ideas and/or information in texts.</p> <p>ELA3.01.WR2.03: Students will use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p>ELA4.01.RE1.01: Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p>ELA4.01.WR2.01: Students will share the process of writing with peers and adults.</p> <p>ELA2.01.SP4.02: Students role-play characters and events from stories.</p>	
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<p>activity for a specified period of time</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p> <p>Vary language style according to purpose of communication</p> <p>Speak audibly</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>				
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The Children's Aid Society Community Charter School
 1st Grade English Language Arts

Month: **May/June**

<p>Topic Trophies Themes I- VI Review Writing Workshop: Authors As Mentors (May); Fairytales (June) Knowledge and Skills</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><u>Decoding/Phonics/</u> <u>Structural Analysis:</u> Identify and produce letter-sound correspondences, including consonants, consonant initial blends, short vowels, long vowels, diagraphs</p> <p>Read common word families by blending onset and rime</p> <p>Decode grade-level words using knowledge of inflections, endings and contractions</p> <p>Check accuracy of decoding using context to monitor and self correct</p> <p><u>Print Awareness:</u> Identify parts of a books and their purposes</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Harcourt Trophies, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Interactive Writing, Independent Writing, Teacher's College Reading & Writing Project Writing Workshop model</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.01:</u> Students locate and use classroom and resources to acquire information.</p> <p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary</p> <p><u>ELA1.01.RE1.05:</u> Students will select books to meet informational needs.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance.</p> <p><u>ELA1.01.WR2.05:</u> Students state the</p>	<p>Harcourt Trophies End of Year test, Developmental Reading Assessment, Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p><u>Fluency:</u> Sight read automatically 300-500 words including sight and decodable words</p> <p>Use punctuation clues to read grade-level text with expression, accuracy and fluency</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary</p> <p>Study root words, prefixes, and suffixes to learn new words</p> <p>Learn new words indirectly from reading books and other print sources</p> <p>Use a dictionary to learn the meanings of words</p> <p><u>Comprehension:</u> Use comprehension strategies to clarify meaning of text</p> <p>Use graphic organizers to organize and categorize</p>	<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>		<p>main idea, with assistance.</p> <p>ELA1.01.WR2.06: Students use resources such as a picture dictionary or word wall to find and write words with assistance.</p> <p>ELA2.01.LI3.01: Students listen to literary texts and performances to appreciate and enjoy literary works.</p> <p>ELA2.01.RE1.02: Students engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic.</p> <p>ELA2.01.RE1.01: Students comprehend and respond to imaginative texts and performances; interpret, with assistance.</p> <p>ELA2.01.RE1.01: Students comprehend and respond to draw conclusions from a story.</p> <p>ELA2.01.RE1.03 Students dramatize or retell stories, using puppets, toys, and other props.</p> <p>ELA2.01.WR2.01: Students develop original literary texts to create stories with a beginning, middle, and end, using words that can be understood by others.</p>	
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<p>information from text read</p> <p>Answer simple questions in response to texts</p> <p>Sequence events and summarize main idea, plot, problem, and solution</p> <p>Follow simple directions</p> <p>Use prior knowledge, own perspectives and opinions to comprehend text</p> <p><u>Motivation to Read:</u> Show interests in reading a range of grade-level texts from a variety of genres</p> <p><u>Spelling:</u> Use knowledge of letter-sound correspondence and invented spelling to spell independently grade-level decodable words</p> <p>Understand the difference between conventional and invented spelling</p> <p>Use conventional spelling to spell common grade-</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>Standard 4: Students will read, write, listen, and</p>		<p>ELA2.02.WR2.04: Students use personal experiences to stimulate own writing, with assistance.</p> <p>ELA2.01.SP4.02: Students role-play characters and events from stories.</p> <p>ELA3.01.RE1.01: Students identify, explain, and evaluate ideas, themes, and experiences from texts and performances.</p> <p>ELA3.01.RE1.02: Students engage in pre-reading and reading activities to identify what they know, want to know, and have learned about a specific story, theme, or topic</p> <p>ELA2.01.WR2.02: Students write to respond to text to describe characters, settings, or events; identify the problem and solution in a simple story.</p> <p>ELA3.01.WR2.01: Students write to express opinions and judgments to depict an opinion about statements, illustrations, characters, and events in written and visual texts</p> <p>ELA3.01.WR2.01: Students write to express opinions and judgments to describe the connections between personal experiences and ideas and information in written and visual texts</p> <p>ELA3.01.WR2.03: Students use</p>	
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<p>level irregularly spelled content and high frequency words</p> <p><u>Handwriting & Composition:</u> Write letters and words legibly</p> <p>Write in complete sentences</p> <p>Write stories and informational text that establish a topic and use words that can be understood by others</p> <p>Write compositions for different purposes using the writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level</p>	<p>speak for social interaction</p>		<p>prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p>ELA3.01.SP4.05: Students compare and contrast different versions of the same story.</p> <p>ELA4.01.RE1.01: Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p>ELA4.01.WR2.01: Students will share the process of writing with peers and adults.</p> <p>ELA2.01.SP4.02: Students role-play characters and events from stories.</p>	
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<p>books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p>Listen attentively for different purposes</p> <p>Attend to a listening activity for a specified period of time</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p> <p>Vary language style according to purpose of communication</p> <p>Speak audibly</p> <p>Speak with speed and expression appropriate to purpose and audience</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>				
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The Children’s Aid Society Community Charter School

1st Grade English Language Arts

Month: July

<p>Topic Reader’s Workshop: Readers Read Just Right Books Writing Workshop: Independent Writing Projects</p>	<p>NYS Standards/Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p>Knowledge and Skills</p> <p><u>Decoding/Phonics/ Structural Analysis:</u> Check accuracy of decoding using context to monitor and self correct</p> <p><u>Fluency:</u> Sight read automatically 300-500 words including sight and decodable words</p> <p>Use punctuation clues to read grade-level text with expression, accuracy and fluency</p> <p><u>Vocabulary:</u> Study categories of words to learn new grade-level vocabulary</p> <p>Study root words, prefixes, and suffixes to learn new</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	<p>Reading & Writing Workshop from Teacher’s College Reading & Writing Project; Read Aloud, Shared Reading, Independent Reading, Guided Reading, Shared Writing, Interactive Writing, Independent Writing</p> <p>TC Resources</p>	<p><u>ELA1.01.RE1.02:</u> Students read grade-level informational text to begin to collect data, facts, and ideas, with assistance.</p> <p><u>ELA2.01.RE1.02:</u> Students engage in pre-reading and reading activities to distinguish between what is real and what is imaginary</p> <p><u>ELA1.01.RE1.05:</u> Students select books to meet informational needs.</p> <p><u>ELA1.01.WR2.02:</u> Students write facts and ideas gathered from personal experiences.</p> <p><u>ELA1.01.WR2.04:</u> Students take notes to record facts from lessons, with assistance. Students will use resources such as a picture dictionary or word</p>	<p>Running Records, Reading Conferences, Writing Conferences, Writing Samples, Homework, Writing Baseline, TC – IRL, TC-Spelling Inventory</p>

<p>writing process</p> <p>Use conventional capitalization and punctuation to begin and end sentences</p> <p><u>Motivation to Write:</u> Share writing with others</p> <p>Write voluntarily to communicate with others and for different purposes</p> <p><u>Listening:</u> Listen attentively to spoken language, including grade-level books read aloud</p> <p>Listen respectfully without interrupting when others speak</p> <p>Listen attentively for different purposes</p> <p>Attend to a listening activity for a specified period of time</p> <p><u>Speaking:</u> Speak for different purposes (e.g. share ideas, retell a story)</p> <p>Use grade level vocabulary and conventional grammar in own speech</p>	<p>and speak for social interaction</p>		<p>ELA3.01.WR2.01: Students write to express opinions and judgments to describe the connection between personal experiences and ideas and information in texts.</p> <p>ELA3.01.WR2.03: Students use prewriting tools such as semantic webs to organize ideas and information, with assistance.</p> <p>ELA4.01.RE1.01: Students share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults.</p> <p>ELA4.01.WR2.01: Students will share the process of writing with peers and adults.</p> <p>ELA2.01.SP4.02: Students role-play characters and events from stories.</p>	
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<p>Vary language style according to purpose of communication</p> <p>Speak audibly</p> <p>Speak with speed and expression appropriate to the purpose and audience</p> <p>Take turns in conversation or speaking in a group</p> <p>Respond appropriately to what others are saying</p>				
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **September**

Topic Getting Ready for Kindergarten; Sort & Classify	NYS Standards/Key Ideas (Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <p>Model and identify spatial words such as beside, next to, in front, behind, before, after, between, forward, backwards, top, middle, bottom, in and out, below, over and under</p> <p>-count orally to 20</p> <p>- identify objects by color</p> <p>- identify objects by size.</p> <p>- identify and demonstrate directional words left and right</p> <p>-use the problem solving skill of using a picture to solve problems</p>	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Geometry Strand Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. Students will identify and justify geometric relationships, formally and informally. Students will apply coordinate geometry to analyze problem</p>	<p>ThinkMath! Chapter 1, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>Beginning of year assessment/ End of unit assessment</i> 	<p>K.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>K.N.2 Students count out (produce) a collection of a specified size 1 to 10</p> <p>K.N.3 Students numerically label a data set of 1 to 5</p> <p>K.N.4: Students verbally count by 1's to 20.</p> <p>K.N.5 Students verbally count backwards from 10</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.G.1: Students describe characteristics and relationships of geometric objects.</p> <p>K.G.2: Students sort groups of objects by size and size order (increasing and decreasing).</p> <p>K.G.5: Students understand and use ideas such as over, under, above, below, on, beside, next to, and between.</p> <p>K.PS.4: Students formulate problems and solutions from everyday situations (i.e. counting the number of children in the class, using the calendar to teach counting).</p> <p>K.P.S.8: Students use manipulatives (i.e. tiles, blocks) to model the action in problems.</p>	<p>Think Math!! Baseline test, Mid Chapter Review, Cumulative Review, Chapter 1 Test , Homework, Math Journals</p>

	<p>solving situations.</p> <p>Problem Solving Strand Students will solve problems that arise in mathematics and in other contexts. Students will apply and adapt a variety of appropriate strategies to solve problems.</p> <p>Statistics and Probability Strand Students will collect, organize, display, and analyze data.</p>		<p>K.PS.9: Students use drawings/pictures to model the action in problems.</p> <p>K.S.3: Students sort and organize objects by two attributes (i.e. color, size, or shape).</p> <p>K.S.4: Students represent data using manipulatives.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **October**

Topic Patterns, Numbers 0 to 5 Knowledge and Skills	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p>Students will:</p> <ul style="list-style-type: none"> - simple patterns of sound and movement - identify simple patterns of concrete objects - extend a simple pattern using concrete materials - predict and extend patterns using concrete materials - use the problem solving skill <i>transfer a pattern</i> to solve problems - identify a pattern unit - use concrete objects to create a pattern - use the problem solving skill <i>use a pattern</i> to solve problems - use one-to-one correspondence to identify equal groups - use one-to-one correspondence to compare 	<p><u>Standard MST3:</u> Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p><i>Algebra</i> Students will recognize, use, and represent algebraically patterns, relations, and functions.</p> <p><i>Number Sense and Operations Strand</i> Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p><i>Problem Solving Strand</i> Students will apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Think Math!! Chapter 2 & 3 , Whole group Instruction , Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>K.A.1: Students use a variety of manipulatives to create patterns using attributes of color, size or shape.</p> <p>K.A. 2: Students recognize, describe, extend, and create patterns that repeat (i.e. ABABAB or ABAABAAAB).</p> <p>K.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>K.N.2 Students count out (produce) a collection of a specified size 1 to 10</p> <p>K.N.3 Students numerically label a data set of 1 to 5</p> <p>K.N.4 Students verbally count by 1's to 20</p> <p>K.N.5 Students verbally count backwards from 10</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.10: Students visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10.</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 2 & 3 Tests, Cumulative Review, Math Projects, Homework, Math Journals</p>

<p>two groups and identify which group has more</p> <ul style="list-style-type: none"> - use one-to-one correspondence to compare two groups and identify which group has fewer - use the problem solving strategy make <i>a graph</i> to solve problems - use groups of concrete materials to represent quantities to four given in written or verbal form. - model numbers in variety of ways. - count, read, and compare the number zero - describe relative position in a sequence of whole numbers on a number line - use the problem solving skill <i>use estimation</i> to solve problems 	<p>Statistics and Probability Strand Students will collect, organize, display, and analyze data.</p>		<p>K.PS.5: Students use informal counting strategies to find solutions.</p> <p>K.S.5: Students identify more, less, and same amounts from pictographs or concrete models.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **November**

Topic Numbers 6-10	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - use concrete materials, pictures, and numerals to show the concept of numbers to six and seven - use numbers and pictures to describe how many objects are in a group - use groups of concrete materials to represent quantities to ten given in verbal or written form - use the problem solving strategy <i>make model</i> to solve problems - describe relative position in a sequence of whole numbers on a number line - read and write numerals to ten - use symbols to represent missing or unknown quantities - use the problem solving skill <i>use data from a graph</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems.</p> <p>Statistics and Probability Strand Students will identify more, less, and same amounts from pictographs or concrete models.</p>	<p>Think Math!! Chapter 4, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten grade curriculum are:</i></p> <ul style="list-style-type: none"> • THINK MATH! • <i>End of unit assessment</i> 	<p>K.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>K.N.2 Students count out (produce) a collection of a specified size 1 to 10</p> <p>K.N.3 Students numerically label a data set of 1 to 5</p> <p>K.N.4 Students verbally count by 1's to 20</p> <p>K.N.5 Students verbally count backwards from 10</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.10: Students visually determine how many more or less, and then using the</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 4 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

			<p>verbal counting sequence, match and count 1-10.</p> <p>K.PS.5: Students use informal counting strategies to find solutions</p> <p>K.S.4: Students represent data using manipulatives.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **December**

Topic Geometry and Fractions Knowledge and Skills	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p>Students will:</p> <ul style="list-style-type: none"> - recognize, compare, and sort real-world objects or models of solids - sort three-dimensional objects by varied attributes - use the problem solving skill use <i>visual thinking</i> to solve problems - know the attributes of circles, squares, triangles, and rectangles - use concrete objects to explore slides and turns - use concrete materials to make symmetrical figures - use concrete materials to represent fractional parts of a whole - use the problem solving strategy make a model to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Geometry Strand Students will use visualizations and spatial reasoning to analyze characteristics and properties of geometric shapes.</p> <p>Students will apply transformations and symmetry to analyze problem solving situations.</p> <p>Students will apply coordinate geometry to analyze problem solving situations.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Think Math!! Chapter 5, Whole group Instruction Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>Mid-year assessment/End of unit assessment</i> 	<p>K.G.1: Students describe characteristics and relationships of geometric objects.</p> <p>K.G.2 Students sort groups of objects by size and size order</p> <p>K.G.3: Students explore vertical and horizontal orientation of objects.</p> <p>K.G.4: Students manipulate two- and three-dimensional shapes to explore symmetry</p> <p>K.G.5 Understand and use ideas such as over, under, above, below, on, beside, next to, and between</p> <p>K.PS.7: Students compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking.</p> <p>K.PS.8: Students use manipulatives (i.e. tiles, blocks) to model the acting in problems</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 5 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **January**

Topic Numbers 10 to 30	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - recognize, compare and sort real world objects or models of solids - sort objects 3-dimensional objects - know the attributes of circles, squares, triangles, and rectangles - use concrete objects to explore slides and turns - identify symmetrical shapes 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Strand: Students will understand numbers, multiple ways of representing number, relationships among numbers, and number systems</p> <p>Problem Solving Strand: Students will apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Think Math!! Chapter 6, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten grade curriculum are:</i></p> <ul style="list-style-type: none"> •<i>THINK MATH!</i> •<i>End of Unit assessment</i> 	<p>K.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>K.N.2 Students count out (produce) a collection of a specified size 1 to 10</p> <p>K.N.3 Students numerically label a data set of 1 to 5</p> <p>K.N.4 Students verbally count by 1's to 20</p> <p>K.N.5 Students verbally count backwards from 10</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.10 Students visually determine how many more or less, and then using the verbal counting sequence, match and count</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 6 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

			<p>1-10</p> <p>K.N.11 Students use and understand verbal ordinal terms, first to tenth</p> <p>K.PS.5: Students will use informal counting strategies to find solutions.</p> <p>K.PS.9: Students will use drawings/pictures to model the action in problems.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: February

Topic Number Patterns	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - count orally to 100 or more using a hundred chart - count orally to 100 or more by 10's using a hundred chart - count orally to 100 or more by 5's using a hundred chart - count orally to 100 or more by 2's using a hundred chart - use the problem solving strategy of <i>find a pattern</i> to solve problems - count orally to 100 or more by 5's and 10's using concrete materials - use concrete objects to explore even and odd numbers - indicate positions of objects in the order of first through tenth - use the problem solving skill <i>use a model</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Strand: Students will understand numbers, multiple ways of representing number, relationships among numbers, and number systems</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems.</p> <p>Communication Strand Strand Students will communicate their mathematical thinking coherently and clearly to peers,</p>	<p>Think Math!! Chapter 7, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>K.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>K.N.2 Students count out (produce) a collection of a specified size 1 to 10</p> <p>K.N.3 Students numerically label a data set of 1 to 5</p> <p>K.N.4 Students verbally count by 1's to 20</p> <p>K.N.5 Students verbally count backwards from 10</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.10 Students visually determine how many more or less, and then using the</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 7 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

	<p>teachers, and others</p>		<p>verbal counting sequence, match and count 1-10</p> <p>K.N.11 Students use and understand verbal ordinal terms, first to tenth</p> <p>K.PS.5: Students use informal counting strategies to find solutions.</p> <p>K.PS.6: Students experience teacher-directed questioning process to understand.</p> <p>K.PS.8: Student use manipulatives to model the action in problems.</p> <p>K.CM.2: Students share mathematical ideas through the manipulation of objects, drawing, pictures, and verbal explanations.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **March**

Topic Money and Time	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - identify a penny and its value - identify and compare the value of a penny and a nickel - identify and compare the value of a penny and a dime - use the problem solving strategy <i>draw a picture</i> to solve problems - measure the time of day as morning, afternoon, evening, day or night - use the problem solving strategy skill <i>use a calendar</i> to solve problems - identify which two activities takes more time or less time - tell time to the hour 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Strand: Students will understand numbers, multiple ways of representing number, relationships among numbers, and number systems</p> <p>Problem Solving Strand Students will solve problems that arise in mathematics and in other contexts.</p> <p>Students will apply and adapt a variety of appropriate strategies to solve problems.</p> <p>Communication Strand Students will use the language of</p>	<p>Think Math!! Chapter 8, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of Unit assessment</i> 	<p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.10 Students visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10</p> <p>K.N.11 Students use and understand verbal ordinal terms, first to tenth</p> <p>K.PS.4: Students formulate problems and solutions from everyday situations (i.e. counting the number of children in the class, using the calendar to teach counting).</p> <p>K.PS.9: Students use drawings/pictures to model the action in problems.</p> <p>K.CM.5: Students use appropriate mathematical terms, vocabulary, and</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 8 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

	<p>mathematics to express mathematical ideas precisely.</p> <p>Connections Strand Students will recognize and apply mathematics in contexts outside of mathematics.</p> <p>Representation Strand Students will create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Students will use representations to model and interpret physical, social, and mathematical phenomena.</p> <p>Measurement Strand Students will determine what can be measured and how, using appropriate methods and formulas.</p>		<p>language.</p> <p>K.CN.1: Students recognize the presence of mathematics in their daily lives.</p> <p>K.R.1: Students use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations.</p> <p>K.R.2: Students use standard and nonstandard representations.</p> <p>K.R.5: Students use objects to show and understand mathematical phenomena (i.e. draw pictures to show a story problem, show number value using fingers on your hand).</p> <p>K.M.3: Students relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: April

Topic Measurement	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - use direct comparison to sort objects by length - use direct comparison to order objects by their lengths - use indirect comparison to compare length - measure length using nonstandard units - use the problem solving strategy <i>estimate and measure</i> to solve problems - compare and order capacities with nonstandard units - compare and order classroom objects by their weights - use the problem solving skill <i>use a picture</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Measurement Strand Students will determine what can be measured and how, using appropriate methods and formulas.</p> <p>Statistics and Probability Strand Students will collect, organize, display, and analyze data.</p> <p>Representation Strand Students will create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Students will use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p>Think Math!! Chapter 9, Whole group Instruction Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> • <i>THINK MATH!</i> • <i>End of unit assessment</i> 	<p>K.M.1: Students name, discuss, and compare attributes of length (longer than, shorter than).</p> <p>K.M.2: Students compare the length of two objects by representing each length with string or a paper strip</p> <p>K.S.1: Students gather data in response to questions posed by the teacher and students.</p> <p>K.R.1: Students use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations.</p> <p>K.R.2: Students use standard and nonstandard representations.</p> <p>K.R.5: Students use objects to show and understand mathematical phenomena (i.e. draw pictures to show a story problem, show number value using fingers on your hand).</p> <p>K.CN.3: Students recognize and apply mathematics to objects and pictures.</p> <p>K.CM.2: Students share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations.</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 9 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

	<p>Connections Strand Students will recognize and apply mathematics in contexts outside of mathematics.</p> <p>Communication Strand Students will use the language of mathematics to express mathematical ideas precisely.</p> <p>Problem Solving Strand Students will solve problems that arise in mathematics and in other contexts.</p> <p>Students will apply and adapt a variety of appropriate strategies to solve problems.</p>		<p>K.CM.5: Students use appropriate mathematical terms, vocabulary, and language.</p> <p>K.PS.7: Students compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking.</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: **May**

Topic Data, Graphing, and Probability Knowledge and Skills	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p>Students will:</p> <ul style="list-style-type: none"> - display answers to simple questions by using a concrete graph - interpret data exhibited in pictorial graphs - display answers to simple questions involving two categories using a picture graph - use the problem solving skill <i>use data from a graph</i> to solve problems - read and interpret a tally table - display the answer to a simple two-choice survey using a tally table - participate in activities dependent upon chance - identify when a given event is more likely, equally likely, or less likely to occur 	<p><u>Standard MST3:</u> Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p><i>Statistics and Probability Strand</i> Students will collect, organize, display, and analyze data.</p> <p><i>Problem Solving Strand</i> Students will solve problems that arise in mathematics and in other contexts. Students will monitor and reflect on the process of mathematical problem solving.</p> <p><i>Communication Strand</i> Students will organize and consolidate their mathematical thinking through communication.</p> <p><i>Representation Strand</i> Students will create and use</p>	<p>Think Math!! Chapter 10, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> • THINK MATH! • <i>End of unit assessment</i> 	<p>K.S.1 Students gather data in response to questions posed by the teacher and students</p> <p>K.S.2 Students help to make simple pictographs for quantities up to 10, where one picture represents 1</p> <p>K.S.3 Students sort and organize objects by two attributes (e.g., color, size, or shape)</p> <p>K.S.4 Students represent data using manipulatives</p> <p>K.S.5 Students identify more, less, and same amounts from pictographs or concrete models</p> <p>K.PS.4: Students formulate problems and solutions from everyday situations.</p> <p>K.PS.10: Students explain to others how a problem was solved, giving strategies.</p> <p>K.CM.1: Students understand how to organize their thought processes with teacher guidance.</p> <p>K.CM.5: Students use appropriate mathematical terms, vocabulary, and language.</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 10 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

<p>- use the problem solving skill <i>make a prediction</i> to solve problems</p>	<p>representations to organize, record, and communicate mathematical ideas.</p>		<p>K.R.2: Students use standard and nonstandard representations.</p>	
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The Children’s Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: June

Topic Addition	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - use the problem solving strategy <i>act it out</i> to solve problems - use concrete objects to solve addition problems - model and draw addition patterns - use pictures to solve addition problems - use objects to solve addition problems - use pictures to complete addition sentences - create and act addition stories using objects - use the problem solving strategy <i>make a model</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Problem Solving Strand Students will build new mathematical knowledge through problem solving.</p> <p>Students will solve problems that arise in mathematics and in other contexts.</p> <p>Students will monitor and reflect on the process of mathematical problem solving.</p> <p>Number Sense and Operation Strand Students will understand meanings of operations and procedures, and how they relate</p>	<p>Think Math!! Chapter 11, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the kindergarten grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •End of year assessment/End of unit assessment 	<p>K.PS.2: Students interpret information correctly, identify the problem, and generate possible solutions.</p> <p>K.PS.3: Students act out or model with manipulatives activities involving mathematical content from literature and/or storytelling.</p> <p>K.PS.5: Students use informal counting strategies to find solutions.</p> <p>K.PS.10: Students explain to others how a problem was solved, giving strategies</p> <p>K.N.12: Students solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten).</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 11 Test, Cumulative Review, Math Projects, Homework, Math Journals</p>

	<p>to one another.</p> <p>Communication Strand Students will organize and consolidate their mathematical thinking through communication.</p>		<p>K.N.11 Use and understand verbal ordinal terms, first to tenth</p> <p>K.N.13: Students determine sums and differences by various means</p> <p>.</p> <p>K.CM.3: Students listen to solutions shared by other students.</p> <p>K.CM.5: Students use appropriate mathematical terms, vocabulary, and language</p>	
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The Children's Aid Society Community Charter School
 KINDERGARTEN Mathematics

Month: July

Topic Subtraction	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - use the problem solving strategy of <i>act it out</i> to solve problems - demonstrate the effect of taking apart groups of objects - model and draw subtraction patterns - use pictures to solve real-world problems - demonstrate an awareness of subtraction in everyday activities - use pictures to solve real-world problems - create and act out subtraction stories using objects - use the problem solving skill <i>choose the operation</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Problem Solving Strand Students will build new mathematical knowledge through problem solving.</p> <p>Students will solve problems that arise in mathematics and in other contexts.</p> <p>Students will monitor and reflect on the process of mathematical problem solving.</p> <p>Number Sense and Operation Strand Students will understand meanings of operations and procedures, and how they relate to one another.</p>	<p>Think Math!! Chapter 12, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •End of unit assessment 	<p>K.PS.2: Students interpret information correctly, identify the problem, and generate possible solutions.</p> <p>K.PS.3: Students act out or model with manipulatives activities involving mathematical content from literature and/or storytelling.</p> <p>K.PS.4: Students formulate problems and solutions from everyday situations.</p> <p>K.PS.5: Students use informal counting strategies to find solutions.</p> <p>K.PS.10: Students explain to others how a problem was solved, giving strategies</p> <p>K.N.6 Students represent collections with a finger pattern up to 10</p> <p>K.N.7 Students draw pictures or other informal symbols to represent a spoken number up to 10</p> <p>K.N.8 Students draw pictures or other informal symbols to represent how many in a collection up to 10</p> <p>K.N.9 Students write numbers 1-10 to represent a collection</p> <p>K.N.11 Use and understand verbal ordinal</p>	<p>ThinkMath!! Mid Chapter Review, End of Chapter Review, Chapter 12 Test, End of Year Assessment, Math Projects, Homework, Math Journals</p>

	<p>Communication Strand Students will organize and consolidate their mathematical thinking through communication.</p> <p>Representation Strand Students will create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Students will use representations to model and interpret physical, social, and mathematical phenomena.</p>		<p>terms, first to tenth</p> <p>K.N.12: Students solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten).</p> <p>K.N.13: Students determine sums and differences by various means</p> <p>K.CM.3: Students listen to solutions shared by other students.</p> <p>K.CM.5: Students use appropriate mathematical terms, vocabulary, and language</p> <p>K.R.1: Students use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations.</p> <p>K.R.5: Students use objects to show and understand mathematical phenomena.</p>	
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The Children's Aid Society Community Charter School
1st GRADE Mathematics

Month: **September**

Topic Addition Concepts, Using Addition	NYS Standards/Key Ideas (Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - model and solve real-life addition problems - use pictures to describe addition situations and find sums - solve addition sentences adding zero - use the problem solving strategy <i>write a number sentence</i> to solve problems <p>To explore the Order Property</p> <ul style="list-style-type: none"> - identify combinations for the sums of 7 and 8 - identify combinations for sums through 10 - use the problem solving strategy <i>make a model</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p>	<p>Think Math!! Chapter 1 & 2, Whole group Instruction , Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>Beginning of year assessment/End of unit assessment</i> 	<p>1.N.1 Students count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)</p> <p>1.N.2 Students count out (produce) a collection of a specified size (10 to 100 items), using groups of ten</p> <p>1.N.3 Students quickly see and label with a number, collections of 1 to 10</p> <p>1.N.4 Students count by 1's to 100</p> <p>1.N.5 Students skip count by 10's to 100</p> <p>1.N.6 Students skip count by 5's to 50</p> <p>1.N.7 Students skip count by 2's to 20</p> <p>1.N.8 Students verbally count from a number other than one by 1's</p> <p>1.N.9 Students count backwards from 20 by 1's</p> <p>1.N.10 Students draw pictures or other informal symbols to represent a spoken number up to 20</p> <p>1.N.18: Students use a variety of strategies to compose and decompose one-digit numbers</p>	<p>Think Math!! Baseline test, Chapter 1 & 2 Tests, Math Journal, Math Projects Homework</p>

			<p>1.N.19: Students understand the commutative property of addition.</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.26: Students create problem situations that represent a given number sentence.</p> <p>1.N.28: Students demonstrate fluency and apply addition and subtraction facts to and including 10</p> <p>1.N.29 Understand that different parts can be added to get the same whole</p> <p>1.N.30 Estimate the number in a collection to 50 and then compare by counting the actual items in the collection</p>	
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The Children’s Aid Society Community Charter School

1st GRADE Mathematics

Month: **October**

Topic Subtraction Concepts; Using Subtraction	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>To model subtraction</p> <p>To identify how many are left when subtracting</p> <p>To find differences by writing subtraction sentences</p> <p>To identify how many are left when subtraction all or zero</p> <p>To use the problem solving strategy <i>make a model</i> to solve problems</p> <p>To model subtraction combinations for 7 and 8 and to complete subtraction sentences</p> <p>To model subtraction combinations for 9 and 10 and to complete the subtraction sentences</p> <p>To write subtraction sentences vertically and horizontally</p> <p>To model and record comparison subtraction situations</p>	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p>	<p>Think Math!! Chapters 3 & 4, Whole group Instruction Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> • THINK MATH! • End of unit assessment 	<p>1.N.10: Students draw pictures or other informal symbols to represent a spoken number up to 20.</p> <p>1.N.18: Students use a variety of strategies to compose and decompose one-digit numbers</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.25: Students represent addition and subtraction word problems and their solutions as number sentences.</p> <p>1.N.28: Students demonstrate fluency and apply addition and subtraction facts to and including 10.</p> <p>1.N.29 Understand that different parts can be added to get the same whole</p>	<p>ThinkMath!! Chapter Review, Chapter 3 & 4 Tests, Math Projects, Math Journals, Homework</p>

To use the problem solving strategy <i>draw a picture</i> to solve problems				
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The Children’s Aid Society Community Charter School

1st GRADE Mathematics

Month: **November**

Topic Graphs and Tables	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>- sort and classify objects according to kind or type</p> <p>- make graphs using concrete objects</p> <p>- make and interpret picture graphs</p> <p>- sort objects and record and read the data in a tally table</p> <p>- use data from a tally table to make a bar graph</p> <p>- use the problem solving skill <i>use data from a graph</i> to solve problems</p> <p>- find the range and mode of a set of data using a graph</p>	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Statistics and Probability Strand Students will collect, organize, display, and analyze data.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p>	<p>Think Math!! Chapters 9, Whole group Instruction, Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •End of unit assessment <p>-</p>	<p>1.S.1 Pose questions about themselves and their surroundings</p> <p>1.S.2 Collect and record data related to a question</p> <p>1.S.3 Display data in simple pictographs for quantities up to 20 with units of one</p> <p>1.S.4 Display data in bar graphs using concrete objects with intervals of one</p> <p>1.S.5 Use Venn diagrams to sort and describe data</p> <p>1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to</p> <p>1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)</p> <p>1.S.8 Discuss conclusions and make predictions in terms of the words likely and unlikely</p> <p>1.S.9 Construct a question that can be answered by using information from a graph</p> <p>1.S.2: Students collect and record data related to a question</p>	<p>ThinkMath!! Chapter Review, Chapter 9 Test, Math Projects, Math Journals, Homework</p>

			<p>1.S.3: Students display data in simple pictographs for quantities up to 20 with units of one</p> <p>1.S.4: Students display data in bar graphs using concrete objects with intervals of one.</p> <p>1.S.5: Students use Venn diagrams to sort and describe data</p> <p>1.S.6: Students interpret data in terms of the words: most, least, greater than, less than, or equal to</p> <p>1.N.10 Students draw pictures or other informal symbols to represent a spoken number up to 20</p> <p>1.N.11 Students identify that spacing of the same number of objects does not affect the quantity (conservation)</p> <p>1.N.12 Students arrange objects in size order (increasing and decreasing)</p> <p>1.N.13 Students write numbers to 100</p> <p>1.N.14 Students read the number words one, two, three...ten</p>	
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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: December

Topic Place Value to 100; Comparing and Ordering Numbers	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - identify groups from 10 to 20; to write numbers as tens and ones and as standard numerals - model groups of 10; to count by tens, to write the numbers - say and write numbers from 10 to 50 as tens and ones and as standard numerals - count groups of objects - write numbers to 100 as tens and ones and as standard numerals - use the problem solving skill <i>make reasonable estimates</i> to solve problems - model and compare two-digit numbers to determine which is greater - model and compare two-digit numbers to determine which is less - use the symbols for is greater 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p> <p>Problem Solving Strand Students will monitor and reflect on the process of mathematical problem solving.</p>	<p>Think Math!! Chapters 10 & 11, Whole group Instruction Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •Mid year assessment/End of unit assessment 	<p>1.N.2: Students count out (produce) a collection of a specified size (10 to 100 items) using groups of ten</p> <p>1.N.8: Students verbally count from a number other than one by 1's.</p> <p>1.N.15: Students explore and use place value.</p> <p>1.N.16: Students compare and order whole numbers up to 100.</p> <p>1.N.17: Students develop an initial understanding of the base ten system.</p> <p>1.N.20: Students name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart).</p> <p>1.N.22: Students use the words higher, lower, greater, and less to compare two numbers.</p> <p>1.N.23 Use and understand verbal ordinal terms, first to twentieth</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.29 Understand that different parts</p>	<p>ThinkMath!! Chapter Review, Chapter 10 & 11 Tests, Math Projects, Math Journals, Homework</p>

<p>than, is less than, and is equal to, to compare numbers</p> <ul style="list-style-type: none"> - use a number line to compare two-digit numbers to determine the number that comes just before, just after, or between other numbers - count forward and backward - use the problem solving skill <i>use a model</i> to solve problems 			<p>can be added to get the same whole</p> <p>1.N.30 Estimate the number in a collection to 50 and then compare by counting the actual items in the collection</p> <p>1.PS.10: Students explain to others how a problem was solved, giving strategies and justifications.</p>	
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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: **January**

Topic Number Patterns; Addition and Subtraction Facts to 12	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - skip count by twos, fives, and tens - skip count by twos, fives, and tens on a hundred chart - count forward by tens from a given number using a hundred chart - determine whether a number is even or odd - use the problem solving strategy <i>find a pattern</i> to solve problems - identify ordinal numbers to tenth - count on to find sums - add by using doubles and doubles plus one - find the sum of three numbers and to explore the Associative Property of Addition - use problem solving strategy to <i>write a number sentence</i> to 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Algebra Strand Students will recognize, use, and represent algebraically patterns, relations, and functions.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p> <p>Problem Solving Strand</p>	<p>Think Math!! Chapters 12 & 13, Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>1.A.1: Students determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects).</p> <p>1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)</p> <p>1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)</p> <p>1.N.22 Use the words higher, lower, greater, and less to compare two numbers</p> <p>1.N.23 Use and understand verbal ordinal terms, first to twentieth</p> <p>1.N.23: Students use and understand verbal ordinal terms, first to twentieth</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.27: Students use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping</p>	<p>ThinkMath!! Chapter Review, Chapter 12 & 13 Tests, Math Projects, Math Journals, Homework</p>

<p>solve problems</p> <ul style="list-style-type: none">- count back 1, 2, and 3 to find differences- solve comparative subtraction problems	<p>Students will monitor and reflect on the process of mathematical problem solving.</p>		<p>1.N.28: Students demonstrate fluency and apply addition and subtraction facts to and including 10.</p>	
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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: February

Topic Practice Addition and Subtraction	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - understand how the elements of a subtraction problem are related - identify and complete fact families - find sums and differences to 12 - identify a missing number in a number sentence - choose the appropriate strategy to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operation Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p>	<p>Think Math!! Chapters 14, Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •End of unit assessment 	<p>1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)</p> <p>1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)</p> <p>1.N.22 Use the words higher, lower, greater, and less to compare two numbers</p> <p>1.N.23 Use and understand verbal ordinal terms, first to twentieth</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.27: Students use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping</p> <p>1.N.28: Students demonstrate fluency and apply addition and subtraction facts to and including 10.</p> <p>1.G.1: Students match shapes and parts of shapes to justify congruency.</p>	<p>ThinkMath!! Chapter Review, Chapter 14 Test, Math Projects, Math Journals, Homework</p>

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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: **March**

Topic Solid Figures and Plane Shapes; Spatial Sense	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - identify spheres, cones, cubes, cylinders, rectangular prisms, and pyramids, to sort and classify them by properties, and to relate them to everyday objects - sort and classify solid figures by the number of faces and vertices - identify plane shapes on solid figures - sort and identify plane shapes by the number of sides and vertices - use the problem solving strategy <i>make a model</i> to solve problems - identify open and closed figures - use the problem solving skill use a picture to solve problems - use position words left, right, up, and down to give and follow directions 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Geometry Strand Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.</p> <p>Students will apply transformations and symmetry to analyze problem solving situations.</p> <p>Students will apply coordinate geometry to analyze problem solving situations.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies</p>	<p>Think Math!! Chapters 15 & 16, Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>1.G.1: Students match shapes and parts of shapes to justify congruency.</p> <p>1.G.2: Students recognize, name, describe, create, sort, and compare two-dimensional and three-dimensional shapes.</p> <p>1.G.3: Students experiment with slides, flips, and turns of two-dimensional shapes.</p> <p>1.G.4: Students identify symmetry in two-dimensional shapes.</p> <p>1.G.5 Recognize geometric shapes and structures in the environment</p> <p>1.PS.9: Students use drawings/pictures to model the action in problems.</p>	<p>ThinkMath!! Chapter Review, Chapter 15 & 16 Tests, Math Projects, Math Journals, Homework</p>

<ul style="list-style-type: none">- make symmetrical shapes and identify lines of symmetry- identify slides and turns	to solve problems			
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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: April

Topic Patterns	NYS Standards/Key Ideas(Strands)	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p>Students will:</p> <ul style="list-style-type: none"> - identify, describe, and extend patterns - copy a pattern and identify the pattern unit - make different patterns using the same shapes - use the problem solving skill <i>correct a pattern</i> to solve problems - transfer patterns from one medium to another 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Algebra Students will recognize, use, and represent algebraically patterns, relations, and functions.</p>	<p>Think Math!! Chapters 17, Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>1.A.1: Students determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects).</p> <p>1.N.10 Students draw pictures or other informal symbols to represent a spoken number up to 20</p> <p>1.N.11 Students identify that spacing of the same number of objects does not affect the quantity (conservation)</p> <p>1.N.12 Students arrange objects in size order (increasing and decreasing)</p> <p>1.N.13 Students write numbers to 100</p> <p>1.N.14 Students read the number words one, two, three...ten</p>	<p>ThinkMath!! Chapter Review, Chapter 17 Test, Math Projects, Math Journals, Homework</p>

The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: **May**

<p>Topic Addition Facts and Strategies; Subtraction Facts and Strategies; Addition and Subtraction Practice</p>	<p>NYS Standards/Key Ideas(Strands)</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p>Knowledge and Skills</p>				
<p>Students will:</p> <ul style="list-style-type: none"> - use the doubles and doubles plus one strategies to find sums to 20 - use a ten frame to add 10 and numbers less than 10 - use the make a ten strategy to find sums - use the make a ten strategy - use addition strategies to add three numbers - use the problem solving skill <i>use data from a table</i> to solve problems - use a number line to count back to subtract - identify doubles fact families - use related facts to find sums and differences - use the problem solving skill 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Students will understand meanings of operations and procedures, and how they relate to one another.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Think Math!! Chapters 18, 19, & 20. Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the first grade curriculum are:</i></p> <ul style="list-style-type: none"> • THINK MATH! • <i>End of unit assessment</i> 	<p>1.N.15: Students explore and use place value. 1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)</p> <p>1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)</p> <p>1.N.22 Use the words higher, lower, greater, and less to compare two numbers</p> <p>1.N.23 Use and understand verbal ordinal terms, first to twentieth</p> <p>1.N.24: Students develop and use strategies to solve addition and subtraction word problems.</p> <p>1.N.25: Students represent addition and subtraction word problems and their solutions as number sentences.</p> <p>1.N.27: Students use a variety of strategies to solve addition.</p>	<p>ThinkMath!!Chapter Review, Chapter 18, 19 & 20 Tests, Math Projects, Math Journals, Homework</p>

<p><i>estimate reasonable answers to solve problems</i></p>	<p>Students will monitor and reflect on the process of mathematical problem solving.</p>		<p>1.N.28: Students demonstrate fluency and apply addition and subtraction facts to and including 10.</p> <p>1.N.29 Understand that different parts can be added to get the same whole</p> <p>1.PS.7: Students compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking.</p> <p>1.PS.8: Students use manipulatives to model the action in problems.</p> <p>1.PS.10: Students explain to others how a problem was solved, giving strategies and justifications.</p>	
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The Children's Aid Society Community Charter School

1st GRADE Mathematics

Month: June

<p>Topic Money; Time; Fractions</p> <p>Knowledge and Skills</p>	<p>NYS Standards/Key Ideas(Strands)</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> - identify halves and $\frac{1}{2}$ of wholes - identify fourths and $\frac{1}{4}$ of wholes - identify thirds and $\frac{1}{3}$ of wholes - use the problem solving strategy <i>use logical reasoning</i> to solve problems - identify $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of a group - identify the penny and nickel and their values; to count groups of pennies and nickels. - identify the dime and its value in pennies; to count collections of dimes to 90 cents - count groups of pennies, nickels, and dimes - find the value of collections of dimes, nickels, and pennies 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Number Sense and Operations Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems. Students will monitor and reflect on the process of mathematical problem solving.</p> <p>Measurement Strand Students will use units to give meaning to measurements.</p>	<p>Think Math!! Chapters 21, 22, 23, 24. Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of year assessment/ End of unit assessment</i> 	<p>1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)</p> <p>1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)</p> <p>1.N.22 Use the words higher, lower, greater, and less to compare two numbers</p> <p>1.N.23 Use and understand verbal ordinal terms, first to twentieth</p> <p>1.PS.7: Students compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking.</p> <p>1.PS.9: Students use drawings/pictures to model the action in problems.</p> <p>1.PS.10: Students explain to others how a problem was solved, giving strategies and justifications.</p> <p>1.M.4: Students know vocabulary and recognize coins (penny, nickel, dime, quarter).</p> <p>1.M.5 Recognize the cent notation as ¢</p> <p>1.M.6 Use different combinations of coins to make money amounts up to 25</p>	<p>ThinkMath!! Chapter Review, Chapter 21, 22, 23, 24 Tests, Math Projects, Math Journals, Homework</p>

<ul style="list-style-type: none"> - use the problem solving strategy <i>make a list</i> to solve problems - trade coins to show the same money amount, using different coin combinations - use quarters to make an amount - identify a half dollar and a dollar and show ways to make them - compare the values of groups of coins - use coins to show an amount in two ways - use the problem solving strategy <i>act it out</i> to solve problems - identify the parts of a clock; to write the time to the hour - use the problem solving skill <i>use estimation</i> to solve problems - read the time on an analog clock, to write the time on a digital clock - read a clock that shows time to the half hour - read the time on analog and digital clocks to the hour and 			<p>cents</p> <p>1.M.7 Recognize specific times (morning, noon, afternoon, evening)</p> <p>1.M.8 Tell time to the hour, using both digital and analog clocks</p> <p>1.M.9 Know the days of the week and months of the year in sequence</p> <p>1.M.10 Classify months and connect to seasons and other events</p>	
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half hour				
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The Children's Aid Society Community Charter School
1st GRADE Mathematics

Month: July

<p>Topic Length, Weight, Capacity Knowledge and Skills</p>	<p>NYS Standards/Key Ideas(Strands)</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> - put objects in order by length - estimate and measure length; to use nonstandard units - estimate and measure length to the nearest inch; to use an inch rule - select inches and feet as the appropriate unit - estimate and measure the length to the nearest centimeter; to use a centimeter ruler - make estimates about length - estimate, compare, and order objects according to weight - estimate, measure, compare, and order objects according to weight in pounds, kilograms, and grams - use the problem solving strategy <i>predict and test</i> to solve problems 	<p>Standard MST3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Problem Solving Strand Students will apply and adapt a variety of appropriate strategies to solve problems. Students will monitor and reflect on the process of mathematical problem solving.</p> <p>Measurement Strand Students will determine what can be measures and how, using appropriate methods and formulas.</p> <p>Students will develop strategies for estimating measurements.</p>	<p>Think Math!! Chapters 26, 27, 28, Whole group Instruction (Frontal Teaching), Small group instruction, Math Centers</p> <p><i>Resources</i> <i>The resources used to implement the fourth grade curriculum are:</i></p> <ul style="list-style-type: none"> •THINK MATH! •<i>End of unit assessment</i> 	<p>1.PS.7: Students compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking.</p> <p>1.PS.10: Students explain to others how a problem was solved, giving strategies and justifications.</p> <p>1.M.1: Students recognize length as an attribute that can be measured.</p> <p>1.M.2: Students use non-standard units to measure both vertical and horizontal lengths.</p> <p>1.M.3: Students informally explore the standard unit of measure, inch</p> <p>1.M.11: Students select and use non-standard units to estimate measurements.</p>	<p>ThinkMath!! Chapter Review, Chapter 26, 27, 28 Tests, Harcourt End of Year Test, Math Journals, Homework</p>

<ul style="list-style-type: none">- estimate and measure capacity using nonstandard units- estimate and measure capacity using standard units of cups, pints, and quarts- estimate and measure capacity using liters- read thermometers and relate air temperature thermometer readings- use the problem solving skill <i>choose the measuring tool</i> to solve problems				
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The Children’s Aid Society Community Charter School

KINDERGARTEN – Science

Month: September-December

Topic UNIT 1 TREES THROUGH THE SEASONS Knowledge and Skills	NYS Standards/ Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p><i>What are some changes we see in trees during the year?</i> Identify the basic needs of organisms to live and thrive:</p> <ul style="list-style-type: none"> • Needs of plants to live and thrive (e.g., air, water, light) • Living things grow and change. <p>Observe and compare the different structures that enable each plant to live and thrive:</p> <ul style="list-style-type: none"> • Roots, leaves, stems, flowers, seeds <p>Observe adaptations of plants:</p> <ul style="list-style-type: none"> • Plants respond to changes in the environment including seasonal changes such as: <ul style="list-style-type: none"> – Leaves falling in autumn and forming in springtime – Flowers blooming 	<p>Standard MST4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Key Idea MST4.LE1: Living things are both similar to and different from each other and from nonliving things.</p> <p>Key Idea MST4.LE3: Individual organisms and species change over time.</p> <p>Key Idea MST4.LE4: The continuity of life is sustained through reproduction and development.</p> <p>Key Idea MST4.LE5: Organisms maintain a dynamic equilibrium that sustains life.</p>	<p>Harcourt Unit A,C</p> <p>Plants All Around Chapter 8</p> <p>Chapter 5 Seasons</p> <p>Harcourt Science Resources</p> <p>Delta and Foss Science Kits to supplement each Harcourt Unit</p>	<p>MST4.E.PS1A: Students describe patterns of daily, monthly, and seasonal changes in their environment.</p> <p>MST4.E.LE1A: Students describe the characteristics of and variations between living and nonliving things.</p> <p>MST4.E.LE1B: Students describe the life processes common to all living things.</p> <p>MST4.E.LE3A: Students describe how the structures of plants and animals complement the environment of the plant or animal.</p> <p>MST4.E.LE4A: Students describe the major stages in the life cycles of selected plants and animals.</p> <p>MST4.E.LE4B: Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.</p> <p>Performance Indicator</p> <p>MST4.E.LE5A: Students describe basic life functions of common living specimens</p> <p>MST4.E.LE5B: Students describe some survival behaviors of common living specimens.</p>	<p>Anecdotal observations of students at work.</p> <p>Writing and Drawing and Recording tasks with rubric.</p> <p>End of Unit Harcourt Assessments</p>

The Children’s Aid Society Community Charter School

KINDERGARTEN – Science

Month: January-April

Topic UNIT 2 EXPLORING PROPERTIES Knowledge and Skills	NYS Standards/ Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p><i>How do we observe and describe objects?</i> Observe and describe physical properties of objects using all of the appropriate senses:</p> <ul style="list-style-type: none"> • Size, shape, texture, weight, color, etc. • Determine whether objects are alike or different <p>Observe and describe physical properties of objects using appropriate tools:</p> <ul style="list-style-type: none"> • Hot/cold (thermometer) • Weight (pan balance) • Measurement (nonstandard units) including bigger/smaller, more/less, capacity of liquids • Observations (hand lenses) <p>Observe, describe, and identify the properties of materials (e.g., wood, plastic, metal). Sort or group objects according to their properties:</p> <ul style="list-style-type: none"> • Texture, color, shape, etc. • Sink and float 	<p>Standard MST4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Key Idea MST4.PS3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p>	<p>Harcourt Unit E&F</p> <p>Chapter 1 The World Around Us</p> <p>Chapter 2 About Energy</p>	<p>Performance Indicator MST4.E.PS3A: Students observe and describe properties of materials using appropriate tools.</p> <p>Performance Indicator MST4.E.PS3B: Students describe chemical and physical changes, including changes in states of matter.</p>	<p>Anecdotal observations of students at work.</p> <p>Writing and Drawing and Recording tasks with rubric.</p> <p>End of Unit Harcourt Assessments</p>

The Children’s Aid Society Community Charter School

KINDERGARTEN – Science

Month: Month: April-June

Topic UNIT 3 ANIMALS	NYS Standards/ Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p><i>What are animals?</i> Identify the basic needs of organisms to live and thrive: <ul style="list-style-type: none"> Needs of animals to live and thrive (e.g., air, water, food, shelter) Living things grow and change. Observe and compare the different structures that enable each animal to live and thrive: <ul style="list-style-type: none"> Wings, legs, fins, eyes, nose, ears, tongue, skin, claws, etc. Make clear that nonliving things do not live and thrive. Recognize that living things have offspring and that offspring closely resembles its parents: <ul style="list-style-type: none"> Dogs /puppies, cats/kittens, cows/calves, ducks/ducklings, frogs/tadpoles Observe physical animal characteristics that are influenced by changing environmental conditions such as: <ul style="list-style-type: none"> Coat thickness in winter, rabbits changing fur color, shedding of fur Observe that some animal behaviors are influenced by environmental conditions: <ul style="list-style-type: none"> Nest building, hibernation, migration </p>	<p>Standard MST4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Key Idea MST4.LE1: Living things are both similar to and different from each other and from nonliving things. Key Idea MST4.LE2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. Key Idea MST4.LE3: Individual organisms and species change over time. Key Idea MST4.LE4: The continuity of life is sustained through reproduction and development Key Idea MST4.LE5: Organisms maintain a dynamic equilibrium that sustains life</p>	<p>Harcourt Unit A Chapter 1 All About Animals Chapter 9 Habitats</p>	<p>MST4.E.LE1A: Students describe the characteristics of and variations between living and nonliving things. MST4.E.LE1B: Students describe the life processes common to all living things. MST4.E.LE3A: Students describe how the structures of plants and animals complement the environment of the plant or animal. MST4.E.LE3B: Students observe that differences within a species may give individuals an advantage in surviving and reproducing. MST4.E.LE3B: Students observe that differences within a species may give individuals an advantage in surviving and reproducing. MST4.E.LE4A: Students describe the major stages in the life cycles of selected plants and animals.</p>	<p>Anecdotal observations of students at work. Writing and Drawing and Recording tasks with rubric. End of Unit Harcourt Assessments</p>

The Children’s Aid Society Community Charter School

1st GRADE – Science

Month: September-November

Topic UNIT 1 ANIMAL DIVERSITY	NYS Standards/ Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
Knowledge and Skills				
<p><i>How are animals alike and different?</i> Identify, describe, and compare the physical structures of animals (e.g., body coverings, sensory organs, appendages, beaks). Identify, in animals, the relationship between the physical structures and the functions of those structures (e.g., obtaining food and water, protection, movement, support). Compare and contrast the physical characteristics in animals. Describe how physical traits help a species to survive (e.g., giraffe’s neck, turtle’s shell). Observe how animals grow and change in predictable ways: • Animals closely resemble their parents and other individuals in their species. • Some traits of living things have been inherited (e.g., number of limbs). Describe animal life cycles and life spans (e.g., baby/adult, puppy to dog).</p>	<p>Standard MST4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Key Idea MST4.LE1: Living things are both similar to and different from each other and from nonliving things. Key Idea MST4.LE2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. Key Idea MST4.LE3: Individual organisms and</p>	<p>Harcourt Life Science Unit A&B</p>	<p>MST4.E.LE1A: Students describe the characteristics of and variations between living and nonliving things. MST4.E.LE1B: Students describe the life processes common to all living things. MST4.E.LE2A: Students recognize that traits of living things are both inherited and acquired or learned. MST4.E.LE2B: Students recognize that for humans and other living things there is genetic continuity between generations. MST4.E.LE3A: Students describe how the structures of plants and animals complement the environment of the plant or animal. MST4.E.LE3B: Students observe that differences within a species may give individuals an advantage in surviving and reproducing. Performance Indicator MST4.E.LE4A: Students describe the major stages in the life cycles of selected plants</p>	<p>Observational records of Student work and projects with rubrics Writing and Recording assessment with rubrics Class work Homework</p>

	<p>species change over time.</p> <p>Key Idea MST4.LE4: The continuity of life is sustained through reproduction and development</p>		<p>and animals.</p> <p>Performance Indicator MST4.E.LE4B: Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.</p>	
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<ul style="list-style-type: none">• Hot and cold• Lighting and shadows• Color• Wet and dry				
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The Children’s Aid Society Community Charter School
KINDERGARTEN – Social Studies

Month: September-October

Topic	NYS Standards/ Key Ideas	Resources/ Instructional Strategies	Performance Indicators	Assessments
<p>UNIT 1 MY SCHOOL AND SCHOOL COMMUNITY</p> <p>Knowledge and Skills</p>				
<p><i>Essential Question: What is a school and what does it mean to be a good citizen of a school community?</i></p> <p><u>My School and Classroom Community</u></p> <p>What is a school? TE: 61</p> <p><u>People making and changing rules and laws</u></p> <p>Rules affect children and adults TE: 14, 18, 35-38, 49, 51</p> <p>People make and change rules for many reasons TE: 27, 35-38, 41-44, 48, 108-112</p> <p><u>People making rules that involve consideration of others and provide for the health and safety of all</u></p> <p>People in school groups develop rules to govern and protect themselves</p>	<p>STANDARD 1: History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical</p>	<p>Harcourt Unit 1</p> <p>BEING A GOOD CITIZEN</p> <p>Whole group read-alouds; small group project work; whole class interactive writing; class book writing; charts, guided reading groups</p>	<p>SS1.E.4B: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p>	<ul style="list-style-type: none"> ➤ Writing and drawing projects ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Anecdotal records of oral discussions

<p>TE: 14, 18, 27, 35-8</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Classrooms are organized for student learning • A classroom has rules for all to follow • Rules are important • Children have classroom responsibilities • Members of a classroom deserve to be heard and deserve respect • Teachers are important to classrooms • Teachers help students learn • Schools are special purpose buildings • A school community helps children learn • Many people work in schools and have different jobs and responsibilities • A school community helps in many ways (health, etc.) • A school is made up of diverse people and students • Members of the school community deserve to be heard and deserve respect • School communities have missions, special songs, mottos • Schools have rules for all to follow <p>Community Geography: <u>Location of home, school, neighborhood, and community on maps and globes.</u> Land and water masses can be</p>	<p>developments.</p> <p>STANDARD 5: Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea SS5.1</p> <p>The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Key Idea SS5.3</p> <p>Central to civics and citizenship is an</p>		<p>SS5.E.1A</p> <p>Students know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation–state, and justice.</p> <p>SS5.E.3B</p> <p>Students examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>SS5.E.3C</p> <p>Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p> <p>SS5.E.3E</p> <p>Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.</p> <p>SS5.E.3A</p> <p>Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</p> <p>SS5.E.3F</p>	
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<p>located on maps and globes. TE: 194, 235-238, 244-247</p> <p>The United States can be located on a map and globe. TE: 235-238</p> <ul style="list-style-type: none"> • Places in the classroom can be located using directions • Places in the school and neighborhood can be located using directions • Schools are located in neighborhoods • A school and community/neighborhood can be located on a map <p>Citizenship and Communities: <u>Symbols of Citizenship</u> Citizenship includes an awareness of the symbols of our nation. TE: 76, 89-95, 101-105, 120-121, 124, 335</p> <p>Citizenship includes an understanding of the holidays and celebrations of our nation. TE: 309-311, 346-353</p> <p>Citizenship includes knowledge about and a respect for the flag of the USA. TE: 89-96, 101-104, 120</p> <ul style="list-style-type: none"> • People can be citizens of the school, neighborhood, and the United States 	<p>understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.</p> <p>Key Idea SS5.4 The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions and develop and refine participatory skills.</p> <p>STANDARD 3 Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Key Idea SS3.1 Geography can be divided into six essential elements which</p>		<p>Students identify basic rights that students have and those that they will acquire as they age.</p> <p>SS5.E.4A Students show a willingness to consider other points of view before drawing conclusions or making judgments.</p> <p>SS5.E.4B Students participate in activities that focus on a classroom, school, or community issue or problem</p> <p>SS5.E.4C Students suggest alternative solutions or courses of action to hypothetical or historic problems</p> <p>SS5.E.4D Students evaluate the consequences for each alternative solution or course of action.</p> <p>SS3.E.1A Students study how people live, work, and utilize natural resources.</p> <p>SS3.E.1B Students draw maps and diagrams that serve as representations of places, physical features, and objects.</p> <p>SS3.E.1C</p>	
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<ul style="list-style-type: none"> • Being a citizen involves rights and responsibilities • Schools, neighborhoods, cities are part of The United States • The flag is an important symbol of the U.S. • U.S. residents recite the Pledge of Allegiance • U.S. residents share special songs (“The Star Spangled Banner,” “America the Beautiful”) • U.S. residents celebrate national holidays (Independence Day, Memorial Day, Thanksgiving, etc.) • U.S. residents have rules and laws, 	<p>can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>Key Idea SS3.2 Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>		<p>Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.</p> <p>SS3.E.1E Students investigate how people depend on and modify the physical environment.</p> <p>SS3.E.2A Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places.</p> <p>SS3.E.2B Students gather and organize geographic information from a variety of sources and display in a number of ways.</p>	
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The Children’s Aid Society Community Charter School
KINDERGARTEN – Social Studies

Month: November-January

<p>Topic</p> <p>UNIT 2 SELF AND OTHERS</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: How are people unique?</i></p> <p>Identity and Diversity: <u>Myself and others</u></p> <p>My physical self includes gender, ethnicity and languages. TE: 250, 379-380</p> <p>Each person has needs, wants, talents, and abilities. TE: 172-175</p> <p>Each person has likes and dislikes.</p> <p>Each person is unique and important.</p> <p>People are alike and different in many ways. TE: 356</p> <p>All people need others. TE: 41-44, 176-179, 193-195, 2239-242, 372, 378-381</p> <p>All people need to learn and learn in</p>	<p>Standard SS1 History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea SS1.4: The skills of historical</p>	<p>Harcourt Unit 2</p> <p>OUR COUNTRY</p> <p>Whole group read-alouds; small group project work; whole class interactive writing; class book writing; charts, guided reading groups Learning centers</p>	<p>SS1.E.2A Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and communities.</p> <p>SS1.E.2B Students recognize how traditions and practices were passed from one generation to the next.</p> <p>SS1.E.2C Students distinguish between near</p>	<ul style="list-style-type: none"> ➤ Writing and drawing projects ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Anecdotal records of oral discussions

<p>different ways. TE: 61, 176, 380</p> <p>People change over time. TE: 272, 291, 371, 378-384</p> <p>People use folktales, legends, music, and oral histories to teach values, ideas and traditions. TE: 18, 33, 37, 39-40, 55, 87, 103, 106-107, 184, 188, 221-225, 230, 233-234, 238, 254, 313, 336, 367, 374, 376-377</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • All people share common characteristics • All people have needs (food, clothing, shelter) and wants (toys, games, treats) • Needs and wants are satisfied in a variety of ways • People are diverse • People are unique <p>People can be characterized by:</p> <ul style="list-style-type: none"> • gender (boy, girl) • physical characteristics (height, eye and hair color, age) • ethnicity/culture (Spanish, Jewish, African-American, etc.) • language (English, Korean, Arabic, Spanish, etc.) • beliefs (cultural beliefs, religion) <p>Developing Identity:</p> <ul style="list-style-type: none"> • Culture • Family values • School, teachers • Friends • Environment <p>Self as Learner:</p>	<p>analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p> <p>Standard SS4 Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.</p> <p>Key Idea SS4.1: The study of economics requires an understanding of major economic</p>		<p>and distant past and interpret simple timelines.</p> <p>SS1.E.4B Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p> <p>SS4.E.1A Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p>	
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<ul style="list-style-type: none"> • Learning is important • People learn in different ways • People learn from families and teachers • People have various talents and abilities • People change and grow as learners <p>Developing Civic Awareness:</p> <p><u>Rights, responsibilities, and roles of citizenship</u></p> <p>All children and adults have responsibilities at home, in school, in the classroom, and in the community. TE: 35-37, 49-52, 309, 372, 381</p> <p>People have responsibilities as members of different groups at different times in their lives. TE: 57-60, 111</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Students help each other in many ways • Considerate classmates are good citizens • Being a citizen involves rights and responsibilities • Communities/organizations identify/elect leaders 	<p>concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p> <p>Standard 5: Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation</p> <p>Key Idea SS5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p>		<p>SS5.E.1A</p> <p>Student know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation–state, and justice</p>	
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	<p>Key Idea SS5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.</p> <p>Key Idea SS5.4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory</p>		<p>SS5.E.3A Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation</p> <p>SS5.E.3B Students examine what it means to be a good citizen in the classroom, school, home, and community</p> <p>SS5.E.3C Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school</p> <p>SS5.E.3E Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service</p> <p>SS5.E.3F Students identify basic rights that students have and those that they will acquire as they age.</p>	
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	<p>skills assumptions held by people across time and place regarding power, authority, governance, and law.</p>		<p>SS5.E.4A Students show a willingness to consider other points of view before drawing conclusions or making judgments</p> <p>SS5.E.4B Students participate in activities that focus on a classroom, school, or community issue or problem</p> <p>SS5.E.4C Students suggest alternative solutions or courses of action to hypothetical or historic problems</p> <p>SS5.E.4D Students evaluate the consequences for each alternative solution or course of action</p>	
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The Children’s Aid Society Community Charter School
KINDERGARTEN – Social Studies

Month: February-April

<p>Topic</p> <p>UNIT 3 FAMILIES</p> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: Why are families important?</i></p> <p>The Family Structure:</p> <p><u>My family and other families</u></p> <p>My family and other families are alike and different. TE: 330-331, 359-362, 372, 378-381</p> <p>Families develop rules to govern and protect themselves. TE: 38, 372, 381</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Families are important • Families are made up of members • Families can have a variety of structures (immediate and extended family) • Families are diverse • Families have diverse cultures and customs • Families share customs and beliefs (religion) • Families celebrate in different ways 	<p>Standard 1: History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea SS1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea SS1.2: Important ideas, social and cultural values, beliefs, and</p>	<p>Harcourt Unit 5</p> <p>THE PAST & PRESENT</p> <p>Unit 6</p> <p>STORIES OF THE PAST</p> <p>Whole group read-alouds; small group project work; whole class interactive writing; class book writing; charts, guided reading groups; learning centers; graphs (Ex: How many people are in my family?)</p>	<p>SS1.E.1A Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>SS1.E.1B Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.</p> <p>SS1.E.1C Students explain those values, practices, and traditions that unite all Americans.</p> <p>SS1.E.2A Students gather and organize information about the traditions transmitted by various groups living</p>	<ul style="list-style-type: none"> ➤ Writing and drawing projects ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Anecdotal records of oral discussions

<ul style="list-style-type: none"> • Families celebrate important days together (birthdays, Mother’s Day, etc.) • Family members have different jobs and responsibilities • Families have rules and routines • Family members care for and help each other • Families have needs and wants (finances, economic decisions) • Family members rely on each other <p>The Family Structure:</p> <ul style="list-style-type: none"> • Families are important • Families are made up of members • Families can have a variety of structures (immediate and extended family) • Families are diverse • Families have diverse cultures and customs • Families share customs and beliefs (religion) • Families celebrate in different ways • Families celebrate important days together (birthdays, Mother’s Day, etc.) • Family members have different jobs and responsibilities • Families have rules and routines • Family members care for and help each other • Families have needs and wants (finances, economic decisions) • Family members rely on each other • Families in New York City are urban families • Families in cities share common 	<p>traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea SS1.3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>		<p>in their neighborhood and communities.</p> <p>SS1.E.2B Students recognize how traditions and practices were passed from one generation to the next.</p> <p>SS1.E.2C Students distinguish between near and distant past and interpret simple timelines.</p> <p>SS1.E.3A Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.</p> <p>SS1.E.3B: Students gather and present information about important developments from world history.</p> <p>SS1.E.3C: Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p>	
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<p>characteristics</p> <ul style="list-style-type: none"> • Families use the city for work and leisure <p>Family History:</p> <ul style="list-style-type: none"> • All families have a history • Families change over time • Family history can be shared (names, family trees, letters, old photographs, etc.) • Family histories can be recorded • Families have a cultural heritage • Family histories may have started in other states/countries • Families may have links/ties to other states/countries • Family stories are passed down from one generation to another • Families share folktales, legends, songs, dances, and oral histories • Families have special foods, recipes • Families share traditions 				
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The Children’s Aid Society Community Charter School
KINDERGARTEN – Social Studies

Month: May-July

<p>Topic</p> <p>UNIT 4 THE NEIGHBORHOOD</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: How do neighborhoods meet our needs?</i> People and Neighborhoods:</p> <p><u>Basic human needs and wants</u></p> <p>People define basic human needs and wants. TE: 172-175</p> <p>Families have wants and needs. TE: 172-175, 372, 378-381</p> <p><u>People helping one another to meet needs and wants (e.g., recycling and conservation projects)</u></p> <p>People rely on each other for goods and services in families, schools, and the neighborhood. TE: 49-51, 62-64, 108-112, 155-159, 168-170, 182-183, 191, 194, 239-242, 245, 260, 372, 378-381</p> <p>People make economic decisions and choices. TE: 172-175</p>	<p>Standard SS4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.</p> <p>Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of</p>	<p>Harcourt Unit 3</p> <p>WORKERS</p> <p>Harcourt Unit 4</p> <p>WHERE WE LIVE</p> <p>Whole group read-alouds; small group project work; whole class interactive writing; class book writing; charts, guided reading groups; learning centers; graphs (Ex: On what street do I live?)</p>	<p>SS4.E.1A: Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>SS4.E.1B: Students explain how people’s wants exceed their limited resources and that this condition defines scarcity.</p> <p>SS4.E.1C: Students know that scarcity requires individuals to make choices and that these choices involve costs.</p> <p>SS4.E.1E: Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>SS4.E.1F: Students investigate how production, distribution, exchange,</p>	<ul style="list-style-type: none"> ➤ Writing and drawing projects ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Anecdotal records of oral discussions

<p>Students will learn:</p> <ul style="list-style-type: none"> • Neighborhoods have unique features (members, homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire stations) • A neighborhood is made up of many different families • Neighborhoods reflect the languages and traditions of the people who live there • Neighborhoods have rules and routines (garbage collection, street signs, crossing the street) • People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters) • People in neighborhoods rely on each other for goods, services and assistance • Neighbors deserve respect and understanding • Neighborhoods can be represented and located on a map • A neighborhood is part of a borough • New York City is made up of five boroughs • New York State is part of the United States • The United States is made up of many different states • The United States can be located on a map (states, land and water masses) 	<p>economies and economic systems throughout the world.</p> <p>Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p> <p>Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea SS1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Standard SS3: Geography</p>		<p>and consumption of goods and services are economic decisions with which all societies and nations must deal.</p> <p>SS4.E.2D: Students present economic information by developing charts, tables, diagrams and simple graphs.</p> <p>SS1.E.2A: Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and communities.</p>	
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<p>School Neighborhood Study:</p> <p>Students will explore through walking trips and the use of maps and other visuals:</p> <ul style="list-style-type: none"> • Neighborhood walks and maps • Local businesses and special purpose buildings • Special features (parks, museums, hospitals) • Neighborhood boundaries (e.g., East River, Hudson River, Gowanus Canal, highway, train tracks, etc.) • Neighborhood design • History of the school neighborhood • Landmarks and monuments • People (residents and workers) • Visitors (tourists) • Neighborhood architecture • Transportation • Local organizations 	<p>Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Key Idea SS3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>		<p>SS3.E.2A: Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places.</p> <p>SS3.E.2B: Students gather and organize geographic information from a variety of sources and display in a number of ways.</p>	
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The Children’s Aid Society Community Charter School

1st GRADE – Social Studies

Month: September-October

<p>Topic</p> <p>UNIT 1 FAMILIES ARE IMPORTANT</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: Why are families important and how do they influence who we are?</i></p> <p>The Family Unit:</p> <p>My families and other families</p> <p>Families and different kinds of families exist in all communities and societies though they may differ. <u>TE: 152, 158-163, 210-211, 238-241</u></p> <p>Families have beliefs, customs, and traditions. <u>TE: 131, 203, 220-225, 232-235, 245-246</u></p> <p>Families have roles and responsibilities. TE: 238-241, 245</p> <p>Families are interdependent. TE: 238-241, 245</p> <p>Families lived in other places and at different times. TE: 70, 104-106, 158-163</p>	<p>Standard SS1: History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea SS1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea SS1.2: Important ideas, social</p>	<p>Harcourt Unit 5 PEOPLE IN OUR COUNTRY</p> <p>Whole group read-alouds; small group project work; family interviews; whole class interactive writing; class book writing; charts and graphs (ex. How many people are in my family?); guided reading groups</p>	<p>SS1.E.1A: Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>SS1.E.1C: Students explain those values, practices, and traditions that unite all Americans.</p> <p>SS1.E.2A: Students gather and organize</p>	<ul style="list-style-type: none"> ➤ Writing and Drawing Projects ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Observational records of oral discussions

<p>Students will Learn:</p> <ul style="list-style-type: none"> • Families are a basic unit of all societies • Families are important units • Families are diverse • Families have special structures • <u>There are many different kinds of family structures (nuclear, extended families)</u> • Families have needs and wants • Families provide for needs and wants • Family members have various roles, jobs, and responsibilities • Families pass on knowledge, customs, language, traditions, etc. • Families teach values and influence family members • Families have rules and routines • Family members care for each other • Families celebrate in many ways (birthdays, holidays) • Families are multi-generational (great-grandparents, grandparents, etc.) <p>Families Around the World:</p> <ul style="list-style-type: none"> • Families can be found in communities around the world (China, Africa, Mexico, etc.) • Families live in different kinds of communities • All families have customs, traditions, and beliefs • Families influence the language(s) 	<p>and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea SS1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p> <p>Standard SS5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United</p>		<p>information about the traditions transmitted by various groups living in their neighborhood and communities.</p> <p>SS1.E.2B: Students recognize how traditions and practices were passed from one generation to the next.</p> <p>SS1.E.2C: Students distinguish between near and distant past and interpret simple timelines.</p> <p>SS1.E.4B: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p> <p>SS1.E.4C: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>SS5.E.1D: Students understand that social and political systems are based upon people's beliefs.</p>	
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<p>spoken at home</p> <ul style="list-style-type: none"> • All families are interdependent (socially, culturally, economically) • Families provide for members in a variety of ways • Families share work and leisure time 	<p>States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea SS5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Key Idea SS5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>		<p>SS5.E.3B: Students examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>SS5.E.3C: Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p>	
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The Children’s Aid Society Community Charter School

1st GRADE – Social Studies

Month: November-February

<p>Topic</p> <p>UNIT 2 FAMILIES, NOW AND LONG AGO</p> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: How do families grow and change over time?</i></p> <p>Families Then and Now (Compare/contrast families today with families of long ago):</p> <p><u>History of my family</u></p> <p>Families have a past and they change over time; my family timeline illustrates my family’s history. TE: 150-163, 183, 212, 225</p> <p>Some family beliefs, customs, and traditions are based on family histories. TE: 131, 203, 232-235, 245</p> <p>People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions. <u>TE: 203, 220-226, 231-235, 245-246</u></p> <p>Folktales, biographies, oral histories, and legends relate family histories.</p>	<p>Standard SS1: History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Key Idea SS1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea SS1.2: Important ideas, social</p>	<p>PEOPLE IN OUR COUNTRY</p> <p>Whole group read-alouds; small group project work; family interviews; whole class interactive writing; class book writing of collections of family traditions or customs; charts and graphs (ex. Where did my family come from?); guided reading groups</p>	<p>SS1.E.1A: Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>SS1.E.1C: Students explain those values, practices, and traditions that unite all Americans.</p> <p>SS1.E.2A:</p>	<ul style="list-style-type: none"> ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Observational records of oral discussions

<p><u>TE: 150-163, 206-209, 212, 218, 225, 242-243</u></p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Families have existed for a long time • Families lived in other places and at different times • Families change over time • Families of long ago share similarities and differences with families today <p>Looking at Change:</p> <ul style="list-style-type: none"> • Types of homes, buildings, architecture • Clothing styles • Travel and transportation • Work and occupations • Food, leisure time, entertainment • Technology • Education • Population • Role of women and children <p>Family History:</p> <ul style="list-style-type: none"> • All families have a history (family members, family trees, photographs) • The way families record their history changes over time (letters, photographs, videotapes) • Families share a cultural heritage (songs, dances, food, costumes, stories, etc.) • Family history is told through stories that are passed from generation to generation • Families share special folktales, oral histories, biographies, legends • Family values, traditions, and beliefs are taught and passed from 	<p>and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea SS1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p> <p>Standard SS5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United</p>		<p>Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and communities.</p> <p>SS1.E.2B: Students recognize how traditions and practices were passed from one generation to the next.</p> <p>SS1.E.2C: Students distinguish between near and distant past and interpret simple timelines.</p> <p>SS1.E.4B: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p> <p>SS1.E.4C: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>SS5.E.3B: Students examine what it means to be a good citizen in the classroom, school, home, and community.</p>	
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<p>generation to generation</p> <ul style="list-style-type: none"> • Families have celebrated special holidays for a long time • Family growth and change can be documented (growth charts, photographs, videos, etc.) • Family history can be plotted on a timeline 	<p>States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea SS5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Standard SS3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Key Idea SS3.2: Geography requires the development and</p>		<p>SS5.E.3C: Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school. past and interpret simple timelines.</p> <p>SS3.E.2A: Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places.</p> <p>SS3.E.2B: Students gather and organize</p>	
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	application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.		geographic information from a variety of sources and display in a number of ways. SS3.E.2C: Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.	
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The Children’s Aid Society Community Charter School

1st GRADE – Social Studies

Month: March- April

<p>Topic</p> <p>UNIT 3 FAMILIES IN COMMUNITIES</p> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p><i>Essential Question: What is a community?</i></p> <p>The Community:</p> <p>My community and local region</p> <p>Different events, people, problems, and ideas make up my community’s history. <u>TE: 148-149, 166-167, 170-181, 194-195, 197-198</u></p> <p><u>Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.</u> <u>TE: 206-209, 218, 242-243</u></p> <p><u>Monuments and important places are located in my neighborhood.</u> <u>TE: 126, 249</u></p> <p><u>Communities are connected economically and geographically.</u> <u>TE: 28-33, 42-43, 71, 90-91, 154, 184-189, 198</u></p>	<p>Standard SS5: Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea SS5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of</p>	<p>Harcourt Unit 2 WHERE PEOPLE LIVE</p> <p>Unit 3 THE MARKETPLACE</p> <p>Whole group read-aloud; small group research projects on community member studies; guided reading; class book of family stories; learning centers</p>	<p>SS1.E.1A: Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>SS1.E.1C: Students explain those values, practices, and traditions that unite all Americans.</p> <p>SS1.E.2A: Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and communities.</p> <p>SS1.E.2B: Students recognize how traditions and practices were passed from one generation to the next.</p> <p>SS1.E.2C: Students distinguish between near and distant past and interpret simple timelines.</p>	<ul style="list-style-type: none"> ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Anecdotal records of oral discussions

<p><u>People exchange elements of their cultures.</u> TE: 206-209, 220-226, 228-235, 246</p> <p><u>Places in my community and local region.</u></p> <p><u>Places can be located on maps and on a globe.</u> TE: 57-61, 94, 221</p> <p><u>Maps and diagrams serve as representations of places, physical features, and objects.</u> TE: 20-21, 46, 54-59, 124-125, 143</p> <p><u>Cardinal directions can be used to locate places and physical features.</u> TE: 72-73, 95</p> <p><u>Symbols represent places and can be used to locate geographic features and physical characteristics.</u> TE: 20-21, 46, 59</p> <p><u>People depend on and modify their physical environments to meet basic needs.</u> TE: 74-91</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Families are part of communities • There are different kinds of communities (school, cultural, religious, ethnic) • Places in a community can be located on a map and globe • Cardinal directions can be used to locate places and physical features of 	<p>government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>Standard SS3: Geography</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Key Idea SS3.1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and</p>		<p>SS1.E.4B: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</p> <p>SS1.E.4C: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>SS5.E.3B: Students examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>SS5.E.3C: Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p> <p>SS3.E.2A: Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places.</p> <p>SS3.E.2B: Students gather and organize geographic information from a variety of sources and display in a</p>	
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<p>a community</p> <ul style="list-style-type: none"> • Symbols represent places and can be used to locate geographic features and physical characteristics • There are important places in communities (monuments, parks, public buildings and places) • Communities celebrate holidays • Communities/people affect the environment • Communities have rules and laws • Communities provide services to families • People in communities rely on each other for goods and services • There are natural and manmade resources in communities <p>A Community Has a History:</p> <ul style="list-style-type: none"> • Communities change over time • Changes in communities can be observed and recorded • Special places/buildings in a community can reveal the community's history • A community has historic significance (battle site, early settlement, burial grounds, parades) • Different events and people shape a community's history • Key historic figures/leaders of a community • The settlement of communities • Inhabitants of communities • Communities are influenced by geography • People in communities create monuments to commemorate important people and events (then 	<p>society, and the use of geography.</p>		<p>number of ways.</p> <p>SS3.E.2C: Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data</p>	
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<p>and now)</p> <ul style="list-style-type: none">• Communities have special buildings to serve their residents (hospitals, courts, police stations)• People show honor for their community, city, state and nation by respecting the flag and reciting the Pledge of Allegiance• People respect, recall and commemorate the contributions of others to the community, city, state, and nation • New York City has many distinct and diverse communities • New York City leadership (mayors, presidents—past and present)				
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The Children’s Aid Society Community Charter School

1st GRADE – Social Studies

Month: May-July

<p>Topic</p> <p>UNIT 4 THE COMMUNITY</p> <hr/> <p>Knowledge and Skills</p>	<p>NYS Standards/ Key Ideas</p>	<p>Resources/ Instructional Strategies</p>	<p>Performance Indicators</p>	<p>Assessments</p>
<p>Essential Question: How do communities provide for families? Community Workers:</p> <p>Challenge of meeting needs and wants</p> <p>Scarcity means that people’s wants exceed their limited resources. TE: 74-79, 82-83, 286-287</p> <p>Communities provide facilities and services to help satisfy the needs and wants of people who live there. <u>TE: 28-33, 42-43, 45, 87, 90-91, 93, 154, 251, 254-259, 270, 280-285, 288-289, 301</u></p> <p>People use tools, technologies, and other resources to meet their needs and wants. <u>TE: 71, 147, 158-163, 166-177, 184-189, 194-197, 290-295</u></p> <p>People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.</p>	<p>Standard SS5: Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>Key Idea SS5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope</p>	<p>Harcourt Unit One RULES AND LAWS</p> <p>Unit 4 THE CHANGING WORLD</p> <p>Whole group read aloud; small group project work; learning centers; class book about jobs in the neighborhood; charts and graphs (ex. Kinds of buildings in our neighborhood?)</p>	<p>SS5.E.3A: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</p> <p>SS5.E.3B: Students examine what it means to be a good citizen in the classroom, school, home, and community.</p> <p>SS5.E.3C: Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.</p>	<ul style="list-style-type: none"> ➤ Vocabulary quiz ➤ Completed maps ➤ Final project ➤ Teacher-made test ➤ Grade level vocabulary lists ➤ Observational records of oral discussions

<p>TE: 280-287, 304</p> <p>Through work, people in communities earn income to help meet their needs and wants. <u>TE: 260-263, 268-273, 280-285, 300, 301</u></p> <p>Students will learn:</p> <ul style="list-style-type: none"> • People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc • There are people in the community who help families to solve problems • There are people in the community who help in emergencies • Community workers provide services • Community workers are diverse • Community workers interact • Community workers and businesses change over time • As communities develop new needs, jobs are created <p>Community Economics:</p> <p><u>Economic decision-making</u></p> <p>People make decisions about how to spend the money they earn. TE: 280-287, 304</p> <p>People work to earn money to purchase the goods and services they need and/or want.</p>	<p>of a citizen’s rights and responsibilities.</p> <p>Standard SS 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.</p> <p>Key Idea SS4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision- making, and the interdependence of economies and economic systems throughout the world.</p> <p>Key Idea SS4.2: Economics requires the development and</p>		<p>SS4.E.1A: Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>SS4.E.1B: Students explain how people's wants exceed their limited resources and that this condition defines scarcity.</p> <p>SS4.E.1C: Students know that scarcity requires individuals to make choices and that those choices involve costs.</p> <p>SS4.E.1D: Students study about how the availability and distribution of resources is important to a nation's economic growth.</p> <p>SS4.E.1E: Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>SS4.E.2A: Students locate economic</p>	
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<p><u>TE: 260-263, 268-273, 280-285, 300, 301</u></p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Families have needs • Communities meet people’s needs • People in communities work to earn money to provide for their needs • People make decisions about money • Governments provide assistance to families and communities • Problems arise when people want more than the community can provide • People use tools, science and technology to meet their needs • People in communities conserve resources (recycling, etc.) <p>Citizenship and Community:</p> <p><u>Symbols of citizenship</u></p> <p>Citizenship includes knowledge about and respect for the flag of the USA, including an understanding about its display and use <u>TE: 98, 116-119, 136-139, 141, 144</u></p> <p>Citizenship includes a pledge of allegiance or loyalty to the USA TE: 118-119, 140</p> <p>Rights, responsibilities, and roles of citizenship</p> <p>Students, teachers, and staff are all</p>	<p>application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>		<p>information, using card catalogs, computer databases, indices, and library guides.</p> <p>SS4.E.2B: Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.</p> <p>SS4.E.2C: Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary.</p> <p>SS4.E.2D: Students present economic information by developing charts, tables, diagrams and simple graphs.</p>	
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<p>citizens of the school community and have rights and responsibilities. <u>TE: 10-13, 34-37, 42-44, 46, 48</u></p> <p>People making and changing rules and laws</p> <p>People form governments in order to develop rules and laws to govern and protect themselves. TE: 3, 10-13, 16-19, 44-46</p> <p>Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice. TE: 2, 16-19, 42-43, 45</p> <p>People plan, organize, and make decisions for the common good. <u>TE: 3, 24, 26-27, 45, 47, 278-279</u></p> <p>Students can participate in problem-solving, decision-making, and conflict resolution. TE: 13, 14-15, 38-39</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • People are citizens of a community, city, state, and nation • Citizens respect their community • Citizens know and obey the community's rules and laws • People can be community leaders • Members of communities, cities, states, and nations have rights and responsibilities • People elect officials to represent them 				
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<ul style="list-style-type: none">• People participate in the democratic process by voting responsibly• Rules and laws can be changed				
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Attachment 10(c) – Curriculum Implementation Work Plan

When	Key Action/Task	People Responsible/ Involved	Outcome	Budget/ Resources Needed
Summer-Fall 2011	Review curricula (non-core subjects)	Principal, consultant	Finalize non-core subject materials	Part-time salaries and consultant fees during start-up, est. \$157k
May-June 2012	Enrolled students assessment	Principal, Operations Director	School-based assessments of incoming students	Assumed responsibilities of Senior Leadership, \$3,500
May 2012	Purchase supplies and materials	Operations Director	Materials ordered to be delivered by July	Est. \$360/student (allocated to Year 1 expenses)
June 2012-July 2012	Academic Implementation leadership training	Principal, Cohort Leaders, Lead Teachers	Professional Development	Est. \$5,000 allocated during start-up
July 2012	Staff development planning for summer training.	Principal, Operations Director, Community School Director, Cohort Leaders, Lead Teachers	Determine needs of staff based on their content area and experience and assessment results of students	Assumed responsibilities of Senior Leadership
July 2012	Draft curriculum maps and scope and sequence based on curricula	Principal, Cohort Leaders, Lead Teachers	Develop drafts of maps and scope and sequence for review and input by teaching staff	Assumed responsibilities of Instructional Team
August 2012	Professional Develop training and curriculum mapping	Principal, Operations Director, Community School Director, Cohort Leaders, Lead Teachers, teachers	PD staff training, curriculum maps, scopes and sequence finalized by subjects and grade level teachers	Est. \$3,000 allocated for summer institute training
August 2012 and Spring 2013	Implementation/use of curriculum	Classroom Teachers with support from Cohort Leaders	Teaching has begun and is monitored by leadership	Regular Principal and Cohort Leaders observations.
Fall 2012-Spring 2013	School-based assessments administered throughout year	Classroom Teachers with support from Cohort Leaders	Administered to collect data to adjust program/pacing as necessary	Assumed responsibilities classroom teachers

On Full Day and Half Day PDs	Staff support activities	Principal, Operations Director, Community School Director, Cohort Leaders, Lead Teachers	Principal and Cohort Leaders to determine immediate needs/concerns of staff for PD	Planned for throughout the academic calendar, est. \$2,000/staff
January 2013	Formal monitoring of education program	Principal, Cohort Leaders	Based on student internal assessment results and initial teacher feedback, preliminary review of program and curricula	Assumed responsibilities for Principal and Cohort Leaders
Spring 2013	State Assessments	Classroom Teachers with support from Cohort Leaders	Administration of state assessments	As allocated by State Ed Department
July –August 2013	Formal monitoring of education program	Trustees, Principal, Community School Director, Cohort Leaders, Lead Teachers	Based on student assessment results and teacher feedback, in-depth review of program and curricula	Assumed responsibilities for Principal and Cohort Leaders

Attachment 10 (d) – Sample Unit Plans – ELA for Kindergarten

ELA

Scott Foresman, Reading Street, Unit 1, “All Together Now”

Established Goals: Students will learn phonics, phonemic awareness, fluency, vocabulary, and text comprehensions

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Oral Language	Build Concepts	How do we get to school?	How do we help each other?	How do families cooperate?	How do people in a community cooperate?	How do people and animals and animals work and play together?	How do machines help people work together?
	Oral Vocabulary	First, second, third, fourth, fifth, sixth	Repair, leak, steep, ladder, puddles, shed	Platypus, around, lost, found, market, groceries	Bakery, post office, fire station, library, park, chaperone	Granddaddy, haring, protect, crate, scary, sneaked	Scooping, swooshing, squelching, gobbling, spinning, Rumbling
Shared Reading	Reading Strategies	Preview and predict	Preview and predict. Recall and Retell	Preview and predict. Recall and Retell.	Preview and predict. Recall and Retell.	Preview and predict. Recall and Retell.	Preview and predict. Recall and Retell.
	Listening Comprehension	<i>Target and Tested skill – Character</i>	<i>Target and Tested skill – Setting Review - Character</i>	<i>Target and Tested skill – Sequence Review - Setting</i>	<i>Target and Tested skill – Classify and Categorize Review - Setting</i>	<i>Target and Tested skill – Character Review - Sequence</i>	<i>Target and Tested skill – Sequence Review - Setting</i>
Word Work	Phonological/Phonemic Awareness	Words in a sentence <i>Tested skill: Rhyme</i>	Syllables in a word. <i>Targeted skill: Rhyme</i>	Sound Discrimination. Segment Syllables. <i>Targeted skill: Rhyme</i>	Sound Discrimination. Segment Syllables.	<i>Tested skill - Phoneme Isolation /m/ Sound discrimination</i>	<i>Tested skill - Phoneme Isolation /t/ Sound discrimination Tested skill - Rhyme</i>
	Letter Recognition/Phonics	<i>Target and Tested skill: Letter naming Aa, Bb, Cc, Dd, Ee</i>	<i>Target and Tested skill: Letter naming Ff, Gg, Hh, Ii, Jj, Kk, Mm, Nn Review - Aa, Bb, Cc, Dd, Ee</i>	<i>Target and Tested skill: Oo, Pp, Qq, Rr, Ss. Review - Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Mm, Nn</i>	<i>Target and Tested skill: Tt, Uu, Vv, Ww, Xx, Yy, Zz Review: Letter recognition</i>	<i>Target and Tested skill: Connect /m/ to Mm Review: Letter Recognition</i>	<i>Target and Tested skill: Connect /t/ to Tt Review: Connect /m/ to Mm</i>
	High Frequency Words	I, am	<i>Tested skill – I, am</i>	<i>Tested skill – the, little</i>	<i>Tested skill – the, little</i>	<i>Tested skill – a, to</i>	<i>Tested skill – a, to</i>
Language Arts	Grammar	Say our names	Write out names	What we look like	What we can do	Nouns for People and Animals	Nouns for places and things
	Writing	Shared, modeled, interactive, and independent	Shared, modeled, interactive, and independent	Shared, modeled, interactive, and independent	Shared, modeled, interactive, and independent	Shared, modeled, interactive, and independent	Shared, modeled, interactive, and independent
	Speaking, Listening, Viewing	Listening	Drama – Respond to literature	Listen for Rhyme and Rhythm	Talk about me	Announcements and messages	Drama – Respond to literature
Integrate Science and Social Studies Standards		Economics, History, and Government	Earth Science, Life Science, Physical Sci.	Culture	Economics, History, and Government	Culture, Responsibility	Physical Science, Earth Science

Scott Foresman Reading Street is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension.

Literature - Reading Street provides a rich variety of genres that include a balance of fiction and nonfiction. Content-area connections support science and social studies instruction every week. With a greater emphasis on informational text,

Reading Street prepares students for the kinds of selections they will encounter on state assessments.

Assessment - Reading Street begins the year with the Baseline Group Test to make initial grouping decision. Progress is monitored during instruction and identifies students' needs along the way. The Unit Benchmark Test measures student performance and can be used to regroup. The End-of-Year Benchmark Test gives a summative assessment and shows how far students have come.

Differentiated Instruction Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Each unit gives a clear road map to differentiate instruction for On-Level, Strategic Intervention, and Advanced readers.

Group Time throughout each lesson provides scaffolded instruction for all readers. Built-in lessons for Strategic Intervention and Advanced learners supplement core instruction every day. Weekly Leveled Readers and Leveled Practice help every student practice and apply comprehension skills and vocabulary in appropriate texts.

ELL Instruction - Reading Street paves the way with highly focused ELL instruction, practice, and resources to meet all proficiency levels and provides an ELL Reader every week to build vocabulary, provide text support, and enrich language skills.¹

¹ <http://www.k12pearson.com/statepage/images/NYRSCorrelation.pdf>

Unit 1 All Together Now

Unit Opener	ixv
Unit 1 Skills Overview	ixvi
Unit 1 Monitor Progress	ixvii
Grouping for AYP	ixviii
Theme Launch	ixxvii
Unit 1 Concept Development	ix

 Time for Social Studies The Little School Bus by Carol Roth	1–63
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 Time for Science Fix-It Duck by Jer Alborough	65–125
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 Time for Social Studies Plaidypus Lost by Janet Stevens and Susan Stevens Crumell	127–189
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 Time for Social Studies Miss Bindergarten Takes a Field Trip with Kindergarten by Joseph Bole	191–253
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 Time for Social Studies Julius by Angela Johnson	255–315
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 Time for Science Dig Dig Digging by Margaret Mayo	317–377
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Unit 1 Theme Wrap-Up	378
Unit 1 Assess and Regroup	380
Unit 1 Literacy Checklist	382

Leveled Resources	LR1–LR13
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Differentiated Instruction	DI*1–DI*40
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Teacher Resources	TR1–TR40
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Unit 2 Animals Live Here

Unit Opener	xiv
Unit 2 Skills Overview	xvi
Unit 2 Monitor Progress	xvii
Grouping for AYP	xx
Theme Launch	xxii
Unit 2 Concept Development	xxv

 Time for Science Life in an Ocean by Carol Unken	1–61
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 Time for Science Armadillo's Orange by Jim Arnouy	63–123
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 Time for Science Animal Babies in Grasslands by Jennifer Schafeld	125–185
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 Time for Science Bear Snores On by Karma Wilson	187–249
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 Time for Science A Bed for the Winter by Karen Wallace	251–311
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 Time for Science Whose Garden Is It? by Mary Ann Hoberman	313–373
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Unit 2 Theme Wrap-Up	374
Unit 2 Assess and Regroup	376
Unit 2 Literacy Checklist	378

Leveled Resources	LR1–LR13
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Differentiated Instruction	DI*1–DI*40
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Teacher Resources	TR1–TR40
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Unit 3 Watch Me Change

Unit Opener	xiv
Unit 3 Skills Overview	xvi
Unit 3 Monitor Progress	xvii
Grouping for AYP	xx
Theme Launch	xxii
Unit 3 Concept Development	xxv

 Time for Science Little Panda by Joanne Ryder	1–61
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 Time for Social Studies Little Quack by Lauren Thompson	63–123
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 Time for Social Studies See How We Grow by Katscha Diaz	125–185
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 Time for Science Farfallina and Marcel by Holly Keller	187–247
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 Time for Science Seeds by Ken Robbins	249–309
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 Time for Science Hide, Clyde! by Russell Barford	311–371
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Unit 3 Theme Wrap-Up	372
Unit 3 Assess and Regroup	374
Unit 3 Literacy Checklist	376

Leveled Resources	LR1–LR13
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Differentiated Instruction	DI*1–DI*40
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Teacher Resources	TR1–TR40
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Unit 4 Let's Explore

Unit Opener	xiv
Unit 4 Skills Overview	xvi
Unit 4 Monitor Progress	xvii
Grouping for AYP	xx
Theme Launch	xxii
Unit 4 Concept Development	xxiv

 Time for Social Studies Bunny Day by Rick Wagon	1–61
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 Time for Social Studies My Lucky Day by Keiko Kasza	63–125
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 Time for Science One Little Mouse by Dani Chacanas	127–187
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 Time for Social Studies Goldilocks and the Three Bears by Valeri Gorbachev	189–251
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 Time for Science If You Could Go to Antarctica by Fey Robinson	253–313
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 Time for Social Studies Abuela by Arthur Dorra	315–377
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Unit 4 Theme Wrap-Up	378
Unit 4 Assess and Regroup	380
Unit 4 Literacy Checklist	382

Leveled Resources	LR1–LR13
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Differentiated Instruction	DI*1–DI*40
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Teacher Resources	TR1–TR40
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Planner

My Lesson Planner
ONLINE
sfsuccessnet.com

THIS WEEK CHILDREN WILL LEARN
Phonics Bb/bb and Nn/n/
Comprehension Skill Compare and Contrast

	DAY 1	DAY 2
<p>Oral Language 15 minutes</p> <ul style="list-style-type: none"> Build Concepts Oral Vocabulary 	<p>Oral Language 12-13</p> <p>QUESTION OF THE WEEK How does a panda change in its first year of life?</p> <p>Build Background Talk with Me, Sing with Me Chart 13A, 13B</p> <p>Amazing Words weigh, measure, healthy, bamboo, curious, explore</p>	<p>Oral Language 22-23</p> <p>Build Background Talk with Me, Sing with Me Chart 13A, 13B</p> <p>Let's Learn Amazing Words weigh, measure</p>
<p>Shared Reading 25 minutes</p> <ul style="list-style-type: none"> Reading Strategies Listening Comprehension 	<p>Shared Reading 14-15</p> <p>Comprehension Preview and Predict Reader Response Compare and Contrast</p>	<p>Shared Reading 24-29</p> <p>Comprehension Recall and Retell Compare and Contrast</p>
<p>Word Work 10 minutes</p> <ul style="list-style-type: none"> Phonemic Awareness Phonics High-Frequency Words 	<p>Word Work 16-18</p> <p>Phonemic Awareness Introduce /r/ Phonics Connect /r/ to Nn T High-Frequency Words Introduce me, with, she Decoratable Reader 12</p>	<p>Word Work 30-31</p> <p>Phonemic Awareness Introduce /r/ Phonics Connect /b/ to bb and /y/ to Nn T High-Frequency Words Review with, have, a, like, to, like Phonics Story</p>
<p>Language Arts 20 minutes</p> <ul style="list-style-type: none"> Grammar Writing Speaking, Listening, Viewing 	<p>Language Arts 19-20</p> <p>Shared Writing Connect to Grammar</p> <p>Grammar Introduce Verbs</p> <p>DAILY WRITING Draw and label a picture to show what a baby panda looks like.</p> <p>Speaking and Listening Introduce Responding to Literature</p>	<p>Language Arts 32-33</p> <p>Modeled Writing Respond to Literature</p> <p>Grammar Practice Verbs</p> <p>DAILY WRITING Write words for things that a young panda likes to do.</p> <p>Speaking and Listening Let's Review Amazing Words plant, seed</p>
<p>Extend Your Day 10 minutes</p> <ul style="list-style-type: none"> Additional Activities for Full-Day Classrooms 	<p>Extend Your Day 21</p> <p>MATH Measurement EXTEND CONCEPTS Grammar: Verbs Phonics: Initial /r/ Words</p>	<p>Extend Your Day 34</p> <p>SCIENCE Compare Babies and Parents EXTEND CONCEPTS Phonics: Sort Words Grammar: Act Out Verbs</p>
<p>Monitor Progress</p> <p>Daily SUCCESS PREDICTORS for Adequate Yearly Progress</p>	<p>Day 1 Check 14 Check Sound Fluency Spiral REVIEW Phonics High-Frequency Words</p>	<p>Day 2 Check 29-30 Check Retelling Check Letter-Sound Knowledge Spiral REVIEW Phonics High-Frequency Words</p>

WE WILL READ >>>



DAY 3	DAY 4	DAY 5
<p>Oral Language 35-36</p> <p>Build Background Talk with Me, Sing with Me Chart 13A, 13B</p> <p>Let's Learn Amazing Words Tasty, delicious</p>	<p>Oral Language 44-45</p> <p>Build Background Talk with Me, Sing with Me Chart 13A, 13B</p> <p>Let's Learn Amazing Words curious, explore</p>	<p>Oral Language 52-53</p> <p>Build Background Talk with Me, Sing with Me Chart 13A, 13B</p> <p>Amazing Words weigh, measure, healthy, bamboo, curious, explore</p>
<p>Shared Reading 37</p> <p>Comprehension Preview and Predict Reader Response Compare and Contrast</p>	<p>Shared Reading 40</p> <p>Comprehension Compare and Contrast</p>	<p>Shared Reading 54-58</p> <p>Monitor Progress Check Compare and Contrast</p>
<p>Word Work 35-40</p> <p>Phonemic Awareness Practice /r/ and /y/ Phonics Connect /r/ to bb and /y/ to Nn T High-Frequency Words Practice me, with, she Decoratable Reader 12</p>	<p>Word Work 47-48</p> <p>Phonemic Awareness Practice /r/ Phonics Connect /r/ to bb and /y/ to Nn T High-Frequency Words Practice me, with, she Decoratable Reader 12</p>	<p>Word Work 55-57</p> <p>Phonemic Awareness Introduce /r/ and /y/ Phonics Connect /b/ to bb and /y/ to Nn T High-Frequency Words Review the Words Read the Sentences</p>
<p>Language Arts 41-42</p> <p>Modeled Writing Connect to Concept</p> <p>Grammar Introduce Verbs</p> <p>DAILY WRITING Draw and label a picture about what a young panda likes to eat.</p> <p>Speaking and Listening Practice Responding to Literature</p>	<p>Language Arts 43-51</p> <p>Interactive Writing Extend the Concept</p> <p>Grammar Practice Verbs</p> <p>DAILY WRITING Draw and label a picture about what a young panda likes to play.</p> <p>Speaking and Listening Practice Responding to Literature</p>	<p>Language Arts 59-61</p> <p>Shared Writing Use About Me</p> <p>Grammar Review Verbs</p> <p>DAILY WRITING Write or draw about how a baby panda is different from an adult panda.</p> <p>Speaking and Listening Review Responding to Literature</p>
<p>Extend Your Day 43</p> <p>SCIENCE How a Person Changes and Grows EXTEND CONCEPTS Phonics: Awareness, Initial and Final Sounds Math: 100 Days 0c</p>	<p>Extend Your Day 51</p> <p>SCIENCE Compare Animal Homes EXTEND CONCEPTS Grammar: Use Verbs Phonics: Make /y/ Words</p>	<p>Extend Your Day 61</p> <p>SCIENCE Color Changes EXTEND CONCEPTS Social Studies: Time Goes Science: How Does a Panda Grow?</p>
<p>Day 3 Check 39 Check High-Frequency Words and Word Reading Spiral REVIEW Phonics High-Frequency Words</p>	<p>Day 4 Check 47 Check Phonemic Segmentation Spiral REVIEW Phonics High-Frequency Words</p>	<p>Day 5 Check 53 Check Oral Vocabulary Day 5 Assess 54-58 Decorate with the Month's Compare and Contrast</p>

KEY
T = Test 1-8
THIS WEEK'S RESOURCES
Read with Me Chart 13A, 13B
Sing with Me Chart 13A, 13B
Decoratable Reader 12
Decoratable Reader 12

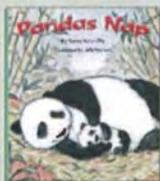
Reprint PDF

	Yes	No
EP Supervisor		
Editorial		
Design		
Production		

Resources for Differentiated Instruction

Readers

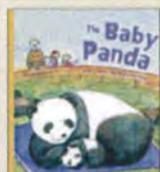
Emergent



Listen to Me Reader

- ▶ **Oral Language**
Develop oral vocabulary.
- ▶ **Phonemic Awareness**
/b/ and /n/ in initial and final positions
- ▶ **Decodable Words**
Bin Nan can nap sip it
- ▶ **High-Frequency Words**
me with she

On-Level



Kindergarten Student Reader

- ▶ **Connected Text**
Realistic fiction
- ▶ **Phonics: Bb/b/ and Nn/n/**
can nap Bin
- ▶ **High-Frequency Words**
me with she
- ▶ **Spiral Review: Decodable Words**
Pam Tim at sit bit tap
- ▶ **High-Frequency Words**
the is little like a

Independent



Leveled Reader K-3.1
Independent Leveled Reader

- ▶ **Comprehension: Compare and Contrast**
Compare and contrast parts of the text.
- ▶ **Concept**
How pandas change in their first year
- ▶ **Science Standards**
Ways things change over time



Leveled Reader, TE, DP-2

ELL



ELL Poster 13

ELL Resources

- ELL Poster 13
- ELL and Transition Handbook
- ELL Notes in Teacher's Edition, pp. 12-61



ELL and Transition Handbook

Early Reading Intervention

For students who need intensive intervention

- Effectiveness proved by scientific research
- Instruction focused on early reading success predictors
- 30 minutes of daily small-group instruction



Leveled Reader Database ONLINE

sfsuccessnet.com

Use the Online Database of over 600 books to

- Download and print additional copies of this week's leveled readers
- Listen to the readers being read online
- Search for more titles focused on this week's skills, topic, and content



Readers' Theater Anthology

Readers' Theater Anthology

- Six scripts to build fluency
- Poetry for oral interpretation

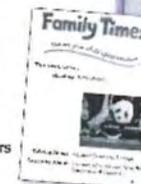
School + Home

Homework

- Family Times Newsletter

Take-Home Books

- Kindergarten Student Readers
- Decodable Readers
- Listen to Me Readers
- Independent Leveled Readers

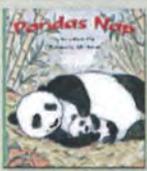


Little Panda

Resources for Differentiated Instruction

Readers

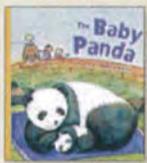
Emergent



Listen to Me Reader

- ▶ **Oral Language**
Develop oral vocabulary.
- ▶ **Phonemic Awareness**
/b/ and /n/ in initial and final positions
- ▶ **Decodable Words**
Bin Nan can nap sip it
- ▶ **High-Frequency Words**
me with she

On-Level



Kindergarten Student Reader

- ▶ **Connected Text**
Realistic fiction
- ▶ **Phonics: Bb/b/ and Nn/n/**
can nap Bin
- ▶ **High-Frequency Words**
me with she
- ▶ **Spiral Review: Decodable Words**
Pan Tam at sit bit lap
- ▶ **High-Frequency Words**
the is little like a

Independent



**Leveled Reader K.3.1
Independent Leveled Reader**

- ▶ **Comprehension: Compare and Contrast**
Compare and contrast parts of the text.
- ▶ **Concept**
How pandas change in their first year
- ▶ **Science Standards**
Ways things change over time



Leveled Reader: 11-12

ELL



ELL Poster 13

ELL Resources

- ELL Poster 13
- ELL and Transition Handbook
- ELL Notes in Teacher's Edition, pp. 12-61



ELL and Transition Handbook

My Sidewalks Early Reading Intervention

For students who need intensive intervention

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School + Home

Homework

- Family Times Newsletter

Take-Home Books

- Kindergarten Student Readers
- Decodable Readers
- Listen to Me Readers
- Independent Leveled Readers



Little Panda 9

Literacy Centers

Scott Foresman Reading Street Centers Survival Kit
Use the *Little Panda* materials from the Reading Street Centers Survival Kit to organize this week's centers.

Listening

Let's Read Along

- *Little Panda*
- AudioText CD



Journal Writing

- **Day One** Draw and label a picture to show what a baby panda looks like.
- **Day Two** Write words for things that a young panda likes to do.
- **Day Three** Draw and label a picture of what a young panda likes to eat.
- **Day Four** Draw and label a picture about how a young panda likes to play.
- **Day Five** Write or draw about how a baby panda is different from an adult panda.

Word Work

Match It

MATERIALS
Picture Cards, cut, fast, dot, net, nest, rice, water, like, to, is, of each; paper, crayons

Connect Sound to Letter

1. Have children line the Picture Cards in a row.
2. Ask children to place a letter tile for the beginning sound on the Picture Card.
3. Have children draw and label something that begins with /b/ and then with /n/.

CENTER TIP It may be helpful to review the sounds by naming words that begin with *n* and then with *b*.

This interactive CD provides additional practice.




Art

Panda Portraits

MATERIALS
Pictures Book p. 21; pom-poms, cotton, black torn paper, glue

Make a Panda Portrait

1. Provide children with a construction paper outline of a panda.
2. Have children glue cotton onto the sections of the panda that are white and black torn paper onto the sections that are black.
3. Encourage children to label or name their panda portraits.



Writing

Playful Pandas

MATERIALS
Fig. Panda Little Panda, action words written on index cards

Use Action Words in Sentences

1. Have children choose a card with an action word from *Little Panda* or IL.
2. Have them use the action word to complete the following sentence: *Little Panda likes to _____.*
3. Have children illustrate their sentence.
4. You may wish to collect each child's paper to create a class book.

CENTER TIP You may want to write the page number on each card to indicate the page from *Little Panda* on which the word can be found.



Science

Bamboo

MATERIALS
Fig. Panda Little Panda, cardboard, yellow strips of green construction paper, glue, dot markers

Make Panda Food

1. Show the pictures of the panda eating bamboo in the book *Little Panda*.
2. Have children glue strips of paper to the paper-rolled cylinder and color it green to make a piece of bamboo.

CENTER TIP You may wish to cut or curl the ends of the strips of construction paper to make them look more like bamboo leaves.



1, 2, 3 Math

Growing Animals

MATERIALS
Measurement of 4 or 5 stuffed animals

Arrange by Size

1. Have children look at the stuffed animals and choose the shortest one.
2. Ask children to arrange the stuffed animals in a row from shortest to tallest.
3. Have them arrange the animals from biggest to littles or heaviest to lightest.



ALL CENTERS  Little Panda 11

Reprint PDF 

	YES	NO
EP Supervisor		
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Day 1

AT A GLANCE

Oral Language and Vocabulary

Calendar
Message Board
Build Background

Shared Reading

Big Book Little Panda
Skill Compare and Contrast

Word Work

Phonemic Awareness
Introduce /r/

Phonics
Connect /r/ to No
Blend Words
H/F Words rre, wll, sbe

Read

Strategic Instruction
Differentiated Instruction

Language Arts

Grammar: Verbs
Shared Writing: Write
Sentences with Verbs
Speaking and Listening:
Respond to Literature

Materials

- Calendar
- Talk with Me, Sing with Me Chart 13A, 13B
- Sing with Me Background Building Audio CD
- Big Books Little Panda, Julius, Animal ABCs
- AudioText CD
- Picture Cards: p. 15
- Alphabet Cards: Aa
- Decodable Reader 12
- Daily FxR Transparency 13



Calendar

Name the day and date Ask a volunteer to find today's date on the calendar. Have children say the day, month, date, and year together.

Count days in month Point to the month and ask children to find the first day of the month. Have children count with you as you read each number to count the days in the month.

Message Board

Question of the week Tell children that they will have an opportunity to talk, sing, read, and write about how a baby panda grows and changes.

Track each word as you read the question. Encourage children to respond in complete sentences.

How does a panda change in its first year of life?

ELL

Build Background Use the Day 1 instruction on ELL Poster 13 to assess knowledge and develop concepts.



ELL Poster 13

ORAL LANGUAGE

Build Background

LET'S TALK

Build concept Display Talk with Me Chart 13A. The pictures show a panda doing many different things. Look at the panda being weighed and measured. When you go to the doctor's office, they weigh and measure you.

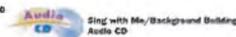


Talk with Me, Sing with Me Chart

Build oral vocabulary This week we will be talking about how a baby panda grows and changes in its first year of life. We are going to learn six new words. Listen as I say the words: you may know some of them: *weigh, measure, healthy, bamboo, curious, and explore.*

LET'S LISTEN

Share Background Building Audio Play the CD that features a poem about a panda.



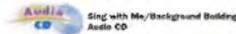
LET'S SING/PHONOLOGICAL AWARENESS

Sing "Growing and Changing" Display Sing with Me Chart 13B. Tell children they are going to sing a song about a little panda. Read the title and describe the pictures. Sing the song several times to the tune of "Kookaburra."



Talk with Me, Sing with Me Chart

Count words After singing the song, ask children to count the number of words they hear in each line. Remind children that words have spaces between them.



Amazing Words

- weigh
- healthy
- curious
- measure
- bamboo
- explore

Options Before Reading

Activate Prior Knowledge

Talk About Pandas Ask children to tell you what they know about pandas.

- What does a panda look like?
 - How big are pandas?
 - Where do pandas live?
- Show on a map where pandas live and talk about their habitat.

Oral Language

Talk About How We Change Ask children to tell you about how they have changed since they were babies.

- How big were you when you were a baby?
- Could you talk when you were a baby?
- Could you walk when you were a baby?

Develop Story Concepts

Make a Story Display the cover of Little Panda. Create a story about a child who takes care of a baby panda.

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Production			

OBJECTIVES

- Preview and predict.
- Listen to a selection.

Materials

- Big Books *Little Panda, Julius*

EXTEND SKILLS

Concepts of Print Display the cover of *Little Panda*. Have children locate the title of the book.

TEACHING TIP

Photographs and Captions Point out to children that many of the photographs in the book have captions. Explain that a caption tells about the photograph near it.

Comprehension

MODEL READING STRATEGIES

Preview and predict

Display Big Book *Little Panda*. Look at the cover and tell me what you see.



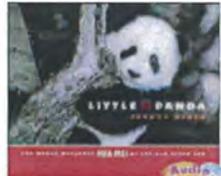
I see a young panda sitting in a tree.

The title of this book is *Little Panda*. What do you think the book is about? Let's read to find out.

LET'S READ *Little Panda*

Model fluent reading

Read the selection with expression for enjoyment.



Big Book



Audiobook CD



Shared Reading

Day 1

Preview and make predictions about *Little Panda*. Read the whole book for enjoyment. Introduce comprehension skill, compare and contrast.

Day 2

Reread *Little Panda*. Use the Shared Reading Notes to engage children in a conversation about the selection. Apply comprehension skill, compare and contrast.

Day 3

Reread *Little Panda*. Develop oral vocabulary by telling how the little panda grows and changes. Review comprehension skill, main idea.

Day 4

Reread *A Bed for the Winter*. Apply comprehension skill, compare and contrast.

Day 5

Read "Anna Panda Trades Places" in the *Read Aloud Anthology*. Assess comprehension skill, compare and contrast.

ROUTINE

14

Watch Me Change • Week 1

HWL_C0-27_J150 14

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Text to World READER RESPONSE

Respond to literature

Have children act out things the little panda learned to do as she grew up.

STRATEGY Predict

Check predictions

- What did you think the selection would be about?
 - How are pandas different from people?
- Use the following questions to guide discussion.
- Why do you think the story is called *Little Panda*?
 - What does the little panda learn to do in her first year of life?

INTRODUCE SKILL Compare and Contrast

Define Compare and Contrast
When we tell how things are alike and different, we are *comparing and contrasting*.



In the book, we read about how a little panda grows. In some ways the little panda and her mother are alike. They both have black and white fur. In some ways they are different. The little panda is smaller than her mother.

Recall compare and contrast

Display *Julius*. Help children compare and contrast Maya and Julius.

- How were Maya and Julius alike?
- How were Maya and Julius different?

Relate compare and contrast to everyday life

Ask children to look at the person they are sitting next to.

- How are you alike?
- How are you different?

OBJECTIVES

- Respond to literature.
- Check predictions.
- Introduce compare and contrast.

Skills Trace

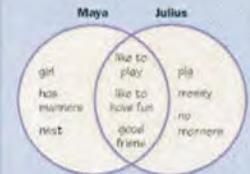
Compare and Contrast

Introduce/Teach	TE: K.2.15, 24; K.3.15, 26 K.5.1A, 15B; K.6.15, 24
Practice	TE: K.2.37, 46, 54; K.3.37, 46, 54; K.5.163, 172, 183; K.6.37, 46, 54 PB: K.2.7, 8; K.3.7, 8; K.5.27, 28; K.6.7, 8
Reteach/Review	TE: K.2.161, D45; K.3. 161, 285, D45; K.4.37; K.5.D47; K.6.351, D45
Assess	TE: K.2.58, 376-378; K.3.58, 374-376; K.5. 164, 380-382; K.6.58, 378-380



Access Content Model for children how to compare and contrast using a graphic organizer.

Text to Self



Little Panda

15

OBJECTIVES

- Introduce /n/.
- Discriminate initial /n/.

Skills Trace

Consonants *Bb/b/, Nn/n/*

Introduce/Teach K.3.16-17

TE: K.3.31, 38, 41, 47, 49
 PE: K.3.3, 5, 6, 8

Releash/Review TE: K.3.103, D131

Assets TE: K.3.56-57, 374-376;
 Unit 3 Benchmark Test

Materials

- Picture Card: nest
- Big Books: *Little Panda*, *Animal ABCs*
- Alphabet Card: Nn
- Decodable Reader 12

ELL

Support Phonemic Awareness
 /n/ transfers completely from Spanish to English. For Spanish speakers, you can provide examples of Spanish words that begin with /n/: *no* (no), *oído* (nest), and *nombre* (name).

WORD WORK

Phonemic Awareness

INTRODUCE /n/

Isolate initial /n/

Today we will learn a new sound. Listen carefully: /n/. /n/. /n/. Say it with me: /n/. /n/. /n/. Display the *nest* Picture Card. *Nest* begins with /n/: /n/. *nest*. What sound does *nest* begin with? Continue reviewing the words *necklace*, *nickel*, *nine*, and *nut*.

Discriminate /n/

I am going to say some words. When you hear a word that begins with /n/, nod your head. You may wish to have children practice nodding their heads.

Listen carefully. Does the word *book* begin with /n/? No, *book* does not begin with /n/. Does *never* begin with /n/? Yes, *never* begins with /n/. Continue with these words: *nap*, *next*, *pat*, *number*, *cat*, *nicco*, *neck*.

Identify /n/ words

Tell children you will describe something to them. When they have figured out what you are describing, they should quietly stand up. Let's try the first one together. This person can be a man or a woman. This person helps keep you healthy. This person helps the doctor. Who is it? (*nurse*) Continue with *nail*, *name*, *neck*, *necklace*, *nest*, *net*, *nickel*, *nine*, and *nut*.

Monitor Progress

Check Sound Fluency

Identify Initial /n/ Say *lizard* and *newt*. Which word begins with /n/, *lizard* or *newt*? Yes, *newt* begins with /n/. Continue with the following pairs: *nail*, *hammer*; *neck*, *leg*; *nickel*, *panny*; *doctor*, *nurse*; *six*, *nine*; *October*, *November*.

If... children cannot identify initial /n/,

then... have them say /n/ several times and ask: Was your tongue behind your top teeth, and did a little air come out of your nose? Practice with /n/, *nice*; /n/, *nap*; /n/, *nope*; and /n/, *nest*.

Day 1	Day 2	Day 3	Day 4	Day 5
Check Sound Fluency	Check Retention: Letter-Sound Association	Check High Fluency: Word Reading	Check Phonics: Segmentation	Check Oral Vocabulary: Alternate Programs

Phonics

CONNECT /n/ to Nn

Introduce Nn/n/

Display the *Nn* Alphabet Card. Point to the letters at the top of the card. The name for both of these letters is *n*. This is the uppercase *N* and this is the lowercase *n*. Point to the nest. What is this? *Nest* begins with /n/. /n/ is the sound for the letter *n*. What is the sound for the letter *n*? Yes, it is /n/. *Nest* begins with /n/.



Alphabet Card

Recognize Nn

Look around the room. Who can find the letter *n* in our room? Help children find and point to all the uppercase and lowercase *Nn*'s in the classroom.

Connect /n/ to n

Point to your neck. This is my neck. What is the first letter in the word *neck*? The first letter is *n*. What sound does *neck* begin with? *Neck* begins with /n/. The sound for the letter *n* is /n/. Repeat with the words *nail* and *night*.

Review letter names and sounds

Display page 3 of *Animal ABCs*. Point to the *C*. The name of this letter is *C*. The sound for this letter is /k/. This is a camel, *Camel* begins with *c*. Continue the routine with the following letters: *Aa*, *Ii*, *Mm*, *Pp*, *Ss*, *Tt*.

BLEND SOUNDS

Blend /n/ words

Listen to these three sounds: /n/ /a/ /p/. Now listen to the word I make when I blend those sounds together: /n/ /a/ /p/. *nap*. Now you try it. Say the sounds with me: /n/ /a/ /p/. Now blend the sounds together: *nap*.

Say these sounds with me: /n/ /i/ /p/. *nip*. The word is *nip*. Repeat the blending routine with *Nat*.

Word Wall HIGH-FREQUENCY WORDS

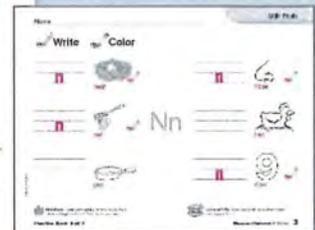
Introduce *me*, *with*, *she*

Display *me*. This is the word *me*. You cannot yet blend the sounds in this word. Say the letters with me: *m*, *e*, *me*. Continue with the words *with* and *she*. Let's look in *Little Panda* to find these words. Add the words to the Word Wall.



OBJECTIVES

- Connect /n/ to Nn.
- Review letter names and sounds.
- Blend words.
- Introduce high-frequency words *me*, *with*, and *she*.



Practice Book 3
 Consonant Nn/n/, p. 3

Sound Fluency
 SUCCESS PREDICTOR

OBJECTIVES

- Review high-frequency words *me*, *with*, and *she*.
- Write uppercase and lowercase *he*.

Group Time

On-Level

Get Ready Decodable Reader 12. Use the Small Group Reading Routine.

Strategic Intervention

Get Ready Listen to Me Reader K.3.1. More practice with *he*/b/ and *he*/n/. p. D1-1.

Advanced

Get Ready Independent Levelled Reader K.2.F. Use the reading routine on p. D1-1. Reread to build fluency.

ELL

Group English language learners by their reading ability in English.

Independent Activities

Self-Selected Reading See pp. TR14-15 for a bibliography of books related to the weekly concept.

Practice Book Consonant *he*/n/, p. 3

Centers Use the center activities on pp. 10-11 to practice this week's skills.

Journal Writing Draw and label a picture to show what a lady panda looks like.

WORD WORK



PREPARE TO READ

Review words Continue guided blending practice with these words from last week's Decodable Reader 12 *Tim* and *Sam*.

Sam **sat** **tip** **mat**
pat **am** **sit** **Tim**
cat

Review high-frequency words Write the word *he* on the board. **This is the word *he*. What is this word?** Repeat the reading routine with *we*, *for*, *have*, *i*, *is*, *my*, and *a*.

Small Group Reading

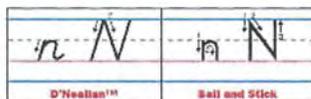
- Model Fluent Reading** Have children finger point as you read a page.
- Read Chorally** Have children finger point as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- Read Individually** Have children read aloud a page in their group.
- Reread and Monitor Progress** As you listen to individual children reread, monitor progress and provide support.



Decodable Reader

HANDWRITING

Write *he* Write *Nancy* on the board. **This is the *N*.** We use uppercase letters at the beginning of sentences and for the first letter in a person's name. *Nancy* begins with *N*. Watch as I trace the *N* with my finger. Follow the stroke instructions pictured below. **Now you trace the *N* on your paper.** Repeat the routine to write the lowercase *n* in *Nancy*.



LANGUAGE ARTS

Shared Writing

GRAMMAR Verbs

Introduce verbs

Hop up and down. What am I doing? I am hopping. The word *hopping* tells what I am doing. *Hop* is an action word. Words that tell what we are doing are action words. Action words are called verbs. *Hopping* is a verb.

Practice verbs

Imitate doing things such as coloring, writing, singing, and running. Have children use verbs to tell what you are doing.

LET'S WRITE Connect to Grammar

Use verbs in sentences

Let's make a list of verbs that tell what someone is doing. Guide children to name a variety of verbs. **Now let's use some of these verbs to write a sentence.**

Nat sings.

He mops the floor.

Revise and edit

The first word of a sentence and names always begin with an uppercase letter. Did I do that? Every sentence should end with a period. Did I do that? Write three more sentences with children using other verbs on the list.

Independent writing

Have children illustrate a verb. Then have them label the verb they illustrated. You may wish to have children act out the verb they have drawn.

OBJECTIVES

- Introduce verbs.
- Write sentences with verbs.

DAILY FIX-IT

non takes a nap.
(*Non* takes a nap.)

This week's practice sentences appear on Daily Fix-It Transparency 13.

Writing ROUTINE

- Day 1** Shared Writing
Connect to grammar.
- Day 2** Modeled Writing
Respond to literature.
- Day 3** Modeled Writing
Connect to phonics.
- Day 4** Interactive Writing
Connect to phonics.
- Day 5** Shared Writing
Write about this week's literature.

OBJECTIVE

- Introduce responding to literature.

ELL

Access Content Display the illustrations in *Little Panda* and ask, "What is the panda doing?" Provide help choosing verbs to answer the question.

Speaking and Listening

RESPOND TO LITERATURE

Introduce responding to literature

After we read a book, we talk about it. We can talk about what we liked or didn't like. We can talk about the characters. We can talk about what we learned.

Model responding with drama

Today we read *Little Panda*. *Little Panda* was about how a baby panda grows and changes. We learned about a little panda named Hua Mei.

Practice responding with drama

Have children act out some of Hua Mei's actions. What did Hua Mei do when she was out exploring? Encourage children to act out Hua Mei's activities.

Wrap Up Your Day!

- ✓ **Oral Language** Today we read about a baby panda. What did we learn about the little panda?
- ✓ **Comprehension** The little panda changed in her first year of life. How is a one-year-old panda different from a baby panda?
- ✓ **Grammar** Display illustrations in *Little Panda* that show the panda doing something. What is the little panda doing here?



Homework Send home this week's Family Times newsletter.

PREVIEW Day 2

Tomorrow we will read about the little panda again.



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Day 1 Little Panda

EXTEND Your Day



Measurement

Materials Big Book *Little Panda*, ruler

Discuss Growth Display the pictures of Hua Mei on pages 4, 6, 9, and 19. Talk about how the panda grow in size over time. Ask children how much they grew this year.

Discuss and Measure Length Ask children if they know how tall they are, such as 3 feet and 2 inches. Tell children that people, animals, and objects can be measured using different kinds of rulers. Use these questions to measure length.

- What is the length of the book *Little Panda*?
- What is the length of your pencil?
- What is the length of your index finger?

Have children work in pairs and fill in the following chart by measuring the objects with a ruler. Help children identify length on a ruler (round up to the nearest inch).

Object	Length
book	12 inches
pencil	7 inches
index finger	2 inches

Write a Sentence Have each child write or dictate a sentence comparing one object to another in terms of which object is longer or shorter.

Grammar

Verbs

Materials paper, crayons

Illustrate Verbs Have children draw a picture of their favorite activity. Tell children that the activity should be a picture of a verb. Have children write or dictate a sentence or label about the activity.



Phonics

Initial /n/ Words

Play "Duck, Duck, Goose" Play a variation of the game "Duck, Duck, Goose" with children. When the "duck" taps a child on the head and says "goose," before the "goose" can get up and chase the "duck," he or she must say a word that begins with /n/.

Day 2

AT A GLANCE

Oral Language and Vocabulary

Calendar
Message Board
Build Background

Shared Reading

Big Book Little Panda
Strategy Recall and Retell
Skill Compare and Contrast

Word Work

Phonemic Awareness
Introduce /b/ /
Listen for /b/ and /n/

Phonics
Correct /b/ to bn and /n/ to Nn
Blend Sounds
H/F Words: *me, with, she*
Phonics Story: *Nan and Nat*

Read

Group Read • Differentiated Instruction

Language Arts

Grammar: Verbs
Modeled Writing: Write Sentences About Hua Mei
Speaking and Listening: Expand Vocabulary

Materials

- Calendar
- Talk with Me, Sing with Me Chart 12A, 13A, 13B
- Sing with Me/Background Building Audio CD
- Big Books: Little Panda, Animal ABCs
- AudioText CD
- Phonics Songs and Rhymes Chart 13
- Phonics Songs and Rhymes Audio CD
- Phonics Story: *Nan and Nat*
- Alphabet Cards: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

22 Watch Me Change • Week 1



Calendar

Name the day and date Point to today's date on the calendar and read the day, month, date, and year. Have children repeat the day, month, date, and year after you.

Yesterday, today, tomorrow What day is it today? Today is _____. What day was yesterday? What day will tomorrow be?

Message Board

Question of the day Write and read the question as you track the print. Encourage children to respond in complete sentences.

What did the little panda look like when she was a baby?

Review high-frequency words Remind children that yesterday they learned three new words: *me, with, and she*. Point to and read the words on the Word Wall. Ask children to use the words in sentences.



Build Background Use the Day 2 instruction on ELL Poster 13 to practice the Develop Vocabulary words.



ELL Poster 13

ORAL LANGUAGE

2

Build Background

LET'S TALK/LET'S SING

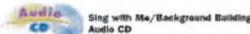
Develop oral vocabulary Display Talk with Me Chart 13A. Point to the photographs of the panda being *measured* and *weighed*.

- Someone has put the panda on a scale to *weigh* it. We *weigh* things to see how heavy they are. Do you know how much you *weigh*?
- Someone is *measuring* this panda. We *measure* things to see if they have grown. Have you been *measured* before?

Sing "Growing and Changing" Display Sing with Me Chart 13B. The words *weigh* and *measure* are in the song, "Growing and Changing." Ask children to listen for the words as you sing the song.



Talk with Me, Sing with Me Chart



LET'S LEARN AMAZING WORDS

Oral Vocabulary weigh measure

1 Introduce The doctors *weigh* the little panda. To *weigh* something means "to find out how heavy it is." What is our new word for finding out how heavy something is?

Demonstrate I stand on a scale when I want to *weigh* myself. What other things do we *weigh*?

2 Introduce The doctors also *measure* the little panda. To *measure* something means "to find out how big it is." What is our new word for finding out how big something is?

Demonstrate I can use a ruler to *measure* how wide this book is. What are some other things we can *measure*?

3 Review We talked about two words today: *weigh* and *measure*. Which word means "to find out how heavy something is," *weigh* or *measure*? Which word means "to find out how big something is," *weigh* or *measure*?

4 Apply Have children use *weigh* and *measure* in complete sentences. Have them act out the words.

OBJECTIVES

- Build background.
- Develop oral vocabulary.



- **weigh**
- healthy
- curious
- **measure**
- bamboo
- explore



Access Content Invite children to share how they *weigh* and *measure* in their home languages. Ask a volunteer to use the words in a sentence.

Little Panda

23

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OBJECTIVES

- Retell information in selection.
- Teach compare and contrast.
- Identify captions.

Materials

- Big Book *Little Panda*

ELL

Access Content As you model the skill, use your fingers to show how the baby panda has grown in size. Then use hand and arm gestures to compare the size of the baby panda to her mother's size.

SHARED READING

Comprehension

MODEL READING STRATEGY
Recall and Retell

Recall information

Using the pictures as prompts, invite children to recall what they learned about pandas in the selection.

Display the illustrations and caption on pages 4–5. This is a baby panda. Baby pandas are pink and pale and very small when they are first born. The caption tells me the scientists heard the baby panda before they saw it because it was so small.



Big Book

SKILL Compare and Contrast

Model compare and contrast

Remind children that when we compare and contrast things, we find how the things are alike and how they are different. Using the illustrations and captions in the selection, model how to compare and contrast.

Display the illustrations and caption on pages 8–9.



The little panda is growing quickly. The little panda is bigger now, and she has patches of dark skin that will soon become fur. How is the little panda beginning to look like her mother?

CONCEPTS OF PRINT Captions

Identify captions

Page through *Little Panda*. Point out the picture captions that are identified by a panda drawing. Remind children that a caption tells about the picture near it.

LET'S READ *Little Panda*

Reread the selection

Ask children to pay attention to how the little panda grows and becomes more like her mother as you read the selection. Use the Shared Reading Notes to prompt conversation about *Little Panda*.



AudioText CD

Shared Reading Notes

Point to the pictures of the pandas. This is a mother panda. What does she look like? *Child may respond:* black and white

- The mother panda is black and white. Can you find the baby panda? **wh-question**

- Where was the baby panda born? **wh-question**

Develop Vocabulary panda, paw

Pages 4–5



Pages 6–7



Point to page 7. How is the little panda beginning to look like her mother? *Child may respond:* She is getting black fur.

- The little panda is getting black fur like her mother. Who takes care of the baby panda? **wh-question**

Pages 8–9



Point to the ruler. What are the men doing? *Child may respond:* measuring

- The men are using the ruler to measure the panda. Why do you think they measure the little panda? **open-ended**

Expand Vocabulary fragile

Shared Reading Notes

What new things can the little panda do?
Child may respond: sit and stand

- The little panda can sit and stand now. What else does she want to learn to do? **wh-question**



What happens when the little panda turns 100 days old? Child may respond: She gets a name.

- When she is 100 days old she gets her Chinese name, Hua Mei. Say her name with me: Hua Mei (*Hwa May*) **completing**
- What does Hua Mei mean? **wh-question**

Expand Vocabulary Chinese



What does the curious little panda want to explore? Child may respond: grass and trees

- She wants to explore the grass and trees outside. What else do you think she will do or explore? **open-ended**

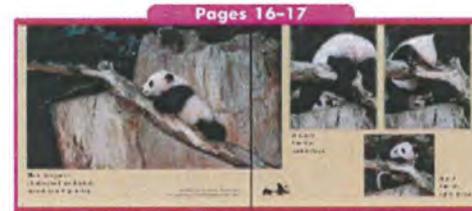


Shared Reading Notes

What is the little panda doing here?
Child may respond: climbing a tree

- The little panda is learning to climb a tree. What causes the little panda to flip upside down? **wh-question**

Develop Vocabulary wobbly, leg



What did the little panda play with?
Child may respond: a stick

- She found a stick to play with. Which toy do you think the panda likes best? **wh-question**

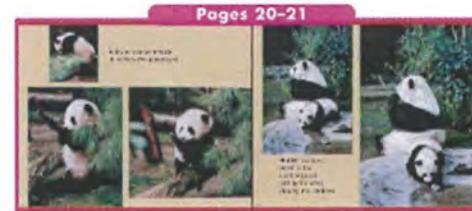


What does the little panda have in her playground? Child may respond: trees

- She has trees in her playground. How is her playground different from your playground? **open-ended**



Activate Prior Knowledge Ask children if they have ever seen a panda at the zoo. Discuss what it looked like, how big it was, and what they saw it doing.



OBJECTIVES

- Introduce /b/.
- Listen for /b/ and /r/.
- Connect /b/ to Bb and /n/ to Nn.

Materials

- Phonics Songs and Rhymes Chart 13
- Phonics Story *Nan and Nat*
- Big Book *Animal ABCs*
- Alphabet Cards: Aa, Bb, Cc, Ii, Nn, Ss, Tt, keyboard

ELL

Support Phonemic Awareness
Clarify meanings in the song by explaining that scrub means "to wash with a cloth or sponge." In Spanish, words do not end with the letter *b*. Spanish speakers may delete /b/ at the end of scrub. If necessary, provide additional practice with words ending in /b/.

TEACHING TIP

Technology If a computer is available, have children go to the keyboard and type the letters *B* and *N*.

Phonemic Awareness

INTRODUCE /b/

Introduce /b/ We are going to learn about another letter sound today. It is /b/. *Boy* begins with /b/. Say it with me: /b/, /b/, /b/.

Listen for /b/ and /n/

Display the chart. Let's sing a song about some friends who help each other wash their bikes. Play the CD or sing the song to the tune of "Sing a Song of Sixpence." Encourage children to join in. Play the song again. Ask children to clap when they hear /b/ and /n/ words.



Phonics Songs and Rhymes Chart



Phonics Songs and Rhymes Audio CD

Phonics

CONNECT /b/ to Bb and /n/ to Nn

Connect /b/ to Bb and /n/ to Nn Display page 2 of *Animal ABCs*. The name of this letter is *B*. The sound for this letter is /b/. Repeat the routine with *Nn*.

Recognize B and N Ask children to identify *B* and *N* on the keyboard card.

Identify Bb and Nn Display the chart. There were many words that begin with *b* or *n*. Let's circle the *b* and *n* words on our chart.

Monitor Progress Check Letter-Sound Knowledge

Connect /b/ to b and /n/ to n Give each child *b* and *n* Finger Tracing Cards. I am going to say a word. If the word begins with /b/, hold up the *b* card. If it begins with /n/, hold up the *n* card. Use the following words: *nest, nino, best, newt, bug, boy, balloon, nurse*.

If... children cannot recognize *b* or *n*,
then... have them finger trace the *b* and *n* as they say the letter sound.

Day 1	Day 2	Day 3	Day 4	Day 5
Check Spelling Fluency	Check Reading/Letter Sound Knowledge	Check High-Frequency Words/Fluency	Check Phonics Segmentation	Check Dial/Vocals only/Assess Progress

SUCCESS PREDICTOR

Spiral REVIEW BLEND SOUNDS

Review letter names and sounds

Use Alphabet Cards to review these letter names and sounds: *Aa, Bb, Cc, Ii, Nn, Ss, Tt*.

Spell and blend words

Listen to the sounds in *bat*. What is the first sound in *bat*? (/b/) What is the letter for that sound? (*b*) Write *b* on the board. Write *b* on your paper. Continue the routine with the remaining sounds.



Alphabet Card

b a t
→ → →

Point to *bat*. Help me blend the sound of each letter together to read this word: /b/ /a/ /t/. The word is *bat*. Continue with *Nan*, *Nat*, *it*, *sat*, and *can*.

PREPARE TO READ

Review high-frequency words

Write *with* on the board. This word is *with*. What is the word? Continue the word reading routine with the words *me*, *she*, *have*, *a*, *little*, *is*, and *like*.

Introduce rebus words

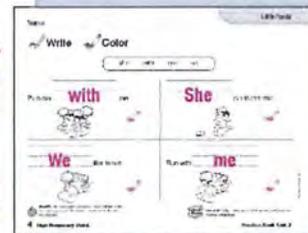
Write *net*. This word is *net*. Name the letters with me: *n, e, t, net*. Look for this word in our story today.

Small Group Reading

- Model Fluent Reading** Have children finger point as you read a page.
- Read Chorally** Have children finger point as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- Read Individually** Have children read aloud a page in their group.
- Reread and Monitor Progress** As you listen to individual children reread, monitor progress and provide support.



Practice Book 3
Phonics Story, pp. 5-6



Practice Book 3
High-Frequency Words, p. 4

Group Time

On-Level

Read Phonics Story *Nan and Nat*. Use the Small Group Reading Routine.

Strategic Intervention

Read Phonics Story *Nan and Nat*. More practice with *Nn* and *Bb*, p. D1-2.

Advanced

Read Decodable Reader 13. Use the reading routine on p. D1-2. Apply phonics skills.

ELL

Group English language learners by their reading ability in English.

Independent Activities

Self-Selected Reading See pp. TR14-15 for books related to the weekly concept.

Practice Book High-Frequency Words, p. 4

Centers Use the center activities on pp. 10-11.

Journal Writing Write words for things that a young panda likes to do.

SUCCESS PREDICTOR
Letter-Sound Knowledge

OBJECTIVES

- Practice verbs.
- Write sentences about Hua Mei.

Materials

- Big Book *Little Panda*
- Talk with Me, Sing with Me Chart 12A

DAILY FIX-IT

bob blows big bubbles
(Bob blows big bubbles.)

Writer's Checkup

- ✓ The first word in a sentence begins with an uppercase letter. Did I do that?
- ✓ A sentence should end with a period. Did I do that?
- ✓ A sentence should make sense. Does my sentence make sense?
- ✓ A good writer uses his or her best handwriting. Did I do that?

Modeled Writing

GRAMMAR Verbs

Practice verbs Remind children that action words are called verbs. I am going to say some verbs, and I want you to act them out. Say these verbs: *dance, walk, sit, stand, clap, and hop.*



Big Book

Identify verbs Display *Little Panda*. Guide children to use verbs to tell what Hua Mei is doing in each photograph.

LET'S WRITE Respond to Literature

Discuss *Little Panda* Display *Little Panda*. Ask children to tell about the things Hua Mei learns to do in her first year of life. List the verbs children use in their responses on the board.

Model writing a sentence Hua Mei, the panda, was able to do lots of things as she grew up, just like you did as you grew up. Let's write a sentence about things Hua Mei learned to do as she grew up.

**Hua Mei climbed trees.
She ate bamboo.
She flipped over.**

Independent writing Ask children to draw a picture of Hua Mei doing something. Then have children write or dictate sentences with verbs that describe their pictures. Have children act out their sentence. Encourage other children to figure out what each child is doing.



Speaking and Listening

LET'S REVIEW AMAZING WORDS

Display Talk with Me Chart 12A. Review these Amazing Words from last week.



• plant • seed

Oral Vocabulary plant seed

- 1 Introduce** Something that grows in the garden is called a *plant*. Which word names something that grows in a garden? **Demonstrate** Plants can be in a garden or in other places. Where else do we see *plants* growing?
- 2 Introduce** Many plants begin as a *seed*. A *seed* is the small part of a plant that is used to grow a new plant. Which word names the small part of the plant used to grow a new plant? **Demonstrate** A seed can be used to start a new plant. *Seeds* come in many shapes and sizes. What kinds of *seeds* have you seen?
- 3 Review** We talked about two words today: *plant* and *seed*. Which word names something that grows in a garden, *plant* or *seed*? Which word names the small part of a plant that can grow new plants, *plant* or *seed*?
- 4 Apply** Have children use *plant* and *seed* in complete sentences. Ask them to draw a picture of the *plant* that the pandas liked in the selection *Little Panda*.

Wrap Up Your Day!

- ✓ **Oral Language** Today we read about a little panda. What does the little panda learn to do as she grows up?
- ✓ **Grammar** Remember, action words are called verbs. Let's talk about things we can do using verbs.
- ✓ **Homework Idea** Have children take their Phonics Story home to share with their families.



PREVIEW Day 3

Tomorrow we will read about the little panda again.

Reprint PDF

	SEP	OCT
EP Supervisor		
Editorial		
Design		
Production		

EXTEND Your Day

Compare Babies and Parents

Materials pictures of baby and adult animals, chart paper, writing tools

Compare and Contrast Animals Display one pair of baby and adult animal pictures at a time. Talk about what kinds of things baby animals are unable to do that their parents can do.

- Can baby birds fly?
- Can baby lions hunt?

Then ask children to tell how baby animals look different from their parents and how they look the same as their parents.

- Does a mother deer have spots?
- Does a baby bird have feathers like her mother?

Make a chart to compare and contrast baby animals with their parents. Write responses from the discussion in the chart.

Kind of Animal	How babies are LIKE their parents	How babies are DIFFERENT from their parents
bird	have feathers	can't fly
butterfly	parents also begin life as caterpillars	don't have wings
lion	have fur	cannot hunt yet

Write About Animals Ask children to help you write sentences using the information in the chart.

**A mother bird can fly.
A father lion hunts.**

Ask children to write a sentence of their own and illustrate it.

Phonics

Sort Words

Use Clues to Identify Words Have children write a large *B* on one sheet of paper and a large *N* on another. Tell them you are going to give clues about things that begin with *b* or *n* such as *ball*, *bat*, *nest*, *net*, *bed*, *nose*, *neck*, *box*, and *boat*. When they figure out the word, they should hold up the paper with the correct initial letter.



Grammar

Act Out Verbs

Play Charades Have children act out simple actions you whisper to them, such as *brush your teeth*, *saw a log*, *ride a bike*, or *cut with scissors*. Have children take turns silently demonstrating the actions. The other children guess what the action is.



Day 3 AT A GLANCE

Oral Language and Vocabulary

Calendar
Message Board
Build Background

Shared Reading

Big Book *Little Panda*
Skill Main Idea
Skill Compare and Contrast

Word Work

Phonemic Awareness
Introduce Final /b/ and /n/
Phonics
Connect /b/ to *Bb* and /n/ to *Nn*
H/F Words me, with, she
Kindergarten Student
Reocer K.3.1

Read

Group Work Differentiated Instruction

Language Arts

Grammar: Adjectives
Modeled Writing: Write About a Baby Panda
Speaking and Listening: Respond to Literature

Materials

- Calendar
- Talk with Me, Sing with Me Chart 13A, 13B
- Sing with Me/Background Building Audio CD
- Big Book *Little Panda*
- AudioText CD
- Picture Cards: p, 38
- Alphabet Cards: Aa, Bb, Cc, I, Mm, Nn, Oo, Pp, Ss, Tt
- Kindergarten Student Reocer K.3.1

Calendar

Name the day and date Point to today's date on the calendar and have children recite the day, month, date, and year with you.

Name the letters in the day Point to today's day. Today is Wednesday. How do we spell Wednesday? Let's name the letters together. Have children recite the spelling of Wednesday with you.

Message Board

Question of the day Write and read the question as you track the print. Encourage children to respond in complete sentences.

How is a baby panda different from its mother?

Review phonics

Have children circle all of the *b*'s and *n*'s in the question. Point to *b*. What is the name of this letter? What is the sound for this letter? Repeat for *n*.



Extend Language Use the Day 3 instruction on ELL Poster 13 to extend and enrich language.



ELL Poster 13

OBJECTIVES

- Build background.
- Develop oral vocabulary.

Materials

- Talk with Me, Sing with Me Chart 13A, 13B



- weigh
- healthy
- curious
- measure
- bamboo
- explore

ELL

Access Content Invite children to share how they say they are healthy in their home languages. Ask what the word for bamboo is, invite a volunteer to use each word in a sentence.

ORAL LANGUAGE

Build Background

LET'S TALK

Develop oral vocabulary

Display Talk with Me Chart 13A. Point to the photographs of bamboo and the climbing panda.

- *Bamboo* is a type of grass that pandas like to eat. Do you think you would like bamboo?
- This panda is *healthy*. How can you tell?

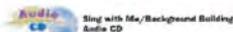


Talk with Me, Sing with Me Chart

LET'S SING

Sing "Growing and Changing"

Display Sing with Me Chart 13B. Sing "Growing and Changing." Today we are going to listen for the words *healthy* and *bamboo*.



LET'S LEARN AMAZING WORDS

Oral Vocabulary healthy bamboo

DAY 3 ROUTINE

- Introduce** The panda is *healthy*. *Healthy* is a word we use to describe someone who is not sick. What is our new word for someone who is not sick? **Demonstrate** Eating right helps us stay *healthy*. What else can we do to stay *healthy*?
- Introduce** *Bamboo* is a woody kind of grass the little panda likes to eat. What is our new word for a woody plant that pandas like to eat? **Demonstrate** Let's look in the book to see what *bamboo* looks like. Can you describe *bamboo*?
- Review** We talked about two words today: *healthy* and *bamboo*. Which word describes a plant that pandas like to eat, *healthy* or *bamboo*? Which word describes someone who is not sick, *healthy* or *bamboo*?
- Apply** Have children use *healthy* and *bamboo* in complete sentences.

SHARED READING

Comprehension

REVIEW SKILL Main Idea

Review main idea

Remind children that when we read, we can think about what the book is all about.

Apply main idea

Display pages from *Little Panda* to help children find the answers to these questions:

- What is *Little Panda* all about? (a panda growing up in the zoo)
- What does the book tell us about the little panda? (how she grows and changed in her first year)



Big Book

LET'S READ *Little Panda*

Develop vocabulary

Reread *Little Panda*. Develop vocabulary by having children use vocabulary words to tell about how the little panda grows and changes. Encourage children to compare how a panda grows and changes to how they have grown and changed.



SKILL Compare and Contrast

Practice compare and contrast

Remind children that we can tell how things are alike or different to help us understand them better. Use these questions to help children compare and contrast the little panda and her mother.

- How is the little panda different from her mother when she is first born? (She is very tiny, pale, and covered with white fuzz.)
- When does the little panda first begin to look more like her mother? (when she starts to get black fur)
- What kinds of things can a mother panda do that a baby panda cannot do? (see, hold her head up, stand, sit, walk, eat bamboo, climb a tree)

OBJECTIVES

- Review main idea.
- Practice compare and contrast.

Materials

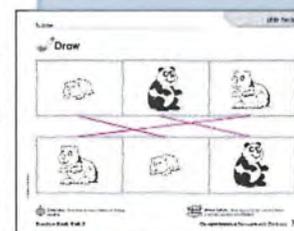
- Big Book *Little Panda*

Monitor Progress

Compare and Contrast

If... children have difficulty identifying comparing and contrasting items,

then... point to the newborn panda and the mother panda and ask questions about size, shape, and color.



- Practice Book 3 Compare and Contrast, p. 7

OBJECTIVES

- Isolate /b/ and /n/.
- Introduce final /b/ and /n/.
- Connect /b/ to Bb and /n/ to Nn.
- Substitute final sounds.

Materials

- Picture Cards: bag, air, nest
- Kindergarten Student Reader K.3.1
- Alphabet Cards: Aa, Bb, Cc, H, Mm, Nn, Oo, Pp, Ss, Tt

Phonemic Awareness

INTRODUCE Final /b/ and /n/

Isolate /b/ and /n/ Display the *bag* Picture Card. This is a bag. What is the first sound in *bag*? Say it with me: /b/. /b/. /b/. *bag*. Repeat the routine with the *nest* Picture Card.

Introduce final /b/ and /n/ What is the last sound in *tub*? Listen carefully: /t/ /u/ /b/. *tub*. Emphasize the final sound. The last sound in *tub* is /b/. Say it with me: *tub*, /b/. /b/. /b/. Repeat for the final /n/ in *can*. Practice final /b/ and /n/ with the following words: *tab*, *scrub*, *crab*, *man*, *win*, and *ten*.

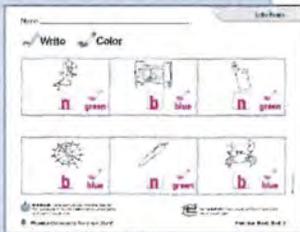
Phonics

CONNECT /b/ to Bb and /n/ to Nn

Connect /b/ to Bb and /n/ to Nn Display the *Nn* Alphabet Card. What is the name of this letter? What is the sound for this letter? Repeat with *Bb*. Ask children to use their "hand binoculars" to search the room for n's and b's.

Substitute final sounds Write *tab* on the board. Say the three sounds with me: /t/ /a/ /b/. *tab*. I can make a new word by changing the last sound. Change the *b* to *n*. Say the sounds with me: /t/ /a/ /n/. What is the new word? The new word is *tan*. Practice substituting final sounds with the following words.

bin map bat sit tin
bit man bam sip tip



▲ Practice Book 3
Consonants Bb/b/ and Nn/n/, p. 8

Group Time

On-level

● Kindergarten Student Reader K.3.1. Use the Small Group Reading Routine.

Strategic Intervention

● Kindergarten Student Reader K.3.1. More practice with Bb/b/ and Nn/n/, p. DI-3.

Advanced

● Kindergarten Student Reader K.3.1. Use the reading routine on p. DI-3. Extend word reading.



Group English language learners by their reading ability in English.

Independent Activities

Self-Selected Reading See pp. TR14-15 for a bibliography of books related to the weekly concept.

Practice Book Compare and Contrast, p. 7; Consonants Bb/b/ and Nn/n/, p. 8.

Centers Use the center activities on pp. 10-11 to practice this week's skills.

Journal Writing Draw and label a picture of what a young panda likes to eat.



BLEND SOUNDS

Review letter names Display the *Tt* Alphabet Card. What is the name of this letter? What is the sound for this letter? Use Alphabet Cards to review the following letters: Aa, Bb, Cc, H, Mm, Nn, Oo, Pp, Ss.

Blend sounds Write *nap* on the board. I am going to blend the sound of each letter together to say this word: /n/ /a/ /p/.



n a p
→ → →

The word is *nap*. Say the three sounds with me: /n/ /a/ /p/. Now blend the sounds with me as I point to each letter. The word is *nap*. Continue with *Pam*, *at*, *Tim*, *Sam*, *can*, *sit*, *bit*, and *tap*.

Introduce rimes words Write *zoo* on the board. This is the word *zoo*. Name the letters with me: z, o, o, zoo. Repeat with *mom*.

Word Wall HIGH-FREQUENCY WORDS

Practice high-frequency words Write the word *me* on the board. This is the word *me*. What is this word? Continue the routine with *she*, *with*, *is*, *little*, *like*, *a*, and *the*.

Monitor Progress High-Frequency Words/Word Reading

High-Frequency Words Write *she*, *with*, and *me* on the board. Have children take turns reading the words.

Blend Sounds to Read Words Write *bit* on the board. Read this word as best you can. You can say each sound or you can say the whole word. Continue with *nap*, *Pam*, *Tim*, *Sam*, *can*, *sit*, and *tap*.

If... children cannot read high-frequency words,
then... write the missed words on cards and have children practice reading words at home.

If... children cannot blend sounds to read words,
then... provide practice blending the words in chunks, /b/ -t/.

If... children can successfully blend sounds to read words,
then... have them read Kindergarten Student Reader K.3.1 *The Baby Panda*.

Day 1	Day 2	Day 3	Day 4	Day 5
Check Sounds Fluency	Check Blending/ Letter-Sound Awareness	Check High- Frequency Words/ Word Reading	Check Phonemic Segmentation	Check Out Mastery/ Assess Progress



- Reviews previously taught high-frequency words.
- Reviews previously taught letters and sounds.

Word Reading
SUCCESS
PREDICTOR

TEACHING TIP

Vocabulary You may wish to present the names of people, Tim and Pam, and the name of the panda, Bim, before children read.

ELL

Access Content Ask children to act out the action words *nap*, *sit*, and *lay*.

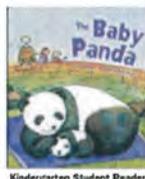
Introduce Kindergarten Student Reader K.3.1

Display the cover. **We are going to read a new story.** Point to the title. The title of the story is *The Baby Panda*. *The Baby Panda* was written by Jessica Quilty. This story was illustrated by Nicole Wong.

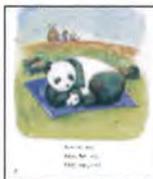
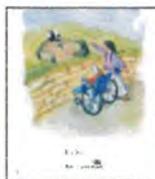
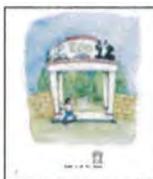
PREPARE TO READ

Small Group Reading

- Model Fluent Reading** Have children finger point as you read a page.
- Read Chorally** Have children finger point as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- Read Individually** Have children read aloud a page in their group.
- Reread and Monitor Progress** As you listen to individual children reread, monitor progress and provide support.



Kindergarten Student Reader



Modeled Writing

REVIEW GRAMMAR Adjectives

Review adjectives

Remind children that words we use to describe things are called *adjectives*. Read the following sentence: *It is a little panda.* In the sentence, *little* is the adjective because it describes the panda. What kind of panda is it? It is a *little* panda.

Practice adjectives

Display Big Book *Little Panda*. I am going to point to something from our selection. When I call on you, I want you to use an adjective to describe what I am pointing to. Point to objects that have obvious qualities that can be described by children, such as *black and white* panda, *tiny* cub, or *round* circle.

LET'S WRITE Connect to Phonics

Review letters and sounds

Display the *Bb* Alphabet Card. Review the name and sound of the letter. Have children point out words in *The Baby Panda* that begin with *Bb*. Continue the review with the letter *Nn*.

Write sentences

I would like to see a baby panda like Bim. I am going to write about Bim's feeding time. I am going to use words with the letters *b* and *n*.

I have a tin pan for Bim.

The man will fill the tin pan for Bim.

Have children read the sentences with you. Then have children point out the words *tin*, *pan*, *man*, and *Bim*. Model writing more sentences that use */b/* and */n/*.

Independent writing

Have children write or dictate a sentence or story about a time when they saw a baby animal to share with the class. Remind children to write words the way they sound. Then have them illustrate their sentences.

EXTEND SKILLS

Handwriting Remind children to write by moving from top to bottom and from left to right.

OBJECTIVES

- Review adjectives.
- Review letters and sounds.
- Write about a baby panda.

Materials

- Big Book *Little Panda*
- Alphabet Cards: *Bb*, *Nn*
- Kindergarten Student Reader K.3.1

DAILY FIX-IT

she gave bob the new book.
(She gave Bob the new book.)

Writer's Checkup

- ✓ The first word in a sentence begins with an uppercase letter. Did I do that?
- ✓ A sentence should end with a period. Did I do that?
- ✓ A sentence should make sense. Does my sentence make sense?
- ✓ A good writer uses his or her best handwriting. Did I do that?

OBJECTIVE

- Practice respond to literature.

ELL

Access Content Show children illustrations in the story that will help them understand and find answers to the questions.

Speaking and Listening

Text to Text RESPOND TO LITERATURE

Practice respond to literature

Invite individuals or pairs to act out the answers to these questions about *Little Panda*:

- What does the little panda look like when she is first learning to stand and walk?
- How does the little panda behave the first time she goes out into her playground? What does she do?
- What do the little panda and her mother like to play?

Connect respond with drama

Invite children to act out a favorite character from another book. Then encourage them to tell some aspect of the character's personality.

Wrap Up Your Day!

- Respond to Literature** Have children tell something they learned about pandas from the selection.
- Grammar** Point to things you are wearing and have children use adjectives to describe them.
- Homework Idea** Have children draw pictures of things or write words that begin or end with /b/ and /n/.

PREVIEW
Day 4

Tomorrow we will read about an animal that looks for a bed for the winter.



EXTEND Your Day



How a Panda Changes and Grows

Materials Big Book *Little Panda*, chart paper, drawing and writing utensils

Discuss How a Panda Changes and Grows

Use the photographs in *Little Panda* to recall the sequence of the little panda's growth over the year. Write children's descriptions on the chart in sequential order. When you have finished, have children read each description with you.

Have each child choose one stage of Hua Mei's development to illustrate and label. Guide children to choose a variety of stages. Collect the papers to create a class book of Hua Mei's growth.

Hua Mei Changes and Grows

- She...
- was only 11 lbs.
 - was covered with white fur.
 - had a soft black fur.
 - can't see or walk.
 - went outside to explore.
 - like to play.



Phonemic Awareness

Initial and Final Sounds

Materials Picture Cards *bag, bed, box, bubble, crab, tun, web, nest, net, nose, nut, green, kitten, moon*

Listen for /b/ and /n/. Display the bed Picture Card. *This is a bed. What is this?* Continue the routine with all of the cards. Randomly mix the cards. Tell children that you will display a card. They should identify when they hear /b/ or /n/ and where in the word they hear it.

Math

100 Days Old

Materials chart paper, counters

Hua Mei Make a calendar for the months of August, September, October, and November on a large sheet of chart paper. Lay the calendar on a flat surface. Place 100 counters in a container and have children take turns placing one counter on each day beginning with August 22. Tell children they are going to find the date when the little panda turned 100 days old and received her Chinese name, Hua Mei.

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Day 4

AT A GLANCE

Oral Language and Vocabulary

Calendar
Message Board
Build Background

Shared Reading

Big Book *A Bed for the Winner*
Skill Complete and Contrast

Word Work

Phonemic Awareness

Review /I/

Phonics

Blend Swards
I/I Words *me, with, she*
Decodable Reader 13

Read

Strategic Instruction
Differentiated Instruction

Language Arts

Grammar: Verbs
Interactive Writing: Write Sentences
Speaking and Listening: Respond to Literature

Materials

- Calendar
- Talk with Me, Sing with Me Chart 13A, 13B
- Sing with Me/Background Building Audio CD
- AudioBook CD
- Big Books *Little Panda, A Bed for the Winner, Animal ABCs*
- Picture Cards: p, 47
- Alphabet Cards: Aa, Bb, Cc, N, Hh, Pp, Ss, Tt
- Decodable Reader 13
- Alphabetacy



Calendar

Name the day and date

Have children recite today's date as you point to the day, month, date, and year.

Order the months

Beginning with January, say the names of the months in order. Have children recite the months with you.

Message Board

Question of the day

Write and read the question as you track the print. Remind children to respond in complete sentences.

What does a young panda like to do outside?

Review grammar

Encourage children to use verbs in their responses.



Access Content Use the Day 4 instruction on ELL Poster 13 to support children's use of English to communicate about lesson concepts.



ELL Poster 13

ORAL LANGUAGE

Build Background

LET'S TALK

Develop oral vocabulary

Display Talk with Me Chart 13A.

- Which picture shows the panda *exploring*? Why do pandas like to *explore*? Show me what a panda who is *exploring* looks like.
- Which picture shows a *curious* panda? What do you think the panda is *curious* about? Show me what a *curious* panda does.



Talk with Me, Sing with Me Chart

LET'S SING

Sing "Growing and Changing"

Display Sing with Me Chart 13B. Remind children that yesterday they sang "Growing and Changing." Tell them they will sing the song again, and to listen for the words *curious* and *explore*.



LET'S LEARN AMAZING WORDS

Oral Vocabulary curious explore

1

Introduce The little panda wants to find out about her *new* home. She is *curious*. What is our new word for wanting to learn about something?

Demonstrate When I get a package from the post office, I am *curious* about what is in the package. What are you *curious* about?

2

Introduce The little panda wants to explore her new home to see what it is like. When you learn about a new place, you *explore* it. What is our new word for learning about a new place?

Demonstrate I like to *explore* caves. What do you like to *explore*?

3

Review We talked about two words today: *curious* and *explore*. Which word means "wanting to find out about something," *curious* or *explore*? Which word means "learning about a new place," *curious* or *explore*?

4

Apply Have children use *curious* and *explore* in complete sentences.

4

OBJECTIVES

- Build background.
- Develop oral vocabulary.



- weigh
- healthy
- curious
- measure
- bamboo
- explore



Access Content Invite children to act out how the little panda was *curious* and wanted to *explore* her new playground the first time she went outside.

OBJECTIVE

- Compare and contrast.

Materials

- Big Book *A Bed for the Winter*

ELL

Extend Language As children compare where animals sleep in the winter, talk about other animals that live in each type of home, such as a *bird* (nest), a *wolf* (den), a *fox* (burrow), and an *ox* (tree trunk).

SHARED READING

Comprehension

LET'S READ *A Bed for the Winter*Review *A Bed for the Winter*

Display *A Bed for the Winter*. What do you remember about this book?

- Who was looking for a bed for winter? (a dormouse)
- Where did the dormouse finally find a bed for the winter? (in a tree trunk)



Big Book

Reread *A Bed for the Winter*

Reread the selection. Show the illustrations as you read and ask children to pay attention to where all the different animals sleep.

SKILL Compare and Contrast

Apply compare and contrast to *A Bed for the Winter*

After reading, display pages 7 and 28 of the selection. Ask children to use the illustrations to answer the following questions.

- How is the squirrel's home like the dormouse's home? (They both live in a tree.)
- How is the squirrel's home different from the dormouse's home? (The squirrel lives in a nest made of dried grass. The dormouse lives in a hole in the tree.)

Practice compare and contrast

Continue by having children compare and contrast animal homes as you page through the selection.

Display pages 12 and 17.

- How are the bear's den and the rabbit's burrow alike?
- How are they different?

Display pages 7 and 22.

- How are the squirrel's nest and the ant's nest alike?
- How are they different?

WORD WORK

Phonemic Awareness

REVIEW PRACTICE /i/

Isolate initial /i/

Display the *insect* Picture Card. This is an insect. What is the first sound in *insect*? Say it with me: /i/. /i/. /i/. *insect*. The first sound is /i/. Continue with *iguana* and *inch*.

Distinguish medial /i/

Display the *pig* and *pan* Picture Cards. This is a pig. Listen to the middle sound in *pig*: /p/ /i/ /g/. Emphasize /i/. The middle sound is /i/.

Tell children you are going to say two words. Have them clap for the word with middle /i/. Practice distinguishing medial /i/ with these pairs of words: *six*, *socks*; *bit*, *bat*; *hit*, *hut*; and *win*, *won*.

Monitor Progress Check Phoneme Segmentation

Segment Words Tell me the sounds in the word *bat*. /b/ /a/ /t/ are the three sounds in *bat*. What sounds do you hear in *net*? Continue with *Nat*, *can*, *it*, *tap*, *pat*, *sip*, and *sat*.

If... children cannot segment the sounds,

then... provide practice segmenting the words in chunks, *ba- /t/*.

If... children can successfully blend sounds to read the words,

then... have them read *Decodable Reader 13 Nat!*

Day 1

Clark Sound
Flamcy

Day 2

Clark Reading/
Jillie-Sound
Knowledge

Day 3

Check High-
Frequency Words/
Word Reading

Day 4

Check Phoneme
Segmentation

Day 5

Check Goal
Vocabulary/
Assess Progress

Phonics

Spiral REVIEW BLEND SOUNDS

Review letter names and sounds

Use the Alphabet Cards to review the following letter names and sounds: *Aa*, *Bb*, *Cc*, *Ii*, *Nn*, *Pp*, *Ss*, and *Tt*.

Blend sounds

Write *Nat* on the board. Listen as I blend the three sounds to read the word: /n/ /a/ /t/. *Nat*.

N a t
→ → →

The word is *Nat*. Continue blending practice with *Nan*, *can*, *bat*, *it*, *tap*, *pat*, *sip*, and *sat*.

OBJECTIVES

- Review /i/.
- Blend sounds.

Materials

- Picture Cards:
iguana *inch* *insect*
pan *pig*
- Alphabet Cards: *Aa*, *Bb*, *Cc*, *Ii*, *Nn*, *Pp*, *Ss*, *Tt*
- Decodable Reader 13

OBJECTIVES

- Recognize high-frequency words.
- Read decodable text.

Group Time

On-Level

Read Decodable Reader 13. Use the Small Group Reading Routine.

Strategic Intervention

Read Decodable Reader 13. Make practice with consonants /b/ and /n/. p. D1-4.

Advanced

Read Independent Levelled Reader R.3.1. Use Levelled Reader lesson on p. L31. Extend word reading.

ELL

Group English language learners by their reading ability in English.

Independent Activities

Self-Selected Reading See pp. TR14–15 for a bibliography of books related to the weekly concept.

Practice Book Compare and Contrast, p. 9; Verbs, p. 10

Centers Use the center activities on pp. 10–11 to practice this week's skills.

Journal Writing Draw and label a picture about how a young panda likes to play.

WORD WORK

Word Wall HIGH-FREQUENCY WORDS

Practice high-frequency words

Write the word *me* on the board and point to it. This is the word *me*. What is this word? Continue the routine with the words *with* and *she*.

PREPARE TO READ

Introduce Decodable Reader 13

Display Decodable Reader 13. *Nat!* Today we will read a new story. Point to the title of the story. What is the title of this story? Point to the name of the author. *Nat!* was written by Patricia Crotty. It was illustrated by Dan Vick.

Small Group Reading

- Model Fluent Reading** Have children finger point as you read a page.
- Read Chorally** Have children finger point as they chorally read the page. Continue reading page by page, repeating steps 1 and 2.
- Read Individually** Have children read aloud a page in their group.
- Reread and Monitor Progress** As you listen to individual children reread, monitor progress and provide support.

Decodable Reader

LANGUAGE ARTS

Interactive Writing

GRAMMAR Verbs

Practice verbs

Remind children that a verb names an action. I am going to say a sentence. Tell me which word in the sentence is a verb. *The boy sings.* Which word is the verb? *Sings* is the verb. Continue with these sentences: *The frog jumps; The bird flies; The panda climbs; The dog runs; and The snake crawls.*

LET'S WRITE Connect to Phonics

Review letters and sounds

Display page 2 of *Animal ABCs*. This is a bear. What sound do you hear at the beginning of *bear*? What letter stands for /b/? Continue with the letter *N*. Then have children dictate a list of words that have the letters *b* and *n*.

Write sentences

Write the following sentence frames on the board.

The little panda likes to play.

He _____ climb a tree. (can)

He can _____ on a _____ pan.
(tap, tin)

He can _____ at the big ball. (bat)

The little panda is tired. He can _____.
(nap)

Have children suggest words with the letter *b* or *n* to complete the sentences. Have a volunteer write the word to fill in the first blank. Repeat the word slowly, if necessary. Continue with the remaining sentences. Then read the sentences together.

Independent writing

Have children write or dictate a sentence using the letter *b* or *n*, or they may copy one of the sentences the class wrote together. Then have them illustrate their sentences.

EXTEND SKILLS

Spelling If children confuse *m* and *n*, review connecting /m/ to *m* and /n/ to *n*.

OBJECTIVES

- Practice verbs.
- Review letters and sounds.
- Write sentences.

Materials

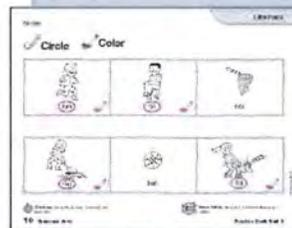
- Big Book *Animal ABCs*

DAILY FIX-IT

the pin is in the Bin.
(The pin is in the Bin.)

ELL

Support Writing Remind children to begin their sentences with an upper-case letter and end them with a period.



▲ Practice Book 3 Verbs, p. 10

OBJECTIVE

- Review responding to literature with drama.

ELL

Access Content Encourage children to participate by using simple phrases to explain the illustrations. Have them observe the actions of other children as needed.

Speaking and Listening

Text to Self RESPOND TO LITERATURE

Review responding to literature

After we read a book, we can talk about what we learned from the book or what we liked about the book. Sometimes we can show what we learned by acting it out.

Open *Little Panda* to pages 8–9. What are the zookeepers doing? They are weighing and measuring Hua Mei. Let's pretend to do that too.

Practice responding with drama

Practice responding to literature, using the following pages in *Little Panda* as prompts:

Pages 10–11 Let's pretend we are the little panda and we are just learning to sit, stand, and walk.

Pages 16–17 Let's pretend to be the little panda when she goes outside for the first time.

Wrap Up Your Day!

- ✓ **Respond to Literature** Today we read about where animals sleep in the winter. What animals did we learn about?
- ✓ **Grammar** Read a page from *A Bed for the Winter*. Ask children to listen for and name the verbs. Continue with other pages from the book.
- ✓ **Homework Idea** Have children use verbs to tell a family member about what they did at school today.

PREVIEW
Day 5

Tomorrow we will read about another little panda.



EXTEND Your Day



Compare Animal Homes

Materials large sheet of chart paper, Big Book *A Bed for the Winter*

Summarize Information Make a two-column chart on chart paper. Label one column *Animal* and the other column *Winter Home*. Using the illustrations in *A Bed for the Winter*, write the names of the animals in the first column and the places they sleep for the winter in the second column. When the chart is complete, reread the entries to the children and use the information to compare and contrast animal homes.

Connect to Writing Have each child choose an animal and write a label or a sentence about where the animal sleeps in the winter. Then have children illustrate their sentences.

Animal	Winter Home
mouse	under a tree
bee	under a stone
rabbit	hole in the ground or burrow
cat	in a cave
bear	in a den
mouse	in a hole in a tree trunk

Grammar

Use Verbs

Play "Simon Says" Play an adapted version of "Simon Says." You are Simon, but instead of giving directions to children, point to a child and ask him or her to choose a verb that children can act out, such as *whistle*. Then either say, "Simon says 'whistle,'" or just say "whistle." Children who act out the verb when you have not said "Simon says" first are out of the round.

When each child has had a turn to choose a verb, then have volunteers take turns being Simon. Have children silently act out verbs for children to follow.

Phonics

Make /a/ Words

Materials Picture Cards *bat*, *can*, *cap*, *cat*, *man*, and *pan*; paper; pencil

Build Words Display the *bat* Picture Card. This is a *bat*. Say the sounds with me: /b/ /a/ /t/. *bat*. What is the letter for /b/? *B* is the letter for /b/. Write *b* on your paper. Continue with *a* and *t*. Let's blend the sounds together to read this word: /b/ /a/ /t/. *bat*. Repeat the routine with *can*, *cap*, *cat*, *man*, and *pan*.

b a t
→ → →
↓ ↓ ↓

Day 5

AT A GLANCE

Oral Language and Vocabulary

Calendar
Message Board
Build Background

Shared Reading

Read Aloud Anthology
"Anna Panda Trades Places"
Skill Compare and Contrast

Word Work

Phonemic Awareness
Isolate /a/ and /n/

Phonics

Connect /b/ to *Bb* and /n/ to *Nn*
H/F Words *me, with, she*

Read

Group Time < Differentiated Instruction

Monitor Progress

Language Arts

Grammar: Verbs
Shared Writing:
This Week We...
Speaking and Listening:
Respond to Literature

Materials

- Calendar
- Talk with Me/Sing with Me Chart 13A, 13B
- Sing with Me/Background Building Audio CD
- Read Aloud Anthology "Anna Panda Trades Places"
- Alphabet Cards: *Bb, Nn*
- Kindergarten Student Reader K.3.1
- Decodable Reader 1.3
- Phonics Story *Nan and Nat*
- Big Books *Little Panda, A Bed for the Worker*

Calendar

Name the day and date

Point to today's date on the calendar and read the day, month, date, and year. Have children recite the date as you point to the calendar.

Last week, next week

Point to today's date. What was the date one week ago? Point to last week's date and ask children to read the date with you. Repeat with the date a week from today.

Message Board

Question of the week

Remind children that this week they read and sang about how a baby panda changes as it grows up.

How does a panda change in its first year of life?

Review vocabulary

Encourage children to use the oral vocabulary words *curious, explore, bamboo, weigh, measure, and healthy* in their responses. Remind children to respond in complete sentences.



Assess Vocabulary Use the Day 5 instruction on ELL Poster 13 to monitor children's progress with oral vocabulary.



ELL Poster 13

Build Background

LET'S TALK

Develop oral vocabulary

Display Talk with Me Chart 13A. Point to the photograph of the panda being weighed.

- What is the doctor doing?
- How do the doctors know how big the panda is? What do the doctors use to weigh and measure the panda?
- Which photographs show a *healthy* panda?
- Which photographs show a *curious* panda learning to explore?
- Which photograph shows a type of grass called *bamboo*?



Talk with Me, Sing with Me Chart

LET'S SING

Sing "Growing and Changing"

Display Sing with Me Chart 13B. Remind children that the words *curious, explore, bamboo, weigh, measure, and healthy* are in the song. Invite children to imitate the little panda as they sing.



Talk with Me, Sing with Me Chart

Sing with Me/Background Building Audio CD

Monitor Progress Check Oral Vocabulary

Demonstrate Word Knowledge Have children use the following vocabulary words in complete sentences: *weigh, measure, healthy, bamboo, curious, and explore*.

If... children are not able to demonstrate knowledge of the words, then... use Talk with Me Chart 13A to retach word meanings.

Day 1	Day 2	Day 3	Day 4	Day 5
Check Sound Fluency	Check Spelling Letter Sound Knowledge	Check High Frequency Words Word Meaning	Check Phonics Sight Words	Check Oral Vocabulary Assess Progress

OBJECTIVES

- Build background.
- Review oral vocabulary.



- weigh
- healthy
- curious
- measure
- bamboo
- explore

Oral Vocabulary
SUCCESS PREDICTOR

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OBJECTIVE

- Compare and contrast in new selection.

Materials

- Read Aloud Anthology "Anna Panda Trades Places"

Monitor Progress

Compare and Contrast

- If... children cannot compare and contrast elements in the story, then... reteach using page DI-31.

ELL

Access Content Before reading aloud, introduce children to the characters in the story. Then use words and gestures to explain these key story words: trade places (do another person's job) and heaping (more than full).



▲ Teacher's Edition 3
Compare and Contrast, p. 58

Comprehension

READ ALOUD

Read "Anna Panda Trades Places"

Tell children you are going to read them a story about a little panda who decides she wants to trade places with her mother. Ask them to listen for the characters' similarities and differences. Listen carefully. I am going to ask you to tell me about how the characters are like each other and how they are different from each other.



Read Aloud Anthology

CHECK SKILL
Compare and Contrast

Practice compare and contrast in "Anna Panda Trades Places."

- Who are the characters? (Anna Panda and her mother. They are in the same family.)
- How are Anna and her mother alike? (They are both pandas. Anna goes to school but her mother does not.)
- How are Anna's and her mother's jobs different? (Anna goes to school; her mother takes care of the house.)

ASSESS SKILL
Compare and Contrast

Assess compare and contrast

Use the blackline master found on page 58. Copy one page for each child. Have children compare the two pictures of Anna Panda. Have them color in things that are the same and draw an X on things that are different between the two pictures.

Phonemic Awareness

REVIEW /b/ and /n/

Isolate initial /b/ and /n/

What is the first sound in *ball*? Listen as I say the word again: /b/, /b/, /b/, *ball*. The first sound is /b/. What is the first sound in *nose*? Say it with me: *nose*, /n/, /n/, /n/, *nose*. Review initial /b/ and /n/ in the following words: *big*, *nice*, *neck*, *bat*, *barn*, *nail*, *nice*, and *back*.

Isolate final /b/ and /n/

What is the last sound in *tub*? Say it with me: *tu- /b/*. The last sound in *tub* is /b/. What is the last sound in *tin*? Listen carefully: *ti- /n/*. *Tin* ends with /n/. Practice isolating final /b/ and /n/ with the following words: *can*, *rub*, *cab*, *tan*, *pin*, and *tab*.

Phonics

REVIEW Bb/b/ and Nn/n/

Connect /b/ to Bb and /n/ to Nn

Display the Bb and Nn Alphabet Cards. Have children name each letter. What is the sound for *b*? (/b/) What is the sound for *n*? (/n/) Ask children to point to the letters *b* and *n* that are displayed around the classroom.

Word Wall HIGH-FREQUENCY WORDS

Practice high-frequency words

Write the word *she* on the board. This is the word *she*. What is this word? Continue the routine with *me* and *with*.

Spiral REVIEW READ

Apply phonics in familiar text

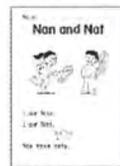
Have children reread one of the readers that applies the target letter sound. You may wish to review the decodable and high-frequency words that appear in each reader prior to rereading.



Kindergarten Student Reader



Decodable Reader



Phonics Story in Practice Book

OBJECTIVES

- Review /b/ and /n/.
- Connect /b/ to Bb and /n/ to Nn.

Materials

- Alphabet Cards: Bb, Nn
- Kindergarten Student Reader K.3.1
- Decodable Reader 1.3
- Phonics Story *Nan and Nat*

OBJECTIVE

Assess: connect /b/ to Bb and /n/ to Nn.

Group Time

On-Level

Sets A and B

Strategic Intervention

Monitor Progress:
Check Phonics
Alternate Assessment, p. DI-5

Advanced

Sets B and C

Independent Activities

Self-Selected Reading See pp. TR14-15 for a bibliography of books related to the weekly concept.

Centers Use the center activities on pp. 10-11 to practice the week's skills.

Journal Writing Write or draw about how a baby panda is different from an adult panda.

ELL

Support Phonics For guidance in teaching phonics to English language learners, see the ELL and Transition Handbook.

Monitor Progress

PHONICS /b/ to Bb and /n/ to Nn

Group assessment

Have children fold a sheet of paper to make four sections. Ask them to draw two objects that begin or end with /b/. Then draw two objects that begin or end with /n/. Have children label the objects.

Monitor Progress Assess Progress

If... a child cannot complete the group assessment.

then... use the Reteach lesson on page DI-31.

If... a child identifies initial sounds but not final sounds.

then... assess word reading Sets A and B on page 57.

If... a child correctly identifies initial and final /b/ and /n/.

then... assess word and sentence reading with Sets B and C on page 57.

ASSESS PHONICS

Set A: Read the words

Have individuals take turns reading the words. We're going to read some words. I'll do the first one and you do the rest. The first word is *can*: /c/ /a/ /n/. The word is *can*. For each child, record any decoding problems.

Set B: Read more words

Have individuals take turns reading words. We're going to read some words. I'll do the first one and you do the rest. The first word is *bats*: /b/ /a/ /t/. The word is *bats*. For each child, record any decoding problems.

Set C: Read the sentences

For a cumulative assessment of phonics and high-frequency words, have each child read one or two sentences.

READ THE WORDS

Set A

can cab bat Nan



READ MORE WORDS

Set B

bats Nat man
bin bib cabs

READ THE SENTENCES

Set C

1. She can bat.
2. I sat with an ant.
3. She can pat it.
4. Nat sat with me.
5. He can sip it.

Note to Teacher Set A: Children read each word. Set B: Children read each word.
Set C: Children read one or two sentences.

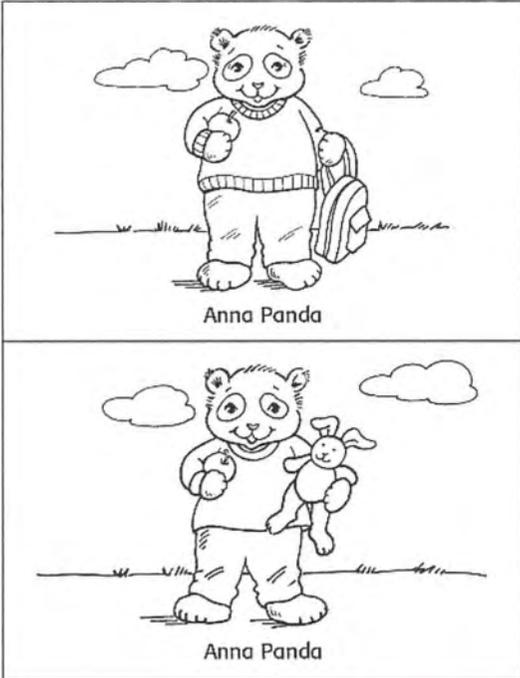
Little Panda

Monitor Progress

SUCCESS
PREDICTOR

COMPARE AND CONTRAST

Color the things that are alike. Draw an X on things that are different.



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Note to Teacher Have children compare and contrast the two pictures. Have them color things that are the same. Have them draw an X over things that are different.

Monitor Progress

58 *Wax Me Change • Week 1*

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Production			

LANGUAGE ARTS

5

Shared Writing

GRAMMAR Verbs

Practice verbs Pretend to read a book. Complete this sentence for me: *I like to _____.* What do I like to do? I like to read. The word *read* tells what I am doing. Words that tell what we do are **action words**. What do we call action words? We call them verbs.

Recognize verbs I am going to read a list of words. When you hear a verb, snap your fingers. Read these words slowly: *sing, house, car, dance, eat, hop, toy, mother, jump, swim, and door.*

LET'S WRITE This Week We...

Recall literature Display these items: *Little Panda, A Bed for the Winter*, and *Read Aloud Anthology "Anna Panda Trades Places."* This week we read three stories. Who remembers what the stories were about? How were they alike? How were they different?

Write sentences Today we will write about the stories we read.

Hua Mei and Anna are pandas.

A panda eats bamboo.

A mouse does not eat bamboo.

Independent writing Have children write or dictate a sentence about one of the selections they read this week, or copy a sentence from the board. Then have them illustrate their sentences.

OBJECTIVES

- Practice verbs.
- Write about this week's literature.

Materials

- Big Books: *Little Panda, A Bed for the Winter*
- Read Aloud Anthology "Anna Panda Trades Places"*

DAILY FIX-IT

the big pig did not win
The big pig did not win.

ELL

Support Writing Observe whether children's writing shows word boundaries. If it does not, reinforce the beginning and ending sounds of one or two words from the writing.

OBJECTIVE

- Review responding to literature.

Speaking and Listening

RESPOND TO LITERATURE

Review responding to literature

Remind children that we can talk about what we learned or what we liked about a book. Display page 32 of *A Bed for the Winter*. Have children name the different animal homes pictured on the page and identify the kind of animal that lives in each.

Act out animals building homes

Have children choose an animal from *A Bed for the Winter*. Have them use words and actions to pretend to be the animal building a home. Ask the other children to describe what kind of home the child is building.

Wrap Up Your Week!

- ✓ **Phonics** This week we learned about the letters *Bb* and *Nn*. Name some words that begin with *b* and *n*.
- ✓ **Shared Reading** What was your favorite book or song this week?
- ✓ **High-Frequency Words** Write *me*, *with*, and *she* on the board. Read these words to me.

You've learned

006 **Amazing Words**
this week!

You've learned

078 **Amazing Words**
so far this year!

PREVIEW
Next Week

Next week we will read about a little duck who is afraid to swim. What do you think the little duck will do?

EXTEND Your Day

Color Changes

Materials pictures of baby and adult animals

Observe, Describe, and Record Color Change

Make a chart like the one pictured. Gather pictures of baby and adult animals. Include animals in which babies have different coloring than the adults, such as deer, ducks, and seals. Display pictures, one pair at a time, and have children compare and contrast the colors of the baby and the adult animals. Record children's observations in the chart.

Connect to Writing Ask children to use the information in the chart to write or dictate a sentence comparing and contrasting the colors of baby and adult animals. Have them draw pictures to illustrate their sentences.

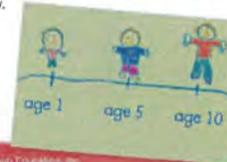
Animal	Color(s) of baby	Color(s) of adult
seal	white with gray spots	black or brown
deer	brown with white spots	brown
duck	yellow	brown, gray, black, green
elephant	gray	gray

Time Line

Materials large sheet of paper, crayons or markers

Create a Time Line Provide children a sheet of paper with a time line drawn on it. The time line should have the following time markings: age 1, age 5, and age 10. Tell children that when they are 10 years old, they will be in fifth grade. Have children draw a picture of how they think they looked or would look at each age. Encourage children to use their imaginations when drawing pictures of when they are 10 years old.

When children are finished, talk about how they have changed and how much more they will change as they grow.



How Does a Panda Grow?

Materials Big Book *Little Panda*

Complete a Sequence Chart Provide children with a blank sheet of paper divided into three sections. Tell children to draw pictures showing three stages of the panda's growth using the book as a guide. Have children dictate or write labels for the three stages.



Unit 1

Group Time

DAY 1

Strategic Intervention

ROUTINE

1 Phonological Awareness

Recognize Rhyming Sounds Explain that rhyming words are words that sound the same because they end with the same sounds. Cat and bat both end with -at, so they rhyme. I want you to listen for some more rhyming sounds, I will say two words and I want you to tell me if they end the same. Use the following pairs of words: wet, pet; tan, cup; can, man; hen, pen; hat, bar.

2 Letter Recognition

Trace Aa Write A and a on paper plates with a thick dark marker. Then cover the letters with sand. Have children drag their fingers through the sand to trace the letter shapes.

Match A and a Give each child an index card with a form of Aa written on it. Have children find another child with an uppercase A or lowercase a to make matching pairs with the letter cards. Have children show their pairs of letters to the group and name the letters.

Review High-Frequency Words Write am on the board. This is the word am. Listen as I name the letters; a, m, am. Repeat the routine with the word I.

3 Read Connected Text

Read Listen to Me Reader K.1.1 Display the book. The title of this story is Colors Around Me. The story is written by Jim Lobes. Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children opportunities to read the story.



Listen to Me Reader K.1.1

Advanced

ROUTINE

1 Build Fluency

Practice High-Frequency Words Write the word I on the board. Read the word as you point to it. Have children use I in a sentence. Repeat with the word am.

2 Read Animal ABCs

Read Big Book Animal ABCs Have children page through the Big Book Animal ABCs and tell about the pictures. Then let volunteers read each page of the story as the others follow along.



Big Book

Reread for Fluency After rereading the selection, model reading fluently for the children. I am going to read this selection aloud. I will read the words with no mistakes. I want you to read it aloud with me. Try to read the words just as I do.

Use echo reading of Animal ABCs to model reading fluently. Use your oral reading to model for children where to pause, when to change pitch, and which words to stress. Then have children reread orally three to four times, or until they can read with few or no mistakes.

DAY 1

Unit 1 Group Time

Unit 1 Group Time

Strategic Intervention

ROUTINE

DAY 2

1 Phonological Awareness
Practice Rhyme Remind children that yesterday they learned about rhyming words. Who remembers what rhyming is? Words that rhyme are words that sound the same at the end. *Wet* and *let* both end with *-et*, so they rhyme. I want you to listen for some more rhyming sounds. I will say two words and I want you to tell me if they end the same. Use the following pairs of words: *cat, bat; bear, hare; moon, cob; top, mop; pig, big.*

2 Letter Recognition
Identify Aa and Bb Cut the letters *A, a, B, b* and *b* out of felt. Glue the letters to a piece of poster board. Have children take turns moving their fingers across the letters to get a feel for the shape.
Match B and b Give each child a self-stick note with an uppercase *B* or lowercase *b* on it. Make a poster for each letter form. Have children take turns sticking their letter on the matching poster. Then ask children to point to and name a letter on one of the posters.
Review High-Frequency Words Write *I* on the board. This is the word *I*. What word is this? Repeat with *am*.

3 Read Connected Text
Read Phonics Story Display the story. The title of this story is *I Am!* Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children opportunities to read the story. Provide support as necessary.



Phonics Story

Advanced

ROUTINE

DAY 2

1 Build Fluency
Introduce Rebus Words Display page 2 and point to the word *Ann*. This is the word *Ann*. Name the letters with me: *A, n, n, Ann*. Repeat with the other names in the story: *Ben, Cam, Dot, Ed, and Dad*.
Review High-Frequency Words Review the high-frequency words *I* and *am* with children. Ask children to create sentences for each of the words.
Preview the Story Show the first page of the story. Ask children to tell about the picture. Continue with the other pages in the book.

2 Read Decodable Text
Read Decodable Reader 1
 Display the story. The title of this story is *Who Am I?* The author is Bob Atkins. The illustrator is Yvette Pierre. Let's read the story together. Follow the Small Group Reading Routine.

- Model Fluent Reading
- Read Chorally
- Read Individually
- Reread and Monitor Progress



Decodable Reader 1

Strategic Intervention

ROUTINE

DAY 4

1 Phonological Awareness
Practice Rhyme We have been learning about words that have the same ending sounds, such as *can* and *man*. What do we call these words? These are rhyming words. I will say two words and I want you to tell me if they rhyme. Use the following pairs of words: *jug, mug; plate, skate; cup, hen; lock, room; star, car; fox, box; ring, cap; dish, wish.*

2 Letter Recognition
Identify Dd Give each child a letter card with an uppercase or lowercase *Dd*. Have all the children with *D* cards form a line. Repeat with *d*. Then say uppercase *D* or lowercase *d* and have the line whose letter it is march forward five steps.
Match D and d Hide uppercase and lowercase *Dd* letter cards around the room. Ask a child to look for a card and name the letter. Continue until all the cards are found.
Review Letters Draw the following grid on the board. Give each child a letter card labeled with an uppercase or lowercase *Aa, Bb, Cc, or Dd*. Have children take turns finding their letters on the board and writing their initials in the box with their letter.

A	c	D
b	D	C
B	d	a

3 Build Fluency
Review High-Frequency Words Give each child a sheet of paper. Write the following sentence on the board: *I am _____*. Have children write the sentence and add their name to finish the sentence. Have children show the sentence and read it to the class.

4 Read Decodable Text
Read Decodable Reader 1 Display the cover of *Who Am I?* The title of this story is *Who Am I?* Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children opportunities to read the story.



Decodable Reader 1

DI•2

All Together Now • Week 1

DI•4

All Together Now • Week 1

Unit 1

Group Time

Unit 1

Group Time

Strategic Intervention

1 Phonological Awareness

Practice Rhyme We have been learning about words that rhyme. What are rhyming words? (words that end with the same sounds) Rhyming words end with the same sounds. Who can say two words that rhyme? Give children a chance to give several examples of rhyming words. If necessary give clues for these pairs: hat, bot; hen, pen; cap, map; pin, fin; box, fox; clock, block; top, mop; fish, dish.

2 Letter Recognition

Identify Ee Draw a row of egg shapes on the board. Prepare letter cards with various letters, including many uppercase and lowercase Ee's. Show a letter card. If the card has F or e, have children name the letter and write it in one of the eggs.

Match E and e Using the letter cards with uppercase E and lowercase e, give two children several cards each. Have them place the cards in a pocket chart, matching E with e. Then have the group check to see that the correct matches were made. Continue by giving other children cards to match.

Match Letters Write the letters Aa, Bb, Cc, Dd, and Ee on index cards and randomly place them on the table. Give children a letter card and have them find the matching letter.

Review Letters Place the letters Aa, Bb, Cc, Dd, and Ee in a pocket chart in random order. Ask a volunteer to find A. Place the card on the chalkboard ledge. Continue through the alphabet in this fashion to place the letters in order for Aa to Ee.

3 Alternate Assessment

Find Letters Gather old newspapers or magazines. Write one letter, Aa, Bb, Cc, Dd, or Ee, on each of five sheets of construction paper. Divide children into five groups and give one sheet to each group. Have the groups read the letter on their sheet and then find it in newspapers or magazines. Have them cut out the letters and paste them on their sheet of paper. Have the groups share their letter collages with the class.

ROUTINE

DAY 5

Strategic Intervention

1 Phonological Awareness

Listen for Syllables Explain that parts of words are called syllables. When you say a word, you can listen for the number of parts. The parts are called *syllables*. I will say a word and clap once for each part. Say the word cat and clap once. How many parts did you hear in cat? (one) Cat has one beat, or *syllable*. Repeat the activity with the words *kitten*, *dog*, and *puppy*.

2 Letter Recognition

Trace Letters Write F, f, G, and g on paper plates with a thick dark marker. Then cover the letters with uncooked rice. Have children drag their fingers across the rice to trace the letter shapes.

Review High-Frequency Words Write am on the board. Say the word and have children repeat the word with you. Continue with the word I.

3 Read Connected Text

Introduce Robus Words Write one on the board. This is the word one. Say the letters with me: o, n, e, one. Continue with the words two, three, four, five, six, and seven.

Read Listen to Me Reader K.1.2 The title of this story is *How Many?* It is written by Steve Satoh. Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children several opportunities to read the text.



Listen to Me Reader K.1.2

ROUTINE

DAY 1

Advanced

1 Oral Language

Build Background Remind children that Max is a little duck who is getting ready for school. Encourage children to share their experiences getting ready for school. What do you do to get ready for school? Have you ever been late?

2 Reread Leveled Text

Reread Independent Leveled Reader K.1.1 Have children page through *Look at the Clock, Max!* and tell about the pictures. Then let a volunteer read each page of the story as the others follow along in their books.

Reread for Fluency After reading the selection, model reading fluently for the children. I am going to read this story aloud. I will read the words with no mistakes. I want you to read it aloud with me. Try to read the words just as I do.

Use echo reading of independent leveled Reader K.1.1 to model reading fluently. Use your oral reading to model reading with an appropriate pace. Then have children practice reading the story orally with a partner. Listen to them read, and provide feedback regarding their oral reading. Then have children reread orally three or four times, or until they can read with few or no mistakes.



Independent Leveled Reader K.1.1

ROUTINE

DAY 1

Unit 1 Group Time

Unit 1 Group Time

<p>DAY 2</p> <p>Strategic Intervention ROUTINE</p> <p>1 Phonological Awareness Practice Syllables Who remembers what a syllable is? Syllables are the parts of a word. Model clapping twice as you say carrot. I clapped twice when I said carrot, so there are two parts, or syllables. I will say a word and I want you to tell me how many syllables you hear. Use the following words: apple, pear, broccoli, pizza, hamburger, grape.</p> <p>2 Letter Recognition Identify Hh and Ii Put letter cards for H, h, I, and I in a paper bag. Have each child pick out a letter card, name the letter, and identify whether it is an uppercase or a lowercase letter. Repeat the activity several times. Review High-Frequency Words Write am on the board. This is the word am. Name the letters with me: a, m, am. Continue with i. Introduce Rebus Words Write fish on the board. This is the word fish. Name the letters with me: f, i, s, h, fish. Continue with the words goose, horse, iguana, monkey, and kangaroo.</p> <p>3 Read Connected Text Read Phonics Story The title of this story is Am I? Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children opportunities to read the story. Provide support as necessary.</p>  <p>Phonics Story</p>	<p>Advanced ROUTINE</p> <p>1 Build Fluency Introduce Rebus Words Write Gus on the board. This is the name Gus. Say the letters with me: G, u, s, Gus. Continue with Hanna and Fran. Review High-Frequency Words Display the cover of the book. Point to the word Am. Ask children to read the word. Repeat with the word I. Then have volunteers use the words in a sentence. Preview the Story Show the first page of the story. Ask children to describe the picture. Continue with the other pages in the book.</p> <p>2 Read Decodable Text Read Decodable Reader 2 The title of this story is Am I? The author is George Helm. The illustrator is Tori Wheaton. Let's read the story together. Follow the Small Group Reading Routine.</p> <ul style="list-style-type: none"> • Model Fluent Reading • Read Chorally • Read Individually • Reread and Monitor Progress  <p>Decodable Reader 2</p> <p>DAY 2</p>	<p>Strategic Intervention ROUTINE</p> <p>1 Phonological Awareness Practice Syllables Syllables are parts of words. We can count the number of syllables by clapping the parts of a word. I want you to help me count syllables. Use the following words: bed, basket, chair, table, lamp, radio, dresser.</p> <p>2 Letter Recognition Identify Jj and Kk Display the Jj and Kk Alphabet Cards. Write the words jump and kick on the board. Identify the first letter of jump as j and the first and last letters of kick as k. Review High-Frequency Words Review the following high-frequency words: I, am. Have children use both words in sentences. Introduce Rebus Words Write cat on the board. This is the word cat. Name the letters: c, a, t. Continue with the words dog, mom, hammering, painting, and happy.</p> <p>3 Read Connected Text Read Kindergarten Student Reader K.1.2 The title of this story is Cat and Dog Work Together. The author is Lisa Walston. The illustrator is Mike Dammer. Let's read the story together. Follow the Small Group Reading Routine.</p> <ul style="list-style-type: none"> • Model Fluent Reading • Read Chorally • Read Individually • Reread and Monitor Progress  <p>Kindergarten Student Reader K.1.2</p> <p>DAY 3</p>	<p>Advanced ROUTINE</p> <p>1 Build Fluency Practice Rebus Words Write the word cat on the board. This is the word cat. What is this word? Repeat with the words dog, mom, hammering, painting, and happy.</p> <p>2 Read Connect Text Read Kindergarten Student Reader K.1.2 Show the cover and read the title with children. The title of this story is Cat and Dog Work Together. The author is Lisa Walston. The illustrator is Mike Dammer. Let's read the story together. Follow the Small Group Reading Routine.</p> <ul style="list-style-type: none"> • Model Fluent Reading • Read Chorally • Read Individually • Reread and Monitor Progress <p>Reread for Fluency Have children read Kindergarten Student Reader K.1.2. Listen to children read and provide feedback regarding their use of the word reading strategy and pace. Have them reread orally three to four times, or until they can read phrases with few or no mistakes.</p>  <p>Kindergarten Student Reader K.1.2</p> <p>DAY 3</p>
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Unit 1 Group Time

Unit 1 Group Time

Strategic Intervention

ROUTINE

1 Phonological Awareness

Practice Syllables We have been learning about counting the parts in words. What do we call these parts? The parts are called syllables. I want you to help me count syllables. Use the following words: shirt, collar, socks, jacket, sneakers, coat, sweater.

Identify Syllables Show the astronaut Picture Card and ask a volunteer to name the picture. Then have children name the picture together as they clap the number of syllables in the word. Continue with these Picture Cards: drum, fan, hippopotamus, jet, yarn, umbrella, wagon, mitten, dog, bubble.

2 Letter Recognition

Identify Ii and Mm Give each child four strips of paper (3 inches by 1 inch). Hold up the Ii Alphabet Card. Have children make the uppercase letter I, with the slips of paper on their desks. Continue with the lowercase i and Mm.

Match Letters Write a set of uppercase and lowercase letters Ii and Mm on index cards. Cut the index cards in half to form puzzle pieces. Divide the children into four groups and give each group three sets of letter puzzles. Have children work together to match the letter puzzle pieces.

Review Letters Draw the following grid on a piece of paper and give each child a copy. Have children match the uppercase and lowercase letters by coloring each letter pair the same color.

J	m	L	K
k	i	M	j

Review High-Frequency Words Write the words i and am on the board. Have volunteers read the words. Have volunteers say a sentence using both words, such as I am funny.

3 Read Decodable Text

Read Decodable Reader 2 Display the cover of Am I? The title of the story is Am I?. Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children opportunities to read the story.



Decodable Reader 2

DAY
4

Strategic Intervention

ROUTINE

1 Phonological Awareness

Practice Syllables We have been learning about syllables. What are syllables? (the number of parts in a word) Syllables are the parts in a word. Who can say a word and count its syllables? Give children a chance to give several examples, clapping as they say the word. If necessary give clues to the following objects in the room: desk, chair, window, crayon, book, children, clock, paper, pencil.

2 Letter Recognition

Recognize Letters Write N on the board. Name the letter as you write it several times. Then write a lowercase n on the board. Name the letter and ask a volunteer to write the letter on the board.

Identify Nn Write the words banana and Nancy on the board. Ask volunteers to count the number of n's in each word. Then have volunteers write an N and n on the board and name the letters.

Find Letters Write the words one, two, three, four, five, six, seven, eight, nine, and ten on the board. Have volunteers circle the words with the letter Nn (one, seven, nine, and ten). Then read the words and have children repeat them after you. Repeat the process by looking for the letters ff, Gg, Hh, and Ii.

Review High-Frequency Words Write the word I on the board. This is the word I. Let's use the word I in a sentence. Continue with am.

3 Alternate Assessment

Recognize Letters Write the letters Ff and the word fluffy on the board. Name the letters as children trace them in the air. Have volunteers find each letter in the word and circle it. Continue with Gg in goggles, Hh in high, and Ii in initials. Then read the following poem to children and have them circle the letters F, Gg, Hh, and Ii.

Fluffy wore goggles

And flew up high

To write initials in the sky.

DAY
5

Unit 1 Group Time

Unit 1 Group Time

<p>Strategic Intervention ROUTINE</p> <p>DAY 1</p> <p>1 Phonological Awareness Listen for Initial Sounds I will say two words, and I want you to tell me if they begin with the same sound. Use the following pairs of words: book, ball, car, cook, day, wet, sun, soap, fish, fan, top, tire, pig, moon, pear, pencil.</p> <p>2 Letter Recognition Match O and o Explain to children that uppercase O is bigger than lowercase o. Write a series of five O's and five o's in random order on the board. Point to each letter and have children say big if it is an uppercase O and small if it is a lowercase o. Review High-Frequency Words Write the on the board. This is the word the. Name the letters with me: t, h, e, the. Continue with the word little. Introduce Rebus Words Draw a square and write square on the board. This is the word square. A square is this shape. Say the letters with me: s, q, u, a, r, e, square. Continue with triangle, circle, rectangle, heart, oval, and diamond.</p> <p>3 Read Connected Text Read Listen to Me Reader K.1.3 Display the book. The title of this story is Look Around! It is written by Jacqui Briggs. It is illustrated by Pamela Anzalotti. Follow along with your finger as I read. Then we will take turns reading this page. Reread the book several times, giving children several opportunities to read the text. Provide support as necessary.</p>  <p>Listen to Me Reader K.1.3</p>	<p>Advanced ROUTINE</p> <p>DAY 1</p> <p>1 Oral Language Build Background Remind children that many different types of animals live on farms. Encourage children to share what they know about farm animals. What animals live on a farm? Have you ever seen a pig or an ox?</p> <p>2 Reread Leveled Text Reread Independent Leveled Reader K.1.2 Have children page through the story Pam and tell about the pictures. Then let a volunteer read each page of the story as the others follow along in their books. Reread for Fluency After rereading the selection, model reading fluently for the children. I am going to read this selection aloud. I will read the words with no mistakes. I want you to read it aloud with me. Try to read the words just as I do. Use echo reading of Independent Leveled Reader K.1.2 to model reading fluently. After modeling, have children continue to practice reading orally with a partner. Listen to children read and provide feedback regarding their oral reading.</p>  <p>Independent Leveled Reader K.1.2</p>	<p>Strategic Intervention ROUTINE</p> <p>DAY 2</p> <p>1 Phonological Awareness Discriminate Initial Sounds I will say two words and I want you to tell me if they have the same beginning sounds. Use the following pairs of words: dog, duck, cub, cow, fan, hen, rope, rug, pig, horse, bird, bear.</p> <p>2 Letter Recognition Identify Pp Display the Pp Alphabet Card. Point to the letter and tell children that the name of this letter is p. Match Letters Write P, p, Q, q, N, n, M, and m on individual index cards. Mix them and place them face down on the table. Have children take turns finding matching upper and lowercase letters. Review High-Frequency Words Write little on the board. This is the word little. Name the letters with me: l, i, t, t, l, e, little. Continue with the words the, I, and am. Introduce Rebus Words Write otter on the board. This is the word otter. Say the word with me: o, t, t, e, r, otter. Continue with the words pig, quail, rabbit, and seal.</p> <p>3 Read Connected Text Read Phonics Story Display the story. The title of this story is Little Mel. Follow along with your finger as I read. Then we will take turns reading the page. Reread the book several times, giving children many opportunities to read the story.</p>  <p>Little Mel Phonics Story</p>	<p>Advanced ROUTINE</p> <p>DAY 2</p> <p>1 Build Fluency Letter Recognition Randomly display an Alphabet Card. Ask children to name the letter. Introduce Rebus Words Write robot on the board. This is the word robot. Say the word with me: robot. Continue with the words puzzle, queen, octopus, train, block, and spaceship. Review High-Frequency Words Display the cover of the book. Point to the word the. Ask children to read the word. Repeat with the word little. Then have volunteers name one of the words and call on someone to point to it.</p> <p>2 Read Decodable Text Read Decodable Reader 3 Display the story. The title of this story is The Little Toys. The author is Roger Jones. The illustrator is Scott Salinski. Let's read the story together. Follow the Small Group Reading Routine.</p> <ul style="list-style-type: none"> • Model Fluent Reading • Read Chorally • Read Individually • Reread and Monitor Progress  <p>Decodable Reader 3</p>
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Unit 1 Group Time

Unit 1 Group Time

DAY 3

ROUTINE

Strategic Intervention

1 Phonological Awareness
Discriminate Initial Sounds I will say two words and I want you to tell me if they have the same initial sound. Use the following pairs of words: bed, box; top, tent; man, lock; top, terr; cat, corn; seal, web; dime, desk.

2 Letter Recognition
Identify Qq Write the following words on the board: Queen, quiet, Quinton, quick, quilt. Point to each word and ask if the word begins with an uppercase or a lowercase Qq.
Review High-Frequency Words Review the following high-frequency words: the, little, I, am. Have children say the words aloud and use them in a sentence.
Introduce Rebus Words Write Dad on the board. This is the word Dad. Name the letters with me: D, a, d, Dad. Continue with the words cat, dog, running, jumping, and happy.

3 Read Decodable Text
Read Kindergarten Student Reader K.1.3
 Display the story. The title of the story is *Cat and Dog Play Together*. The author is Zak Belahmira. The illustrator is Mike Dammet. Let's read the story together. Follow the Small Group Reading Routine.

- Model Fluent Reading
- Read Chorally
- Read Individually
- Reread and Monitor Progress



Kindergarten Student Reader K.1.3

DAY 3

ROUTINE

Advanced

1 Build Fluency
Introduce Rebus Words Write the word Dad on the board. This is the word Dad. Name the letters with me: D, a, d, Dad. Continue with the following words: cat, dog, running, jumping, and happy. Look for these words in our story today.

2 Read Decodable Text
Read Kindergarten Student Reader K.1.3
 Show the cover and read the title with children. Then read the first page for children. Have volunteers reread.
Reread for Fluency Have children read Kindergarten Student Reader K.1.3. Listen to children read and provide feedback regarding their use of the word reading strategy. Have them reread orally three or four times, or until they can read phrases with few or no mistakes.



Kindergarten Student Reader K.1.3

DAY 4

ROUTINE

Strategic Intervention

1 Phonological Awareness
Discriminate Initial Sounds I am going to say three words. Two of the words begin with the same sound. One word is different. I want you to tell me which words begin with the same sound. Listen carefully: boy, girl, ball. Which words begin with the same sound? Boy and ball begin with /b/. Girl begins with /g/. Let's try some more. Continue with the following sets of words: dinosaur, dog, cat; beans, carrots, corn; fork, spoon, food; goat, rabbit, garden; and seat, tiger, turtle.

2 Letter Recognition
Recognize Letters Display the Rr Alphabet Card. The name of this letter is R. What is the name of this letter? Repeat for lowercase r.
Match Letters Prepare letter cards with either uppercase R or lowercase r. Put a paper clip on each letter card and place them in a box. Give a child a string with a magnet tied to the end. Have the child go fishing for a letter. As the letters are "caught," have the child name the letter.
Review High-Frequency Words Write little on the board. This is the word little. Name the letters with me: l, i, t, l, e, little. Continue with I, am, and the.

3 Read Decodable Text
Read Decodable Reader 3 Display the book. The title of this story is *The Little Toys*. Follow along with your finger as I read. Then we will take turns reading this page. Reread several times, giving children many opportunities to read the story.



Decodable Reader 3

Plaidys List DI-13 DI-14 All Together Now • Week 3

Unit 1

Group Time

Strategic Intervention

ROUTINE

DAY 5

1 Phonological Awareness

Discriminate Sounds I am going to say three words. Two of the words begin with the same sound. One sound will be different. I want you to tell me which word is different. Listen carefully: *garden, gate, flower*. Which word is different? *Flower* begins with /f/. *Garden* and *gate* begin with /g/. *Flower* is different. Let's try some more. Listen carefully. Use the following word groups: *dinosaur, cat, dog, bell, foot, bat, goose, goat, hippo, peach, banana, pear, red, blue, black*.

2 Letter Recognition

Identify Ss Write the following sentence on the board: *Sally saw six seals*. Read the sentence and ask volunteers to circle the letter *s* in the words.

Identify Letters Give each child an Alphabet Card for a letter Aa–Ss. When I say your letter, stand up and name your letter. Go through the alphabet, saying the letters one at a time.

Review High-Frequency Words Write the word *little* on the board. This is the word *little*. Name the letters with me: *l, i, t, t, l, e, little*. Continue with *on, the, and, I*.

3 Alternate Assessment

Search for Letters Write the following letters on a paper for each child: *o, p, q, r, s*. Have children look around the room for these letters. When they find a letter, they should write the letter next to the example.

Attachment 10 (d) – Sample Unit Plans – Think Math! 1st Grade				
NYS Math Standard: Reasoning and Proof Strand <i>Students will make and investigate mathematical conjectures.</i>		Think Math! Harcourt School Publishers, “Exploring Addition and Subtraction” 1st Grade		
1.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool 1.RP.4 Explore guesses, using a variety of objects and manipulatives <i>Students will develop and evaluate mathematical arguments and proofs.</i> 1.RP.5 Justify general claims, using manipulatives 1.RP.6 Develop and explain an argument verbally or with objects 1.RP.7 Listen to and discuss claims other students make				
Lesson 1	<i>Lesson 1 Objectives:</i> 1) To teach students how to sort objectives by size, shape, and color; 2) To record information in a table; 3) To combine small groups or objects			
	Daily Activities	Open-ended Problem Solving/ Headline Story	Share the picture with the class. Encourage children to tell a story about the picture a write a corresponding number sentence.	
		Skills Practice and Review – <i>Estimating with Coins</i>	<i>Purpose:</i> To explore sorting objects by two attributes. Silently, place attribute blocks in each section of the grid, sorting them by attributes, such as color and size.	
	Teach and Practice	A. Sorting Blocks using Silent Teaching	<i>Purpose:</i> To explore sorting objects by two attributes.	<i>Whole class</i> NCTM Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10
		B. Recording Results	<i>Purpose:</i> To count small groups of objects and record information of objects and record the information in a table.	<i>Whole class</i> NCTM Standards: 1, 2, 5, 6, 7, 8, 9, 10
		C. Recording Information in a Table	<i>Purpose:</i> To count pictured objects and record the information in a table.	<i>Individuals</i> NCTM Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10
		D. Completing a Cross Number Puzzle	<i>Purpose:</i> To use what children have learned to create and explore a Cross Number Puzzle.	<i>Whole class</i> NCTM Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10
	Differentiated Instruction	A. Leveled Problem Solving	Basic – Intervention (Activity: Sort and Count)	
		B. Intervention Activity	On Level – Practice	
		C. Extension Activity	Above Level – Extension (Activity: Venn Diagrams)	
Developing	<i>Vocabulary:</i> row, column, left, right, add, number sentence, addend, sum.			

	Mathematical Language	
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Lesson 2	<i>Lesson 2 Objectives:</i> 1) To use table to record information, 2) To use addition to combine groups of objects, 3) To record addition in horizontal and vertical formats			
	Daily Activities	Open-ended Problem Solving/ Headline Story	Read the Headline Story in Class. Encourage children to think of ways to complete the story.	
		Skills Practice and Review – <i>Improving Estimates with Coins</i>	Display a handful of pennies and nickels and have children estimate their value. Then separate the coins into two piles and allow them to change their estimates.	
	Teach and Practice	A. Moving from Numbers to Things	<i>Purpose:</i> To explore ways to sort objects by two attributes at the same time.	<i>Small Group</i> NCTM Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10
		B. Completing Cross Number Puzzles	<i>Purpose:</i> To count pictured objects and write number sentences to solve cross number puzzles.	<i>Individuals</i> NCTM Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10
		C. Acting Out Cross Number Puzzles	<i>Purpose:</i> To act out and complete Cross Number Puzzles	<i>Whole class</i> NCTM Standards: 1, 2, 5, 6, 7, 8, 9, 10
	Differentiated Instruction	A. Leveled Problem Solving	Basic – Intervention (Activity: Act It Out)	
		B. Intervention Activity	On Level – Practice	
		C. Extension Activity	Above Level – Extension (Activity: Cross Number Puzzles with Money)	
	Developing Mathematical Language	<i>Vocabulary:</i> row, column, left, right, add, sum, attribute		

Lesson 1

Introducing the Cross Number Puzzle

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Lesson Planner

STUDENT OBJECTIVES

- To sort objects by size, shape, and color
- To record information in a table
- To combine small groups of objects

1 Daily Activities (TG p. 13)

Open-Ended Problem Solving/Headline Story

Skills Practice and Review—
Estimating with Coins

2 Teach and Practice (TG pp. 14–18)

A **Sorting Blocks** Silent Teaching (TG p. 14)

B **Recording Results** (TG p. 15)

C **Recording Information in a Table**
LAB pp. 3–4 (TG p. 16)

D **Completing a Cross Number Puzzle**
(TG pp. 17–18)

MATERIALS

- large 2-by-2 grid
- attribute blocks (rectangles and hexagons removed)
- sheets of paper
-  LAB pp. 3–4

3 Differentiated Instruction (TG p. 19)

Leveled Problem Solving (TG p. 19)

Intervention Activity (TG p. 19)

Extension Activity (TG p. 19)

Science Connection (TG p. 8)

Practice Book P1

Extension Book E1

Spiral Review Book SR1

Lesson Notes

About the Lesson

In this lesson children are introduced to Cross Number Puzzles. They begin by sorting objects by two attributes. They record the number of objects in each category in the corresponding box of a 2-by-2 table. This provides practice in sorting and counting, and sets up the Cross Number Puzzle format that children will use to explore the “any order, any grouping” property of addition. In later lessons, objects in the table will be replaced with numbers.

About the Mathematics

In a Cross Number Puzzle, amounts on both sides of a thick line are the same. This means that a box by itself on one side of the thick line, must contain the sum of the boxes on the other side of the line. For example, the numbers in the darker boxes are the row and column sums.

8	1	9
3	5	8
11	6	17

The Cross Number Puzzle is used to demonstrate that, when adding, numbers can be arranged in any order and grouped in any way. This lesson previews this idea by having children sort objects into the puzzle compartments, count them, and finally add the totals.

Developing Mathematical Language

Vocabulary: row, column, left, right, add, number sentence, addend, sum

Children may already be familiar with the use of the word *row* to describe horizontal arrangements and *column* to describe vertical arrangements. They may also recall seeing addition *number sentences* before. For now, use terms such as *row*, *column*, *left*, *right*, *addend*, and *sum* in context. Hearing these terms will allow children to acquire the knowledge naturally.



Use LAB page 3 to reinforce the terms *left*, *right*, *row*, and *column* while giving directions so children will learn the definitions in context.

Beginning Have children point to a *row* or *column* as you ask questions such as, "Where is the *top row*? Where is the *right column*?"

Intermediate Tell children the location of a particular square in the grid, such as the *top row*, *right column*, and have them locate and point to the square. Then have them tell about the objects in that square.

Advanced Ask children to tell what is the same and what is different about the objects in the grids. For example, "Find the *bottom row*. What is the same about the objects in the *bottom row*? Find the *left column*. What is different about the objects in the *left column*?"

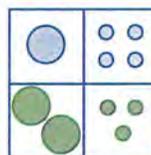
1 Daily Activities

Open-Ended Problem Solving

Share the picture below with the class. Encourage children to tell a story about the picture and write a corresponding number sentence.



Headline Story



Possible responses: The blue circles are on the top and the green circles are on the bottom; $5 + 5 = 10$. The big circles are on the left and the small circles are on the right; $3 + 7 = 10$. There are 10 circles and they all live in boxes; $1 + 2 + 3 + 4 = 10$.



Skills Practice and Review

Estimating with Coins

Show children a handful of nickels and pennies, and invite them to estimate the value. Record their estimates on the board. Place the pennies in one stack and the nickels in another stack next to each other. Provide children an opportunity to change their estimates if they wish. Then count the money together. Compare the actual amount to the estimates children made.

2 Teach and Practice

whole class



15 MIN

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Materials

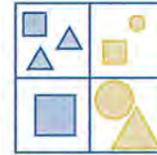
- For the teacher:
large 2-by-2 grid,
a set of attribute
blocks (rectangles and
hexagons removed)

A Sorting Blocks Silent Teaching

Purpose To explore sorting objects by two attributes

Introduce Place a large 2-by-2 grid on the floor. Gather the class on one side of it so they all view the same column as being on the left and the same row as being on the top.

Task Silently, place attribute blocks one at a time in each section of the grid, sorting them by two attributes, such as color and size. All blocks in a particular column or row should have a specific attribute in common. In this example, small blocks are in the top row, large blocks are in the bottom row, blue blocks are in the left column, and yellow blocks are in the right column.



Once you have several blocks on the grid, show children another block. Look for a child who is willing to place the block on the grid. Continue silently asking children to place other blocks until several children seem to know your sorting rule.

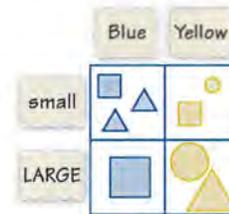
Break the silence and ask a child to explain the sorting rules.

Talk Math

- What is the same about the blocks in each row? In each column?
The blocks in a row are the same size. The blocks in a column are the same color.
- How are the shapes in the top left box all the same? How are they different? They are all blue. They are different shapes.
- What other shapes could you place in the top, right box? small, blue circles or any other small, blue block

As children agree on what kinds of objects belong in the rows and columns, label them accordingly, using sticky notes.

Practice If time allows, repeat the activity with different colors or shapes. Save a completed grid to use with Activity B.



B Recording Results

Purpose To count small groups of objects and record the information in a table

Introduce Gather children so they can all see the sorting grid from Activity A oriented in the same way. Show children how to fold a sheet of paper into quarters to make a recording table. Have them write their names at the top of the paper. Name placement will help children who accidentally rotate their recording tables and enable them to reposition their tables correctly.

Task Have children count the number of objects in each section of the sorting grid and write the number in the corresponding section of their recording table. If necessary, use words and gestures to help them locate corresponding parts of the sorting grid and recording table.



Talk Math

- 1 How many small blue blocks are in the sorting grid? 3
- 2 Where are they in the sorting grid? in the top left section
- 3 Where should you write the number of small blue blocks on your recording table? in the top left section

Have children point to the box they think is correct. Help any children who are incorrect and have them record the number.

Practice If time permits, repeat Activities A and B, sorting by different attributes.

whole class



NCTM Standards 1, 2, 5, 6, 7, 8, 9, 10

Materials

- For the teacher: large 2-by-2 grid from Activity A, set of attribute blocks (rectangles and hexagons removed)
- For each child: sheet of paper

Teacher Story

“Instead of letting children fill in their recording tables individually, I did it on the board as a silent group activity. I drew the sorting grid on the board so that children could see the sorting and the recording tables next to each other.”

C Recording Information in a Table LAB pp. 3–4

Individuals

15 MIN

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Purpose To count pictured objects and record the information in a table

Lesson Activity Book p. 3

Lesson 1 Name _____ Date _____
Introducing the Cross Number Puzzle
NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

What numbers are missing?

1.

LARGE	small
Black	
Gray	

→

LARGE	small
Black	1 3
Gray	1 2

2.

LARGE	
small	

→

LARGE	2 1
small	1 2

3.

LARGE	small

→

LARGE	small
	1 1
	2 2

NOTE: Your child is learning to sort shapes, count them, and record the numbers in tables. This prepares children for exploring addition and subtraction in later lessons.

III three || 3

ABOUT THE PAGE NUMBER The number 3 is a triangular number. If you had 3 pennies, you could use them to make a triangle. The next triangular number is 6.

Lesson Activity Book p. 4

4. What numbers are missing?

Black	Gray
LARGE	
small	

→

Black	Gray
LARGE	2 1
small	3 4

5. Make your own. Answers will vary. A possible answer is given.

Black	
Gray	

→

Black	3 2
Gray	3 3

Challenge

6. What shapes are missing?

small	
LARGE	

→

small	3 4
LARGE	1 2

ABOUT THE PAGE NUMBER The number 4 is a square number. If you had 4 pennies you could use them to make a square. The next square number is 9.

Teaching Notes for LAB page 3

For each of these exercises, the rules for sorting the blocks are the labels and/or shapes outside the sorting grid and recording table. Children may use these cues to help them identify the correct box for recording each number.

Differentiated Instruction Above Level The recording tables on this page are not Cross Number Puzzles because there are no spaces to record the sums of the rows and the columns. As an extension, you might ask some children to write the sums below and to the right of the recording tables.

Teaching Notes for LAB page 4

For Exercise 4, children continue to record the number of shapes in each section of the recording table. For Exercise 5, help children make up their own problem using the sorting rules. You may wish to limit them to drawing 0 to 3 objects in each section of the grid.

Challenge Problem Before children complete the recording table, they must first draw blocks that meet the sorting requirement. You may wish to help children get started by asking them to identify the sorting rule for each section.

D Completing a Cross Number Puzzle

whole class

10 MIN

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Purpose To use what children have learned to create and explore a Cross Number Puzzle

Introduce Use attribute blocks to reconstruct a sorting grid similar to Exercise 1 on LAB page 3.

	LARGE	small
Red		
Blue		

Materials

- For the teacher: large 2-by-2 grid, a set of attribute blocks (rectangles and hexagons removed)

Task Explain that you will be using a table similar to the recording table to create a Cross Number Puzzle. Draw a table with three rows and three columns on the board. Make the lines separating the third column and the third row thicker. Label the table with the sorting rules. Explain that this table is called a Cross Number Puzzle. The four upper-left squares can be filled with objects or numbers, the right-hand column contains the sums of the rows and the bottom row contains the sums of the columns.

	LARGE	small	
Red	1	3	
Blue	1	2	

Talk Math

- How many large red blocks are there? 1
- How many small red blocks are there? 3
- Where would I write these numbers in the table? *The number of large red blocks would be recorded in the top left corner and the number of small red blocks in the second column of the top row.*

When the two top boxes are filled, direct children to the sorting grid. Sweep all of the red blocks together to the right of the grid.

- How many red blocks are there in all? How do you know? 4; *possible answer: you can count all the red blocks or add the number of large red blocks and small red blocks.*

Explain that when you put together groups of objects to find the total, you are adding to find the sum. Write the total number of red blocks at the end of the corresponding row in the Cross Number Puzzle. Then write a number sentence next to it to reflect the addition: $1 + 3 = 4$. Identify the parts of the number sentence: addends, plus sign (+), equal sign (=), and sum. Point to the first addend and explain that it shows the number of large red blocks. Then point to the second

Use with Lesson Activity Book pp. 3–4.

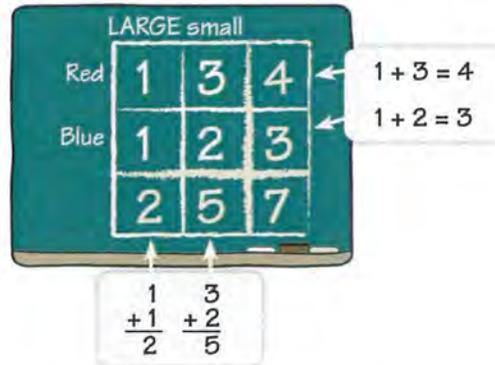
Lesson 1 17

Ongoing Assessment

- Do children understand that the total in the lower right corner represents the total number of blocks in the sorting grid?

addend and explain that it shows the number of small red blocks. The sum, 4, is the total number of red blocks. The number sentence can be read as "1 plus 3 is the same as 4" or "1 plus 3 is equal to 4."

Repeat the process for the large and small blue blocks. After you have found the total for both rows, recreate the original display and total the columns in a similar manner. Explain that addition can be written horizontally or vertically. The completed Cross Number Puzzle should look similar to this:



To fill the box in the lower right corner, consider asking children for suggestions. They might suggest, for example, that the box should contain the sum of the last row or column. If not, suggest these ideas yourself.

Reflect and Summarize the Lesson



Does sorting objects by color, size, or shape change the total number of objects? Use words, numbers, or pictures to explain. Possible answer: No, grouping objects in different ways does not change the number of objects you have.

3 Differentiated Instruction

Leveled Problem Solving

Jared is making fruit baskets. He has green apples, yellow bananas, yellow pears, red grapes, green grapes, and red strawberries.

1 Basic

What sorting rule could he use to make a basket of fruits that are alike in one way? **Possible answers:** green fruits (green apples and green grapes) or round fruits (apples and grapes)

2 On Level

Jared made a basket of yellow fruit. He put two of each kind of yellow fruit in the basket. What addition sentence can he write? Explain. **Possible answer:** He put in 2 bananas and 2 pears so he can write $2 + 2 = 4$.

3 Above Level

Jared made a basket with 1 fruit of each kind. What number sentence can he write about this basket? Explain. **Possible answer:** He has 3 large fruits and 3 small fruits, so he can write $3 + 3 = 6$.

Intervention

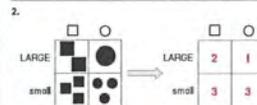
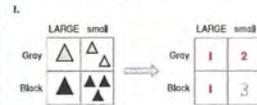
Activity Sort and Count

You may want to give children additional opportunities to sort and count objects such as attribute blocks. Have children work with a partner. The first partner sorts objects without telling the other the sorting rule. The other partner looks at the sorted groups and guesses the rule. Partners count and verify their results together. Have partners switch roles and repeat the activity.

Practice

Introducing the Cross Number Puzzle

What numbers are missing?

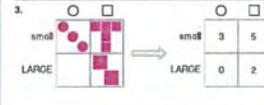
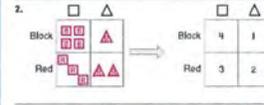
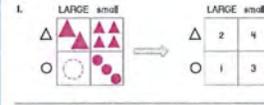


Practice P1

Extension

Introducing the Cross Number Puzzle

What shapes are missing?



Extension E1

Spiral Review

Spiral Review Book page SR1 provides review of the following previously learned skills and concepts:

- Use a number line to complete basic addition facts.
- Tell time to the hour.

You may wish to have children work with a partner to complete the page.

Number and Operations
Draw the jump. What is the sum?

1.

3
+2
5

2.

4
+1
5

3.

0
+5
5

Measurement
What time is it?

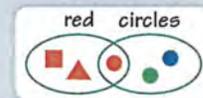
4.

2:00
3 hours later
5:00

Spiral Review SR1

Extension Activity Venn Diagrams

To provide additional practice with sorting objects, have children use a Venn diagram to sort attribute blocks by two sorting rules. Help children understand that the overlapping section is for blocks that match both rules.



Lesson 2

Using Cross Number Puzzles to Add

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Lesson Planner

STUDENT OBJECTIVES

- To use a table to record information
- To use addition to combine groups of objects
- To record addition in horizontal and vertical formats

1 Daily Activities (TG p. 21)

Open-Ended Problem Solving/Headline Story

Skills Practice and Review—
Improving Estimates with Coins

2 Teach and Practice (TG pp. 22–24)

A Moving from Numbers to Things (TG p. 22)

B Completing Cross Number Puzzles
LAB pp. 5–6 (TG p. 23)

C Acting Out Cross Number Puzzles (TG p. 24)

MATERIALS

- attribute blocks (rectangles and hexagons removed)
- sheets of paper
- counters
-  LAB pp. 5–6

3 Differentiated Instruction (TG p. 25)

Leveled Problem Solving (TG p. 25)

Intervention Activity (TG p. 25)

Extension Activity (TG p. 25)

Practice Book P2

Extension Book E2

Spiral Review Book SR2

Lesson Notes

About the Lesson

In this lesson, children continue sorting objects by two attributes. They also explore different ways to complete a Cross Number Puzzle. Children are beginning to experience that changing the order or grouping of numbers does not affect their sum.

This lesson is designed to allow children to experience the “Wow!” when they fill in a Cross Number Puzzle and see that the total of the last column and the total of the last row are the same. By the end of the lesson, children begin to understand the mystery of why this always happens.

About the Mathematics

Cross Number Puzzles allow children to check their work. Because the sum of the two column sums

should always equal the sum of the two row sums, children can recognize an error if the two grand totals do not match. This self-checking feature makes Cross Number Puzzles ideal for independent practice.

Cross Number Puzzles are often mistakenly referred to as “magic squares.” However, magic squares are quite different. In a magic square, each row, column, and diagonal must have the same sum.

All the numbers in a magic square are addends. The sums are not shown. For example, in this magic square each row, column, and diagonal has a sum of 15.

8	1	6
3	5	7
4	9	2

Developing Mathematical Language

Vocabulary: row, column, left, right, add, sum, attribute

It may be helpful to review words that state or imply direction or position, such as *row*, *column*, *right*, *left*, *next to*, and *under*. These and similar words will be used repeatedly during work with Cross Number Puzzles. Understanding these terms is an important part of working through the activities.



Children may find it helpful to use a large sorting grid and attribute blocks to help them learn vocabulary terms.

Beginning Give children directions for placing attribute blocks in the sorting grid. For example, "Put 2 red triangles in the *left* box of the top *row*. Put 3 red circles in the *right* box of the top *row*."

Intermediate Have children sort blocks and place them in the sorting grid. Write the corresponding number sentence on the board or chart paper and have children read the number sentence orally along with you.

Advanced Have children tell how a number sentence describes the *rows* and *columns* in a sorting grid.

1 Daily Activities

Open-Ended Problem Solving

Read the *Headline Story* to the class. Encourage children to think of creative ways to complete the story.



Headline Story

**There are 4 balls in a box.
Each ball is either red or green.**

Possible responses: There could be 4 red balls and 0 green balls, 3 red balls and 1 green ball, 2 red balls and 2 green balls, 1 red ball and 3 green balls, or 0 red balls and 4 green balls.



Skills Practice and Review

Improving Estimates with Coins

To help children self-evaluate their progress in estimating money amounts, complete an activity similar to that in **Lesson 1**. Display a handful of pennies and nickels and have children estimate the value. Record their estimates on the board. Then separate the coins into two piles—pennies and nickels—and allow children to change their estimates if they wish. Count the amount together as a class. Briefly discuss the activity with the class. You may wish to ask questions similar to these as prompts:

- Is it getting easier to estimate the amounts?
- What makes it difficult?
- Are the estimates getting better?
- Was there anything surprising about the estimates and actual amounts?

2 Teach and Practice

small groups



20 MIN

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Materials

- For each group:
 - set of attribute blocks (rectangles and hexagons removed),
 - sheet of paper folded into quarters

Differentiated Instruction

On Level For children having difficulty choosing blocks for the chart, you might suggest that they first determine the attributes to sort by, then label the columns and rows before filling the boxes.

Possible Discussion

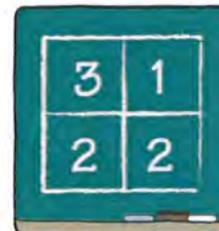
If a group offers a sorting grid that does not have the correct number of blocks in a section, or where the blocks do not follow the sorting rule, ask the class for help in figuring out what is wrong and how to fix it.

A Moving from Numbers to Things

Purpose To explore ways to sort objects by two attributes at the same time

Introduce Provide small groups with a set of attribute blocks and a sheet of paper folded into quarters. The folded paper will be used as a sorting grid. Draw this recording table on the board for your class.

Explain that this is a recording table you made for some attribute blocks that you sorted. But you do not remember what blocks were in each section of the sorting grid or what the sorting rules were.



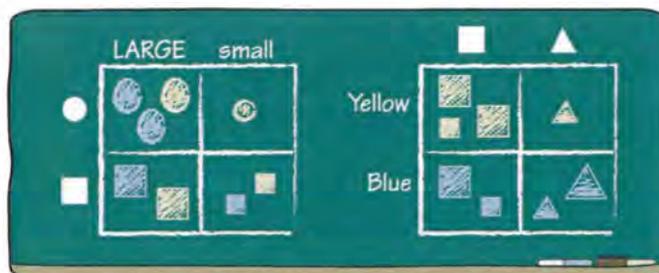
Task Have children work together in small groups to find a way to fill in their sorting grids with attribute blocks. Remind them that they are trying to make their sorting grids match your recording table. They will need to think of sorting rules for their grids and label each row and column accordingly.

Talk Math

- What do the numbers in the boxes tell you? *how many blocks to put in each section of the sorting grid*
- What attributes can you use to sort the blocks? *color, size, or shape*
- Is there more than one way to sort the blocks? Explain. *Possible answer: Yes; you can sort by any two attributes in any of the boxes.*

If each group only uses one set of attribute blocks, suggest that children use size as one of their sorting rules. Otherwise, they will not have enough blocks to fill the other three squares.

Share Ask each group to explain how they filled in each section of their sorting grid. Encourage them to identify the attributes they used for sorting. Record each group's responses on the board. You may want to use colored chalk. Here are two possible responses:



Extend Make your original recording table into a Cross Number Puzzle by adding a row across the bottom and a column down the right side. Work with children to complete it.

B Completing Cross Number Puzzles LAB pp. 5–6

individuals 20 MIN

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Purpose To count pictured objects and write number sentences to solve Cross Number Puzzles

Lesson Activity Book p. 5

Name _____ Date _____

Lesson 2 Using Cross Number Puzzles to Add

Use the sorting grid to make a Cross Number Puzzle. What are the missing numbers?

1. \Rightarrow

2	1	3
3	2	5
5	3	8

 $\frac{2}{3} + \frac{1}{2} = \frac{3}{5}$

$\frac{3}{5} + \frac{2}{3} = \frac{5}{8}$

2. \Rightarrow

1	2	3
1	4	5
2	6	8

 $\frac{1}{1} + \frac{2}{2} = \frac{3}{3}$

$\frac{1}{1} + \frac{4}{4} = \frac{5}{5}$

NOTE: Your child is learning to count objects in a grid and to record the numbers in a Cross Number Puzzle. In these puzzles, sums are recorded in the bottom row and in the right column.

5 5 5

ABOUT THE PAGE NUMBER A hand has 5 fingers and a nickel is worth 5 pennies. Some people think the Roman numeral V may be meant to represent a full hand of fingers showing the division between the thumb and the rest of the fingers.

Lesson Activity Book p. 6

3. What are the missing numbers?

\Rightarrow

3	2	5
5	4	9
8	6	14

4. Write the letters. What are the sums?

\Rightarrow

4	2	6
3	0	3
7	2	9

Challenge

5. What are the missing numbers? What are the missing shapes?

\Rightarrow

3	2	5
2	4	6
5	6	11

6 VI Δ

ABOUT THE PAGE NUMBER Insects have 6 legs. Six is a triangular number—you can arrange 6 dots to make a triangle.

Teaching Notes for LAB page 5

Children count presorted objects and write the correct number in the corresponding section of a Cross Number Puzzle. They then complete the number sentences to help them find the sums. If necessary, remind children that they need to find the sum of each row and column and then find the total number of objects in the grid. Have children describe how they decided where to write each number in the Cross Number Puzzles.

Ongoing Assessment Some children may begin to fill in the totals for each row and column on the Cross Number Puzzle before having completed the inner squares. This approach may be a sign that the child is able to visually translate between the objects and numbers.

Teaching Notes for LAB page 6

In Exercises 3 and 4, letters are being sorted by their color. In Exercise 4, children use the numbers in the puzzle to draw letters in the sorting grid. Ask, "How does what you do for Exercise 3 differ from what you do for Exercise 4?" **Possible answer:** In Exercise 3, we write numbers in the puzzle to match the objects in the sorting grid; in Exercise 4, we draw objects in the sorting grid to match the numbers in the puzzle.

Challenge Problem In Exercise 5, children must draw the correct number of circles and squares of each color. In one case, they must also figure out what number is missing from the Cross Number Puzzle.

Use with Lesson Activity Book pp. 5–6.

Lesson 2 23

whole class



10 MIN

NCTM Standards 1, 2, 5, 6, 7, 8, 9, 10

Materials

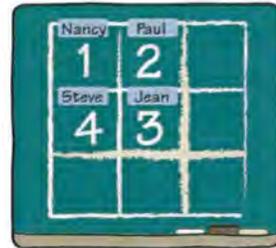
- For the teacher: counters

C Acting Out Cross Number Puzzles

Purpose To act out and complete Cross Number Puzzles

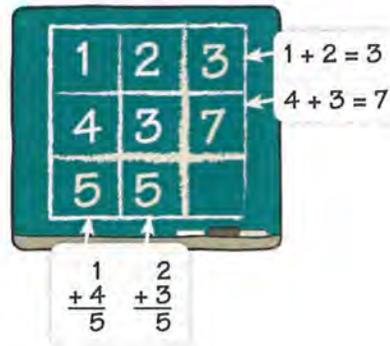
Introduce Arrange four children as if they were the four sections of a sorting grid. Give each child a few counters to hold.

Task Draw a Cross Number Puzzle on the board to represent the four children. The numbers in the puzzle represent the number of counters each child is holding.



Stand on one side of the first row of children and ask them to pass their counters to you and hold them in one hand. Hold up the hand with the counters in it. Ask the class to use the Cross Number Puzzle on the board to tell how many counters you are holding. Write a number sentence to show how to add to find the total and then record the sum in the Cross Number Puzzle. Repeat with the second row of children.

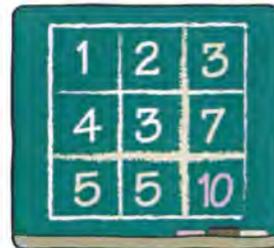
Give the counters back to the children who originally had them. Continue the activity by standing in front of the columns of children, collecting their counters one column at a time, writing number sentences, and recording the sums in the Cross Number Puzzle on the board.



Talk Math

- 1 How can I use the Cross Number Puzzle to find out how many counters there are in all? **Possible answer:** add each section individually; $1 + 2 + 3 + 4 = 10$.
- 2 What is a different way to use the Cross Number Puzzle to find the total number of counters? **Possible answers:** add the columns, $3 + 7 = 10$; add the rows, $5 + 5 = 10$

Collect all of the counters and count them together as a class. Point out that no matter which method you use, you get the same sum. Write and say each of the possible number sentences. Then write the grand total in the bottom right corner of the Cross Number Puzzle.



Teacher Story

“I taped off a large Cross Number Puzzle on our playground, and grouped children in my class in the object squares by different attributes, such as hair color, clothes, and so on. Then I would ask a child to stand by each of the total squares and figure out the corresponding total. When we had the four subtotals, we would see if the three ways to get the grand total agreed. The class loved this game.”

Reflect and Summarize the Lesson



Sara says there are only two ways to find the grand total in a Cross Number Puzzle. Is she right? Use words, numbers, or pictures to explain your answer. **No; there are three ways. You can add the four numbers, you can add the column with the row sums, or you can add the row with the column sums.**

3 Differentiated Instruction

Leveled Problem Solving

Therese sorts these shapes:

1 Basic

How can Therese make groups that are alike in one way?

Possible answers: large shapes, small shapes, yellow shapes, green shapes, circles, triangles

2 On Level

How can Therese sort the shapes into groups that are alike in two ways? Explain.

Possible answers: large and yellow, large and green, small and yellow, and small and green; the shapes in each group are the same color and size.

3 Above Level

Therese put 1 large yellow shape and 1 small green shape in a bag. What shapes could they be?

1 large yellow circle or 1 large yellow triangle, and 1 small green circle or 1 small green triangle

Intervention

Activity Act It Out

Have children use attribute blocks to model Cross Number Puzzles. Have them use a sheet of paper folded into quarters as a sorting grid and provide Activity Master 2 (Blank Cross Number Puzzles). Have children work with a partner to sort the attribute blocks and place their sorted groups on the sorting grid. Then they can record the totals for each row and column in the puzzle. Invite pairs to share their puzzles.

Practice

Using Cross Number Puzzles to Add

Write a number sentence for each row.

1.

2.

3.

Practice P2

Extension

Using Cross Number Puzzles to Add

What numbers are missing? What shapes are missing?

1.

2.

3.

Extension E2

Spiral Review

Spiral Review Book page SR2 provides review of the following previously learned skills and concepts:

- Use a number line to complete basic addition facts.
- Use symbols to compare number sentences.

You may wish to have children work with a partner to complete the page.

Number and Operations

Draw the Jump. What number is missing?

1.

2.

3.

Algebra

Write >, =, or <.

3 + 4 > 3 + 3 4 < 4 + 1

2 + 1 = 3 + 0 2 - 2 = 3 + 1

Spiral Review SR2

Extension Activity Cross Number Puzzles with Money

Create a four-section grid on a large paper and place small groups of nickels or pennies in the different sections. For example, you might place 1 nickel in the upper left section, 3 pennies in the lower left section, and so on. Have children record the corresponding Cross Number Puzzles on separate sheets of paper using the value of the coins in each box.

Attachment 11 – Pedagogy

In the chart below, CAS-CSS identifies the 5 approaches that it will use to promote student success through community building and relational engagement:

- 1-Creating an Inclusive General Education classroom through Collaborative Teaching Strategies:
- 2- Building Classroom Community:
- 3-Developing Classroom to Community Engagement Strategies:
- 4-Utilizing Balanced Literacy Instruction
- 5-Creating a Community of World Class Mathematicians

For each approach, CAS-CSS expects the anticipated outcomes identified.

The instructional programs and support materials are indicated.

<p>1-The Inclusive General Education classroom through Collaborative Teaching Strategies:</p> <ul style="list-style-type: none">• Station teaching-children rotate through learning stations with co-teacher and classroom teacher strategically assigned• Team teaching-both special educator and classroom teacher co-teach content• Parallel teaching-two teachers divide class to teach same content• Teach/Observe-one teacher teaches and the other observes students• One teacher provides targeted assistance in small groups using alternative methods, materials, and modified instructional outcomes <p><i>Defined: Special education students and at risk students (AIS) receive differentiated instruction in the regular classroom setting by a special education and general education classroom teacher working in a collaborative teaching relationship</i></p>
<p>Anticipated Outcomes</p> <ul style="list-style-type: none">• Minimize need for pull-out instruction• Supports inclusive classroom settings• Promotes teacher collaboration• Reduces student-teacher ratios• Involves Sharing of special education teaching strategies with general education classroom teacher• Broadens and deepens knowledge of special education teacher in relation to Common Core State Standards <p><i>Consistent with RTI framework by providing support of AIS (academically at risk students) within the general education classroom; thereby reducing the need for special education classification</i></p>
<p>Instructional Programs and Support Materials</p> <ul style="list-style-type: none">• Marilyn Friend Collaborative Co-Teaching Model

2-Classroom Community Building Strategies:

- Class Meetings
- Cross age learning opportunities including town meetings, inter-grade meetings, and buddy class program

Skills include problem solving, goal setting, engaging in self-reflection, participating in planning activities, engaging in group norm setting around school's core values, active listening, and developing pro-social behaviors

Anticipated Outcomes

- Facilitates student performance at or above the Common Core State Performance Standards by promoting independence in problem solving; allowing students to respond to the varying demands of audience, task, and purpose; by enabling them to comprehend as well as critique, and by facilitating a greater understanding and acceptance of themselves and the perspectives of others
- Facilitates strong relational engagement as a pre-requisite to strong student engagement
- Establishes a safe and positive school culture conducive to student learning

Instructional Programs and Support Materials

- Caring School Community Program: Developmental Studies Center
- Responsive Classroom Program

3-Classroom to Community Engagement Strategies:

- Involving families as part of the classroom curriculum through take home activities involving sharing Involving families as part of the classroom curriculum by sharing and writing about family traditions, multi-cultural experiences, and personal experiences
- Curriculum Nights and Exhibitions of Student Work
- Grade level/school-wide service learning projects

Anticipated Outcomes

- Facilitates strong relational engagement as a pre-requisite to strong student engagement and academic success
- Facilitates parental involvement and values their diversity and uses them as instructional resources
- Establishes a safe and positive school culture conducive to student learning
- Facilitates student performance at or above the Common Core State Standards in relation to the following ELA Standards: Reading informational texts for the integration of knowledge and ideas, and participating in research to build and present knowledge.
- Facilitates student performance at or above the Common Core State Standards by engaging in mathematical practices making sense of problems and constructing models with mathematics

- Facilitates student performance in relation to CEP principle #6 of the Eleven Principles of Effective Character Education, providing students with opportunities for moral action.
- Facilitates school performance in relation to CEP principle #4 of the Eleven Principles of Effective Character Education, creating a caring school community and #6, including a meaningful academic curriculum that respects all learners, develops their characters, and helps them to succeed.

Instructional Programs and Support Materials

- Developmental Studies Center: Homeside Activities
- Developmental Studies Center At Home In Our *Schools*
- Character Education Partnership (CEP): Eleven Principles of Effective Character Education Sourcebook

4-Balanced Literacy Instruction: Creating a Community of Readers and Writers using the following:

- Readers and Writers Workshop
- Guided Reading and Writing
- Shared Reading and Writing
- Partner Reading
- Independent Reading and Practice
- Interactive Writing
- Small, Strategy Group Instruction
- Student Conferencing
- Phonics, Spelling, and Word Study-Teach, Model, Assess
- Vocabulary Development
- Student assessment
- Data driven decision-making

Anticipated Outcomes:

- Facilitates student performance at or above the Common Core State Standards in relation to the following:
- Reading literature to understand key ideas and details.
- Understanding the craft and structure of developmentally appropriate literary genre
- Compare and contrast knowledge and ideas presented in literature orally and in writing, with assistance
- Engage in purposeful reading and listening with understanding of text appropriate to the grade
- Demonstrate grade level phonological awareness and decoding skills of words, syllables, and sounds through reading and writing
- Read with sufficient accuracy and fluency to support comprehension
- Convey thoughts, ideas, and opinions through speaking, and a combination of drawing, dictating, and writing
- Participate in shared research and present knowledge to answer a question
- Use digital and other resources to produce and publish writing
- Use feedback from adults and peers to improve writing as needed

- Demonstrate command of the conventions of standard English grammar, conventions, and usage appropriate to the grade level when writing or speaking

Instructional Programs and Support Materials

- *Reading Street Series:* Scott Foresman:
- Teacher developed inter-disciplinary curriculum thematically organized as follows: understanding the school's core character values, exploring communities near and far making sense of a changing world, celebrating diversity and cultural traditions

5: Mathematics Instruction: Creating a Community of World Class Mathematicians using the following:

- Cooperative learning and problem-solving
- Moving from manipulative, to visual, to abstract representations in math
- Teaching in depth number sense in K and 1, and applying this knowledge to higher order problem solving
- Integrating the teaching of the character trait of perseverance and building an attitude of confidence in mathematics

Anticipated Outcomes:

- Facilitates student performance at or above the Common Core State Performance Standards in mathematics in relation to the following: Engaging in mathematical reasoning, constructing math models, using the appropriate tools strategically, attending to precision, solving word problems

Instructional Programs and Support Materials

- Think Math!

Attachment 12 – Assessment

Assessments identified in the assessment system were selected on the basis of the following:

- DIBELS: Considered valid measure under RTI
- DRA 2 is widely used and for over 20 years has been adapted to reflect the most extensive research on reading development and instruction with valid measures of accuracy, fluency, and comprehension as evidenced by the following validity measures: criterion-related validity, construct validity, and content validity.
- The CWA writing analysis tool, although recently published, is embedded within the actual context of teaching writing (i.e. writing sample is collected as part of Writer’s Workshop and is therefore consistent with Balanced Literacy instructional approaches) and reflective of the most recent revisions to the N.Y.S. Core Curriculum Standards in ELA.
- The TONYSS is widely used within N.Y.S. and is a standardized assessment that resembles the State tests in ELA and mathematics. It requires students to score at a level 3 or above to be at State standard. Students scoring a level 1 or 2 will receive AIS services. Students scoring at an upper level 2, whose other assessments indicate that the student is doing well will be identified for progress monitoring.
- All New York State Assessments* (ELA and Math, grades 3-5; Science in grade 4)

In order to ensure assessment results are valid and reliable, they will be administered:

- According to test administration guidelines specifications
- Administered by appropriately certified personnel
- Administered under the optimal testing conditions for students
- Administered in accordance with individual IEP testing modifications granted by State Ed.
- Administered in accordance with ELL testing modifications approved by State Ed.

**The CAS-CCS will administer these NYS assessments as prescribed by NYS on the dates that are required for each school year.*

Grades Administered	Administration Timeline	Name of Assessment, Description, and Administrator	Purpose
K	Enrollment Screening Dates typically established the Spring before school entry in September	<p>DIAL Screening Norm Referenced</p> <p>To compare student levels of functioning in relation to the following areas: academic/cognitive, language and articulation, and fine and gross motor skills</p>	<p>Provides initial screening of kindergarten students who may be delayed or possibly advanced learners</p> <p>Administered by Screening Team: Composed of special education teacher, and bilingual teacher/coordinator, psychologist (consultant), speech and language teacher (consultant)</p> <p>Note: Additional Kindergarten Screening components include Administration of the following; -LAB R -Woodcock Munoz (if needed) is a norm referenced assessment designed to determine the level of cognitive functioning for bilingual learners in English and Spanish thus indicating true language dominance. -Student Interview (Developed by team members) -Social-emotional rating scale completed by parents as part of the DIAL</p>
K - 5	<p>1st Administration: September/October</p> <p>2nd Administration: January</p> <p>3rd Administration: June</p>	<p>DIBELS (F):</p> <p>Test of student performance in reading indicated on three levels: Intensive- significantly below Strategic - below Benchmark- on level</p> <p>Administrator: Classroom teacher and co-teacher</p>	<p>Universal screening tool for identifying students in need of RTI interventions or special education referrals by RTI Instructional Support Team (Principal, co-teachers, Instructional Leaders)</p> <p>Tool for progress monitoring students at risk in reading by the classroom teacher and RTI Instructional Support Team</p>
K - 5	<p>1st Administration: September/October</p> <p>2nd Administration: December/January</p> <p>3rd Administration: May/June</p>	<p>DRA – 2 (F) by Pearson</p> <p>Test of student reading levels indicated numerically according to the following: Emergent: Levels A - 3 Early: Levels 4 – 12 Transitional: Levels 14 – 24 Extending: Levels 28- 38 Intermediate/Middle School Readers: Levels 40 - 80</p>	<p>Tool for progress monitoring of all students in reading by the classroom teacher</p> <p>Tool for conducting a grade level cohort analysis, and for instructional planning and differentiation in each classroom and across grades (to be assessed by Instructional Leadership Team)</p> <p>Tool for conducting school-wide data analysis by school leaders for the purpose of developing and implementing overall school improvement initiatives including programs and services that are based upon student needs (using the resources of Children’s Aid and its community partners)</p> <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with</p>

		Administration by Classroom teacher and Co-teacher	parents during Open House and informational meetings
K – 5 students Identified by the Home Language Survey and Staff Assessment	September (or within 10 days of student enrollment)	LAB Battery – Revised LAB R (English language proficiency screening) Administered by co-teacher or literacy specialist/reading teacher	To determine English proficiency and eligibility for English Language Learner (ELL) services Share information with parents regarding ELL program/services entitlement
	Speaking in April* Listening, Reading, Writing in May *	NYSESLAT (S) (New York State English as a Second Language Achievement Test) Areas assessed: Speaking, Listening, Reading Writing Administered by classroom teacher, co-teacher, literacy specialist/ reading teacher	To determine annual yearly progress (AYP) in moving toward proficiency in English the areas of speaking, listening, reading, and writing. To determine continued eligibility for ELL services or transitional supports based on the following levels: -Beginning, Intermediate, Advanced, Proficient (entitled to one year of transitional support and two years of extended time on all N.Y.S. achievement tests) Tool for conducting a school-wide data analysis for the purpose of planning, implementing, and evaluating ELL program services by the bilingual/ESL teacher and school leaders Individual assessment information to be shared with parents at conference General assessment information to be shared with parents during Open House and informational meetings
2	March	Test of New York State Standards TONYSS in ELA and Mathematics (S) Standardized test format similar to NYS assessments Administered by classroom and co-teachers	Provide second grade teachers with the experience of preparing students for standardized testing with a format and structure similar to the New York State assessments Provide second grade students with the experience of taking a standardized test in ELA and mathematics similar in structure and format to the NYS assessments Tool for conducting a second grade cohort analysis for the purpose of facilitating a curriculum review and gap analysis by the Grade Level Data Team and school leaders, and for facilitating cross grade level articulation in June Tool for progress monitoring students at risk in reading by the classroom teacher and RTI Instructional Support Team

			<p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>
K – 5 as determined by IEP	October through February*	<p>New York State Alternative Assessment (S)</p> <p>Administered by Special education</p>	<p>Identify students’ ability to meet or exceed grade level standards in all areas for special education students</p> <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>
3 - 5	May*	<p>New York State ELA Assessment (S)</p> <p>Administered by the classroom teacher, co-teacher</p>	<p>Identify students’ ability to meet or exceed grade level standards in listening, reading, and writing</p> <p>Tool by which all staff will conduct a grade level and cross-grade level cohort analysis, based on student achievement results, to identify needs for improvement with regard to any or all the following:</p> <ul style="list-style-type: none"> -Curriculum and instructional approaches -Professional development -Family and Community Engagement -RTI processes and interventions <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>
3- 5	May*	<p>New York State Math Assessment (S)</p> <p>Administered by the classroom teacher, co-teacher</p>	<p>Identify students’ ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning, and problem-solving</p> <p>Tool by which all staff will conduct a grade level and cross-grade level cohort analysis, based on student achievement results, to identify needs for improvement with regard to any or all the following:</p> <ul style="list-style-type: none"> Curriculum and instructional approaches Professional development Family and Community Engagement RTI processes and interventions <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>

4	May/June*	<p>New York State Science (ESPET) (S)</p> <p>Administered by the classroom teacher, co-teacher</p>	<p>Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools</p> <p>Tool by which all staff will conduct a science program analysis, based on student achievement results, to identify needs for improvement with regard to any or all the following: Science curriculum, methods, and materials Professional development Family and Community Engagement</p> <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>
K - 5	<p>1st Administration October</p> <p>2nd Administration January</p> <p>3rd Administration May</p>	<p>Complete Writing Assessment (CWA) (F) published by Lit Life</p> <p>Writing analysis tool, embedded within Writer's Workshop, involves the collection of 3 writing samples per year in which students are scored in relation to the following writing elements: process, genre, strategies, and conventions</p> <p>Administered by the classroom teacher and co-teacher</p>	<p>Teacher tool for analyzing student writing and planning and implementing effective: whole group instruction small, strategy group instruction individual or group conferencing activities</p> <p>Individual assessment feedback to be shared with students during student conferences</p> <p>Individual assessment information to be shared with parents at conference</p> <p>General assessment information to be shared with parents during Open House and informational meetings</p>

Attachment 13 – At Risk Students

CAS-CCS is committed to serving students at risk of academic failure and will deliberately target these populations. CAS-CSS defines students at risk as:

- Students who are or have ever been enrolled in the child welfare system;
- Students in single parent/caregiver homes;
- Students coming from homes below the self-sufficiency standards;
- Students who are English Language Learners; and
- Students who did not attend a full-day Kindergarten (for first grade applicants).

Students with Disabilities

Consistent with RTI, the CAS-CCS response to the identification of special education students and to meeting the needs of struggling students will involve a 3 tiered level of support. The support will move from differentiated instruction at the level of the regular education classroom, to evidence-based intervention strategies of increasing levels of intensity for the most at risk learners. Identification of the level of support will be based on universal screening procedures, including the use of the DIBELS assessment administered three times per year to all students in K - 5 (administered to kindergarten students for the first time in January). After continuous progress monitoring of students who fail to reach performance expectations on this assessment and the DRA after receiving consistent and differentiated instruction in the general education curriculum, students will be identified for RTI support at the Tier 2 level.

- Classroom teachers will meet monthly with their Grade Cohorts Instructional Leaders to plan for differentiated instruction at Tier 1 of the RTI process and to plan for the implementation of appropriate Tier 2 intervention strategies for those still struggling at Tier 1.
- Students who have been unsuccessful with at least two of the Tier 2 intervention programs will then be referred to the Instructional Support Team for a Tier 3 intervention.
- At Tier 3, a child will only be considered for a CSE evaluation if two Tier 3 intervention programs have been unsuccessful at demonstrating “measurable progress” in relation to specified learning objectives.

Students referred to the Committee on Special Education will receive a bilingual evaluation if eligible for ELL services and, if classified, will receive all mandated services indicated on the student's IEP at the school site by appropriately certified personnel. Aimed at ensuring the success of "all students," this approach will serve to prevent the over classification of students within special education due to the lack of adequate instruction, and avoid the over-representation of minority and culturally diverse students within the categories of MR (cognitively deficient), ED (emotionally disabled) and SI (speech impaired). In addition, the CAS-CCS's close collaborations with families and its community partners including will lead to the earlier identification of children who are truly in need of special education services.

Classified students will remain in a collaborative, co-teaching classroom and therefore remain in the general education setting for instruction consistent with IEP goals and objectives; however, a targeted assistance period of 45 minutes is embedded within the ELA block to provide targeted assistance to these students (delivered within the classroom or in an alternative location at the school site).

Additional Supports:

- Speech and Language services will be provided in accordance with IEP requirements by a full/part-time or contracted speech and language teacher individually or in small groups.
- Counseling services will be similarly conducted in individual or small group sessions as required by the IEP and delivered by a full/part-time psychologist or contracted psychologist.
- Occupational therapy (O.T.) will also be conducted at the school site on an individual basis by a full/part-time or Occupational Therapist.

Initial training for the implementation of the Marilyn Friend Co-teaching Model by a consultant can be accomplished in one day. Training will be obtained from a Southern Westchester BOCES consultant with a follow-up visit by the consultant. In the past, Dr. Friend or a trainer has provided training sessions at different locations locally but training videos are readily available for purchase if consultant fees for continuing contact become a problem (they are quite good and relatively inexpensive).

The process for coordination between general education teachers and special education teachers or service providers will be accomplished using the collaborative co-teaching model and weekly planning sessions. Coordination and articulation will be further facilitated through curriculum planning and

review processes prior to the beginning of the school year, and during designated staff development sessions throughout the course of the school year. Monthly data driven discussions by grade level teachers and RTI Instructional Support Team (comprised of ILs, SPED coordinator, and ELL lead teacher) will ensure articulation and coordination on an ongoing basis.

The process to monitor the achievement and progress of students with disabilities and to evaluate the efficacy of the program and ensure that the needs of the students are met involve informal and formal assessment data (i.e. DIBELS, DRA, NYSESLAT, and N.Y.S. assessments), as outlined as part of the Assessment System for the CAS-CCS, will be collected for students with disabilities to measure their performance in comparison with expected outcomes as delineated by the Common Core State Standards and regionally determined performance benchmarks. However, given that these assessments may not be developmentally appropriate for all students with disabilities, an alternative assessment demonstrating student growth over time and compiled in a yearly Student Growth Portfolio in ELA and mathematics, will enable demonstration of progress consistent with individual IEPs. These will be developed by the Grade Level Data Team (comprised of the GLILs and Lead Teachers incorporating the feedback of students and parents) during the first year of the CAS-CCS implementation.

English Language Learners

As one of the weighted enrollment categories for admission to CAS-CSS, we are very aware of the needs of the English Language Learner (ELL) population of CSD 12 that we will be serving. We anticipate at least matching the 19% ELL of the district. Students will be identified for screening as an ELL through the Home Language Survey given to the student's parent/guardian upon school enrollment. If a language other than English is indicated as the primary language of oral and written communication on this document, students will then be interviewed by a bilingual teacher and administered the LAB R to determine the student's level of English language proficiency and eligibility for designation as an English Language Learner. The Woodcock Munoz may also be administered to assess the student's cognitive level of functioning in both languages and determine true language dominance (test is available in Spanish, the high incidence community language). Students achieving a total composite score of "Proficient" on the NYSESLAT will exit from ELL program services but continue to receive allowed testing accommodations as prescribed by the New York State Department of Education.

If there is a high number of students at the beginning levels of linguistic competency in English as determined by the LAB R, the CAS-CCS will establish a bilingual program of instruction delivered with a full program of Native Language Arts and mathematics in the high incidence community language. Teaching students to read in their first language promotes higher levels of reading achievement in English. The RIGBY program, “Amazing English,” will be offered 45 minutes daily 3 X per week, and ESL in the content area will be delivered in mathematics 2X per week. These periods will run simultaneously with Tier 3 instruction.¹

Otherwise, all ELL students on each grade level will receive a minimum of one period (e.g. during RTI Tier 3 Intervention Block and Classroom ELA Small Group Instruction) of English as a Second Language instruction commensurate with their level of linguistic proficiency, and Native Language Arts will be provided as part of small group instruction for ELL newcomers in Spanish entering the school during the second year of the CAS-CCS implementation and grades 2–5 during subsequent years if there is attrition.

What we know about good instruction and curriculum in general holds true for English learners as well. Thus, all high quality programs, instructional practices, and assessments that are selected for the CAS-CCS general student population will also be provided to ELL learners in a manner that is consistent with the tenets of the New York and Common Core Standards.

Classroom libraries and community meeting areas will have reading materials in both English and Spanish. These materials will include translations of fiction, non-fiction, and poetry selections used within the classroom, as well as a representative selection of high quality, multicultural selections for students ordered in proportion to the percentage of ELL learners within the school. The CAS-CCS budget for instructional supplies, instructional materials, instructional texts, computer software, and parent education materials will reflect such proportionate allocations. In addition, no commercially prepared program or assessment will be used in the CAS-CCS unless there is a component for use with English Language Learners or an equivalent program is available in Spanish should there be a need to implement a bilingual program. As much as possible, literature for students should reflect other representative language and cultures of the surrounding community

¹ “Teaching English Language Learners: What the Research Does-and Does Not-Say” (Summer 2008), *American Educator*, Vol. 32, No. 2. This article, summarizing the latest research on instruction for ELLS

All written correspondence from the school will be translated not only into the high incidence community language but every effort will be made to secure translations in other languages that may be needed by the families. In addition, the local BETAC (Bilingual Education Technical Assistance Center) operated through Fordham University and the New York State Education Department, will provide professional development for all CAS-CCS teachers on effective bilingual and ESL instructional strategies and on the implementation of the Common Core State Standards for this student population.

Staff charged with monitoring progress and planning for instruction will consist of one bilingual teacher, one regular classroom teacher, and one special education teacher. The bilingual teacher/coordinator will participate on the RTI Instructional Support Team when an ELL student is considered for a Tier 3 intervention or CSE referral. CAS-CCS intends that all professional staff will be state certified with a bilingual license or extension. At least one Kindergarten instructional aide and one teaching assistant will be fluent in Spanish reading and writing as deemed by the bilingual teacher coordinator.

Struggling Students

TIER 3:

The CAS-CCS will provide 35 minutes of specific, intensive, and evidence-based interventions delivered daily via pull-out instruction within a small group setting for approximately 8 – 12 weeks for students not responding to Tiers 1 and 2. These strategies may also be used to provide targeted assistance to IEP students within the ELA block.

PEDAGOGICAL PRACTICES/EVIDENCE BASED TIER 3 INTERVENTION PROGRAMS:

Based upon the specific needs of students as determined through progress monitoring

- *Reading Recovery*: This long, standing evidence-based program provides the support of 1 teacher per student in the teaching of reading strategies, phonemic awareness, and spelling.
- *Linda-Mood Phoneme Sequencing Program*: For students with weak decoding, spelling, and pronunciation errors. This program provides a multi-sensory approach to phonemic awareness. This awareness then becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading and spelling, and speech.
- *Visualizing and Verbalizing by Nanci Bell (published by Gander)*: This new program supports students with weaknesses in reading comprehension through teaching methods which connect sensory processing to verbal and visual imagery, and ultimately to the cognition involved with reading comprehension. This program is based on Dual Cognition Theory.

RELATED SERVICES:

- Individual or Group Counseling (for non-IEP students) provided by a certified school

psychologist.

- Individual or Group Speech and Language Services (for non-IEP students) provided by a certified speech and language teacher (preferably bilingual).
- Occupational Therapy (O.T.) will be provided by a licensed professional obtained through a sub-contracted agency or community partner.

SPECIAL CAS-CCS ADDITIONAL SERVICES:

- CAS will provide group/individual therapeutic counseling to CAS-CCS as part its partnership.
- Speech and language and O.T. (occupational therapy) services may be augmented via CAS' partnership with the Bronx Early Learning Center.
- Special Parenting Group for parents of Tier 3 children with significant attention and/or behavioral concerns conducted by a local mental health agency.

TIER 2:

The CAS-CCS will provide a collaborative and inclusive classroom setting to ensure the success of all learners (including special education and other at risk students) and prevent the inappropriate referral of at risk students to special education. Tier 2 interventions, which may integrate multi-sensory techniques and methods of instruction, will be delivered within the classroom typically over six to nine weeks as part of the following: small, strategy group teaching, as part of an alternative teaching group, or in a parallel teaching format. These strategies may also be used to provide targeted assistance to IEP students within the ELA block.

PEDAGOGICAL PRACTICES:

One regular education teacher and one special education teacher employ the collaborative co-teaching strategies developed by Marilyn Friend in order to reduce the adult-student ratio and target the specific learning needs of at risk students. Co-teaching strategies include team teaching, one teacher/one observer, station teaching, alternative teaching, strategy group teaching, and parallel teaching (see unique design elements for a brief description of ea. strategy).

EVIDENCED-BASED TIER 2 INTERVENTION PROGRAMS:

- Word Study: Wilson Foundations Program by Wilson Language Training. This is an early intervention program in reading and writing that explicitly and systematically teaches phonics, phonemic awareness, and word structure.
- Fountas and Pinnell's Leveled Literacy Intervention System: Validated in 2009-10 by the Center for Research in Educational Policy (CREP) in a study titled, "An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell's Leveled Literacy Intervention System (LLI). This is a K-2 short, term intensive, small-group intervention designed for students who are having difficulty learning early reading and writing skills. The program is appropriate for the struggling regular education student, special needs child, and ELL students (with minor modifications).

- Social Skills Development (delivered within the regular education classroom setting): Second Step Program (Committee for Children) recognized by the U.S. Department of Education Office of Safe and Drug Free Schools for effectively teaching social skills, promoting self-regulation, enhancing healthy social-emotional development, and decreasing problem behaviors.

SPECIAL CAS-CCS ADDITIONAL SERVICES:

Special Parenting Seminars such as one on developmentally appropriate forms of discipline— one example is the Common Sense Parenting Program.

TIER 1:

With an emphasis on providing high, quality differentiated instruction for all students within the general education classroom, CAS-CCS will offer 120 minutes of reading instruction and 90 minutes of mathematics instruction daily embedded within an extended school day and year. Instruction in reading will include the essential components of reading instruction recommended under NCLB including explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PEDAGOGICAL PRACTICES IN READING: The Comprehensive Balanced Literacy instructional practices listed below (and described in the unique instructional designs chart) will be used to teach the Common Core State Standards in ELA and will be supplemented by Reading Street, a commercially published program by Pearson/McGraw Hill that includes all of the essential elements of reading instruction as recommended by NCLB. Phonics, Phonemic Awareness and Word Study, delivered during a 30 minute period embedded within the 120 minute ELA block proposed, will be taught using the research-based program titled, Phonics Lessons, developed by Gay Su Pinnell and Irene C. Fountas (published by Firsthand). This program contains specific adaptations for English Language Learners and functions as part of the Comprehensive Balanced Literacy instructional and curricular framework. Specific Balanced

Literacy pedagogical practices include:

- Readers Workshop and Writers Workshop
- Guided Reading and Writing
- Interactive Writing
- Partner Reading
- Independent Reading and Practice
- Small, strategy Group Instruction
- Student Conferencing
- Phonics, Phonemic Awareness, and Word Study
- Student Assessment and Progress Monitoring

SPECIAL CAS-CCS ADDITIONAL SERVICES:

- School-wide Character Education: Including Responsive Classroom (or Caring School Community) and school-wide focus on CEP 11 Principles of Effective Character Education to provide an environment for learning in which students feel “safe, supported, challenged, and

engaged” (ASCD Definition of Whole Child Education)

- Special Parenting Groups to support children’s early literacy development such as E.P.I.C. (Every Person Influences Children)
- School-based Health Center

Advanced Students

Advanced students will be identified by via screening procedures (conducted bilingually in the high incidence community language) upon school entry (including administration of the DIAL, LAB R, Woodcock Munoz as needed, and a student interview protocol developed by the teachers). However, throughout the year, grade level teachers will discuss the needs of advanced students based upon the results of their formal and informal assessments, along with the teacher’s observations. These students will be brought to the attention of the school administration as part of meetings with the RTI Instructional Support Team.

Students identified to function as least two years above grade level in reading and/or math will be clustered within the same class to facilitate grouping for instruction and be considered (if social-maturity is not an issue) for acceleration to the ELA or math block of the succeeding grade. As the school expands over the years, after school programming for CAS-CCS will include advanced level Book Clubs and math clubs for high achieving students in these areas, sports modules, and various performing and visual arts modules will also be provided for students with special interests and talents in these areas.

No additional personnel will be hired to serve advanced students, but after school opportunities will allow classroom teachers to provide after school enrichment offerings for these students. The process that will be used to monitor the achievement and progress of advanced students will include the use of Informal and formal assessment data (i.e. DIBELS, DRA, NYSESLAT, and N.Y.S. assessments), as outlined as part of the Assessment System for the CAS-CCS. These assessments are designed to measure student performance in comparison with expected outcomes as delineated by the Common Core State Standards and regionally determined performance benchmarks. In addition, an alternative assessment of student growth over time, compiled in a yearly Student Growth Portfolio in ELA and mathematics or in relation to the child’s particular area of talent, will be developed by the Grade Level teachers

(incorporating the feedback of students and parents) and compiled by the child's classroom teacher during the first year of the CAS-CCS implementation.

Given the emphasis of the CAS-CCS on differentiated instruction and on the implementation of the best evidence-based instructional practices for all learners, progress monitoring will include the collection and analysis of data for advanced students by the classroom teacher, who will ensure that high levels of student achievement are sustained throughout the child's school career and that when additional supports are needed, these student will be brought up for services (i.e. for behavioral interventions or counseling support) by the grade level teachers to the RTI Instructional Support Team.

Attachment 14 – Instructional Leadership

The Principal and the Operations Director in collaboration with the Community Schools Director of CAS will be accountable for high student achievement, particularly in meeting or exceeding CAS-CCS performance goals. The notion of accountability at CAS-CCS will not solely be assigned to performance on examinations, however. Our driving value is that to escape poverty students must succeed in college. Evidence and experience tells us that to do this we have to develop the whole child. All of the CAS-CSS's stakeholders—including trustees, parents, community members, and staff—will commit to each child's cognitive, social, emotional, and physical wellness. The Principal, in coordination with the Operations Director and Community School Director, will create a community that:

- Is committed to the success of every child in the school, and is willing to do whatever it takes to ensure that every child does succeeds across all dimensions,
- relentlessly uses data to track student progress and drive individualized instruction,
- creates opportunities for collaboration and teamwork to address individual student learning needs and address individual family challenges,
- ensures that children are achieving at high levels academically and meeting every single developmental norm for their age,
- provides a safe and comfortable learning environment for its students during the school day and provides the resources required to facilitate and strengthen that learning at home,
- illustrates the value of life-long learning by investing in the personal development of all staff
- effectively engages parents as partners in their children's success,
- serves as sanctuary, learning laboratory, and a beacon—and always, as the center of its community.

The Principal will ensure that all members of the staff understand that they will be held accountable for student performance. Annual Renewal contracts will be tied to performance evaluations. Evaluations will be related to student, class, grade, cohort, and school progress and achievement toward academic and social-emotional goals. Each staff member will be expected to develop individual improvement targets that will be established at the beginning of each year, and participate actively in the completion of team goals. This is particularly important for the Instructional, Case Management, and other CAS-CCS teams who rely on each other to maximize their performance and that of their students.

The Senior Leadership will include an Operations Director and Principal (See Figure 1). They will report to the Board of Trustees. The Principal is responsible for the organizational viability of CAS-CCS. S/he will defer the oversight of business functions of the school to the Operations Director so that s/he can focus on academic achievement. The Operations Director will be responsible non-instructional functions including providing oversight of the administrative staff, finance, facilities, and transportation.

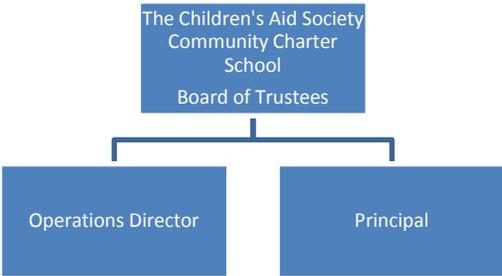


Figure 1 - CASCSS Senior Leadership Team

The Children’s Aid Society Community School Director will be responsible for the supportive services available to children and families before, during, and after the school day, and year-round. The Community School Director, under CAS, is a partner to the CAS-CCS senior leadership team. S/he will report to the President and CEO of Children’s Aid Society. (See Figure 2)

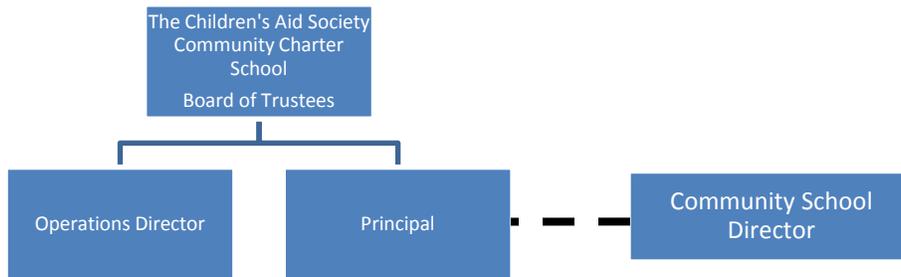


Figure 2 – CASCSCAS-CCS Senior Leadership works in collaboration with CAS Community School Director

The Instructional Leadership team will include the Principal, Grade Cohort Instructional Leaders for Grades K-2 and for Grades 3-5, and the lead teachers for the SPED and ELL teams (See Figure 3). CAS-CCS instructional leadership will use data to accomplish the following: a) identify and examine areas of strength and weakness in the performance of students; b) provide reports to trustees, parents, students; c) refine instruction to focus on the specific needs of student; and d) evaluate teacher performance.

Instructional Leadership meetings will be held frequently and regularly to ensure that the school is addressing the needs of individual learners, meeting the school’s academic standards, and ensuring that all instructional strategies are grade-appropriate and coordinated. At each meeting, the Instructional Leadership will review individual student, class, grade, and cohort achievement data, and they will discuss how instructional practice and/or curricula can be improved and refined as a result of the data. When the analysis of student achievement suggests that changes in curricula or practice are required, such changes will be presented and discussed with the Board of Trustees. The Principal will make a recommendation to the Trustees for action.

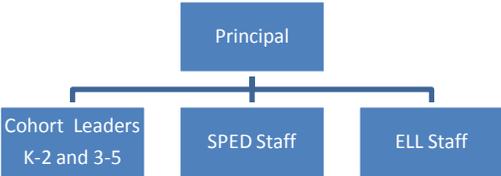


Figure 3 - Instructional Leadership Team

The two Cohort Instructional Leaders (IL) will be responsible for the professional development of the instructional staff within the cohort. They will provide observation and coaching every day, and meet once each week with their cohorts to review data, identify needs or gaps in instruction, and drive school achievement. They will work closely with the Special Education staff to support the needs of students with unique learning needs, and collaborate with the Community School Director’s team to support case management and strengthen school culture.

The ILs will work closely with the Lead Teachers of each grade. Lead Teachers serve as a support system for the teachers within their grade. S/he is the first person whom other teachers turn to when they have specific questions about curriculum, student behavior and school protocol.

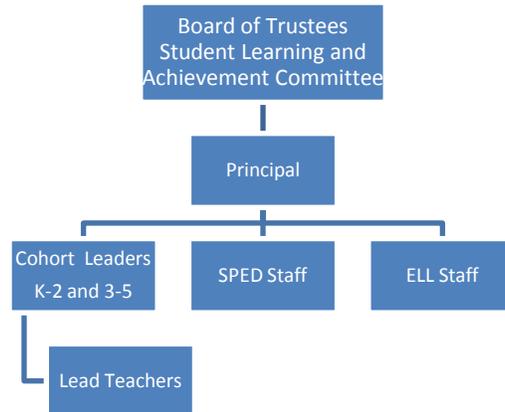


Figure 4 - Data Analysis Team

At the beginning and end of each academic year, and at regularly scheduled meetings throughout each school year, the ILs and the Lead Teachers will meet, along with the Principal, to analyze student assessment data to determine which skills and content areas students are struggling to master. (Figure 4) This data analysis will guide teachers in monitoring student academic progress over time. This group will be joined by the Trustees on the Student Learning and Achievement Committee.

Attachment 15 – Professional Development

The CAS-CCS will be a supportive and rigorous learning community for both children and adults. To improve student achievement, we need a stable faculty of master teachers dedicated to their own professional growth, and senior leadership and staff who can create the conditions for student success as a matter of routine practice. CAS-CCS will commit time, resources, and expertise to provide rich, engaging professional development experiences for all teachers, administrators and other school staff members, every week and throughout the school year.

- Professional development institutes will be held during the summers, and a retreat will take place at mid-year.
- Every year, each teacher at CAS-CCS will develop an Individual Professional Development Plan (IPDP). The IPDP will serve as a teacher’s guide for the year and the foundation to address areas of desired growth. Throughout the year, teachers will meet with the principal and/or the Grade Cohort Instructional Leaders to update the IPDP, consider strengths and growth areas, get targeted feedback, and set future goals.

The IPDP focuses on the following core areas: instructional quality and organization, classroom culture and management, planning and data use/analysis, and student and family relationships. Each of these areas will be reviewed in light of desired outcomes in student achievement and growth. The first component of the IPDP is a comprehensive self-evaluation of each of these core areas. The principal and appropriate IL will evaluate all teachers on the same areas with specific evidence and examples. Each teacher meets with the principal and their IL for an IPDP primary conference at the beginning of the year. At the end of the primary conference, the teacher has a set of clear goals that will serve as a guide throughout the year. The teacher and IL convene monthly conferences to measure current performance against stated goals, reflect on progress, and identify additional areas for growth.

- The ILs will continuously reflect on and evaluate their managerial and instructional practice.
- At each grade level, a Lead Teacher will serve as coach for the other teachers within their grade.
- Life coaches will spend 4 hours per week per teacher in one-on-one meetings, classroom observations, providing written feedback. Coaches will spend significantly more time with

novice teachers assessing needs and developing professional development plans that are based on identified instructional weaknesses, teacher interests, and analyses of student performance.

One of the goals of CAS-CCC professional development design is to create a community of inspired and life-long learners. Learning from and building on others' strengths is a critical component to the development of an excellent faculty. Tackling challenges and areas of growth together strengthens a community and sharpens the focus on accountability for outcomes.

- The Instructional Team meets weekly.
- The Instructional Leaders will interact with the Lead Teachers each day. They will have formal conference every other week.
- The Instructional Leaders will meet all of the teachers in their cohorts every other week in order to review data together on individual students, and review case files.
- The Lead Teachers interact with teachers every day and provide 'triage' for teachers,
- The staff engages in a half-day of professional development each week.

At the end of each school year, each teacher will have a conference with the principal, IL, and Lead Teacher. The conference will serve as a time to reflect on the year and to begin to set goals for the following year.

The principal will convene an end of the year full faculty and school staff meeting to highlight whole-school accomplishments and identify strategic directions for growth in the following year.

All special education programs and services shall be provided in accordance with Education Law 2853 (4)(a) and applicable federal laws and regulations and in accordance with the Individual Education Plan (IEP) recommended by the Committee on Special Education (CSE) of the students' school district of residence. CAS-CCS will ensure that the special education services and programs indicated on each student's IEP will be provided directly to the student during school hours. CAS-CCS will employ experienced and certified Special Education teachers to ensure that the unique needs and learning styles of all students are met. Throughout the year, all school staff members will participate in professional development activities related to issues of special education, offered by the principal, special education faculty members, and representatives from CSE.

Attachment 16 – School Culture and Discipline

The Children's Aid Society Community Charter School is a learning community that treats children and adults with respect and kindness. CAS-CCS will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but part of extended family.

CAS-CCS will work to ensure that the school is a place where all students can learn and all staff can teach in a safe, secure, and orderly environment. CAS-CCS will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. The Children's Aid Society's long history of working with children and families and its expertise on youth development will serve as the foundation for the creation of a positive school culture. This partnership will ensure that expectations are clear, children and staff are respected, and CAS-CCS is a physically and mentally healthy place for all.

Given that CAS-CCS expects to educate the most vulnerable children, our goal is to provide intensive support to students from the beginning around behavior expectations. All adults at the school will give consistent messages so that a student never has to guess what acceptable behavior is. Our goal: de-escalate challenging situations and making them opportunities to learn.

We will use two evidence-based programs and practices to create a culture of support and accountability: Motivational Interviewing and Restorative Practices.

- Motivational Interviewing is a directive, student-centered counseling style for eliciting behavior change by helping students to explore and resolve ambivalence. It is focused and goal-directed.
- Restorative Practice is an approach to resolving conflict by focusing on four essential questions: 1) What has happened? 2) Who has been affected? 3) How can we involve everyone who has been affected in finding a way forward? 4) How can everyone do things differently in the future? Restorative Practice seeks to create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment, and emotional articulacy. Key skills include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion, and empowering

others to take ownership of problems. Processes and practices include interventions when harm has happened, such as restorative inquiry, mediation, and community conferencing. Strategies that help to prevent harm and conflict build a sense of belonging, safety, and social responsibility. These include Circle Time and Restorative Pedagogy (teachers modeling the values and skills by creating opportunities for their development amongst the students whatever the subject being taught).

[http://www.transformingconflict.org/Restorative Approaches and Practices.htm](http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm)

All teachers, school staff and leaders will be trained in both Motivational Interviewing and Restorative Practices during the summer professional development institute and will engage in professional development opportunities throughout the year on these two strategies.

CAS-CCS has developed a Code of Conduct and a statement of student rights and responsibilities. The exact language of the code of conduct will be generated by the CAS-CCS's Principal in close collaboration with the ILs and the Community School Director during the Summer professional development Institute. The Community School Director will ensure that parents and students are well informed of these policies before and at the time of enrollment, and will make the policies available in Spanish and other languages, upon request. The Code of Conduct must be signed by families to show that they have read and understand the expectations, and know what type of behavior is expected of students. The Code will apply to all CAS-CCS students on- and off- campus, including school buses and field trips.

Attachment 17 (a) – Draft Accountability Plan

The Children's Aid Society Community Charter School will be a data-driven organization. The school will be continually assessed in its progress toward reaching stated goals, both academic and organizational. CAS-CCS tracks and measures progress toward the school's goals and attainment of the New York State (NYS) standards including: 1) our Accountability Plan; 2) state exams; 3) nationally normed exams; 4) standardized assessments; 5) the school's internally-developed assessments; and 6) surveys to be developed by the CAS school-age division.

Accountability Plan for the Accountability Period 2012 to 2017	
ACADEMIC GOAL: ENGLISH LANGUAGE ARTS Students are proficient readers and writers of the English language.	
Absolute Measures	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam.
	Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
Comparative Measures	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
	Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
Growth Measures	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Benchmarks	<i>TYPE OF BENCHMARK ASSESSMENT</i>	<i>FREQUENCY</i>
	Exit Tickets and Informal Teacher Assessment	At the end of class each lesson
	Student progress evaluations	Weekly
	Classroom testing (quizzes and unit tests)	Weekly and at the end of each unit
	Portfolio Assessments	Each Month
	Independent Reading Level (IRL) Assessments	Quarterly
	DRA and ECLAS-2	Twice per year
	Nationally-normed exams in Reading	September and June
	Brigance	Baseline
	Diagnostic Testing for Academic Intervention	As needed

ACADEMIC GOAL: MATHEMATICS	
Students understand and apply mathematical computation to solve problems.	
Absolute Measures	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
	Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
Comparative Measures	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
	Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New

	York State.	
Growth Measures	<i>Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.</i>	
Benchmarks	<i>TYPE OF BENCHMARK ASSESSMENT</i>	<i>FREQUENCY</i>
	Exit Tickets and Informal Teacher Assessment	At the end of class each lesson
	Student progress evaluations	Weekly
	Classroom testing (quizzes and unit tests)	Weekly and at the end of each unit
	Portfolio Assessments	Each Month
	ThinkMath! Assessments	Three times per year
	Nationally-normed exams in Math	September and June
	Diagnostic Testing for Academic Intervention	As needed

ACADEMIC GOAL: SCIENCE		
Students will demonstrate proficiency relevant to science achievement.		
Absolute Measures	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.	
Comparative Measures	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district.	
Benchmarks	<i>TYPE OF BENCHMARK ASSESSMENT</i>	<i>FREQUENCY</i>

	Exit Tickets and Informal Teacher Assessment	At the end of class each lesson
	Student progress evaluations	Weekly
	Classroom testing (quizzes and unit tests)	Weekly and at the end of each unit
	Diagnostic Testing for Academic Intervention	As needed

ACADEMIC GOAL: NCLB The school will make Adequate Yearly Progress.		BENCHMARK
Absolute Measures	Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.	At least monthly, the senior leadership of CASCSS will meet the Board of Trustees to review student data and to discuss, develop and review strategies and practices to identify needs or gaps in progress and achievement.

ORGANIZATIONAL GOALS	QUALITY INDICATORS	STRATEGIES/PRACTICES FOR SUCCESS
CAS-CCS will have high attendance rates.	Every year, CASCSSs average daily attendance rate will meet or exceed New York City's average daily attendance rate.	School attendance is monitored on a daily, weekly, and monthly basis by the Operations Director in close collaboration with the case management team.
Students will continue to attend CAS-CCS from year-to-year.	Every year, CASCSS will experience no more than 5% attrition.	Each family will be supported by a case manager who will provide outreach to ensure that family's staff engaged.
Students will make sufficient progress to ensure steady grade promotion.	Every year, at least 95% of CASCSS students will merit promotion from one grade to the next by their school performance.	Periodic assessments (exams, progress reports, grades, observation) indicate that a student is meeting or exceeding level
		Students are completing daily homework assignments in a timely fashion.
		Staff is identifying and monitoring any behaviors that interfere with academic success. Disciplinary action incidents are down.
Students are exhibiting high self-efficacy	Every year, students will identify appropriate short and long-term goals for the future.	Children have the supplies they need to be successful in school.
		Children have developed good study habits.
		Children have an interest in learning.
		Children can articulate their goals and striving for excellence.
Students have developed age appropriate life skills	Teachers and case managers will report that students have developed age appropriate life skills	Children have developed life skills: goal setting, time management, etc.

		Children are communicating effectively.
		Children are engaged in learning.
		Children are exhibiting pro-social behaviors.
		Children are managing their physical and emotional awareness
A healthy child is functioning at age appropriate physical, social emotional cognitive levels.	All children will score as 'normal' on the Adaptive Functioning Assessment. <i>For children with medical illness, illness will be controlled so as to not be impacting function.</i>	A pediatrician assesses every student's health and functioning.
		If a child is not functioning at an age appropriate level, the life coach will work with the family to address the child's medical need.
Children are avoiding high risk behavior (sexual activity, provocative sexual behavior, criminal activity or gangs, bullying, alcohol/drugs)	CAS-CCS students will be less likely than their peers in NYC and nationally to engage in high-risk behaviors. Every year, children will complete self-assessment tools for healthy habits.	Every child will work with a life coach that will support his/her needs. For students that require the least amount of support, the life coach will meet with them at least once a month.
Parent will be satisfied with the program.	In the annual parent survey, at least 75% of parents surveyed will give CASCSS, CAS-CCS administrators, and CAS-CCS teachers a satisfactory or better rating.	Parents are invited to participate in school day activity every afternoon. Monthly forums for parents will be housed by the CAS-CCS leadership.
Children's homes are safe and stable.	Case managers will assess the safety and stability of every child's home using a CAS-	Case managers will have assessed the safety and stability of each family's home.

	assessment tool.	If a family's home is not safe or stable, the case manager will be working with the family to improve conditions.
Parents have high aspirations for their children	All families will have made progress toward their goals.	Case management staff will develop individual plans with families to support their engagement in their children's education and CASCSS. For families that require the least amount of outreach, case manager will monitor progress at least once a month.
		Every parent has access to, and meets with teacher twice per year.
		Parents will be reading to their children at least 15 minutes each night and provides places to read/study.
		Parents use ARIS.
		Parents ensure that their children are taking advantage of cultural activities.
Staff are constantly honing their craft.	All professional staff will participate in meaningful professional development.	All professional staff will develop individual plans for their professional development.
		All instructional staff will serve as peer coaches.
		All new staff will be mentored.
Teachers will be satisfied with the program.	In the annual parent survey, at least 85% of parents surveyed will give CASCSS a satisfactory or better rating.	

Attachment 17 (b) – Graduation Requirements

This attachment does not pertain to the CAS Community Charter School application.

Attachment 18 - Progress Monitoring

The Principal, Grade Cohort Instructional Leaders (ILs), the classroom teachers, and members of the Special Education and ELL staff will collect academic data derived by frequent assessments to monitor progress in meeting the goals as stated in CAS-CCS's Accountability Plan. In addition to quarterly administering of a normed-referenced assessment such as Terra Nova, teachers will regularly administer classroom assessments that are formal and informal (unit-based, teacher created, anecdotal). At the minimum, all of the following formal assessments will be administered:

- Independent Reading Level Assessments (Quarterly)
- DRA (2x per year)
- NYS Assessments in ELA, Math, and Science (Annually)
- Nationally-normed exams in Reading (All students at entry and in June)
- Nationally-normed exams
- Departmental and Classroom Testing
- Diagnostic Testing for Academic Interventions

In addition to the formal assessments identified above, informal assessments such as teacher observations and lesson-based exit tickets (questions based on the lesson to gauge student comprehension), will be used frequently.

Twice a month, data from the assessments will be analyzed by the Lead Teachers, ILs, and the Principal. Data presentations will be made to the staff during professional development half-days at least twice a month. During the trainings, the staff will respond to the data and determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. Teachers across grade and subject levels will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts.

Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the ILs. The ILs – in conjunction with the student's teachers – will determine the types of remediation support best suited to the students' needs. Achievement data of the students

receiving additional support will be closely monitored by the Instructional Team to determine the extent to which they will require additional time in remediation.

At each monthly meeting of CAS-CCS Board of Trustees, the Principal and Operations Director will issue a data dashboard that will present a snapshot that defines how CAS-CCS is doing academically and organizationally. The specific data presented by the Principal will include the cumulative results of diagnostic, formative, and summative assessments in addition to attendance rates, staffing and student vacancies and enrollment. The Operations Director's financial reports will include a balance sheet that comparing actuals to projected income and expenses. If the Board finds the School is not on target for meeting any one of those accountability measures it may designate a process to guide and monitor the Principal in implementing an academic and/or operational achievement improvement plan. CAS-CCS's partner organization, The Children's Aid Society, will also present a monthly report to the Board on the impact of supportive services. The Board will be able to monitor CAS's efficacy based on information provided on student after school attendance, specific supports offered, coordination with other community based organizations, and feedback from students and parents.

Board meetings will be subject to the Open Meeting Law and will be open to other school stakeholders such as parents, teachers, and community members. In addition, information on individual student progress will be available through formal quarterly student reports and frequent communication, via meetings and email, between parents and teachers.

B. CAS-CCS Mission Accomplishment

The Children's Aid Society Community Charter School, a K-5 school serving the South Bronx, ensures that children will achieve academic success by providing them with the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub.

As a community school, the CAS-CCS will produce higher student attendance, increased grade retention, and improved test scores because teachers will be more effective, and parents and other adult caregivers will be more involved than schools serving a similar population.

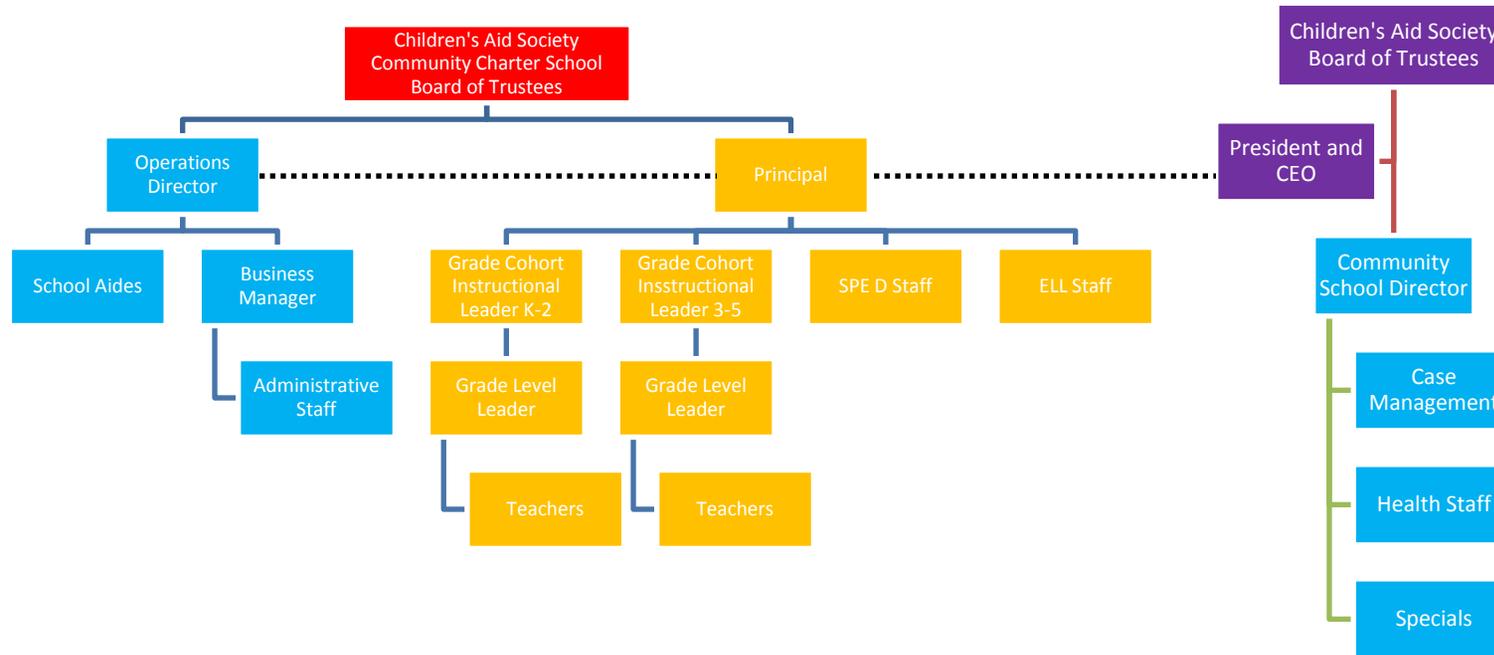
CAS-CCS will monitor the progress toward meeting the school's mission through the monthly board meetings. By receiving real-time data, the Board will be able to track the performance of the School during the academic year. A more in-depth analysis will occur at the annual summer board one day retreat where the mission statement will be held against CAS-CCS's accomplishments and challenges during the previous year. The Board will use school data that includes (and is not limited to): student assessment results (State Assessments and Terra Nova), attrition, promotion, parent, teacher and student satisfaction surveys conducted by the DOE; reports by Principal and Operations Director; report and programmatic evaluation of CAS; and feedback and communication from the Charter Schools Institute.



The Children's Aid Society Community Charter School

Envisioning a community where every child is healthy, educated, and confident.

ATTACHMENT 19 - Organizational Chart



Attachment 19 – Organizational Chart Narrative

The Children’s Aid Society Community Charter School is governed by its Board of Trustees. In order to ensure that CAS-CCS is effective instructionally and operationally, and functions as a true community school, the leadership of the school will be shared by three highly skilled and collaborative administrators: Principal, Operations Director, and Community School Director. The Principal and the Operations Director will report to The Board of Trustees. Our partner, CAS, will subsidize the salary for the Community School Director who will report to The President and CEO of CAS during the first years of operation. ¹

The senior leadership of CAS-CCS (Principal, Operations Director, and Community School Director) will work collaboratively to:

- Coach, develop, and supervise all professional staff
- Engage in long-term strategic planning, data-driven assessment, and rigorous evaluation
- Create a culture of high expectations and commitment to academic achievement.
- Reduce or eliminate barriers to learning and student success
- Ensure that school funds are well-managed, operating in alignment with the standards set forth in its charter, and fully implementing all school procedures
- Reports to Trustees each month, meet with the Board leadership and committees frequently, and address trustees concerns as needed.

The primary responsibilities of the senior leadership are as follows:

- The Principal is to serve as the Instructional Leader.
- The Operations Director manages business functions: finance, facilities, transportation, student meals;
- The Community Schools Director manages before and after-school enrichment; social services delivery including health, nutrition, public benefits counseling and advocacy; family engagement.
- Each Senior Leader will be responsible for teaching/leading at least one class or group each day.

¹ Once CAS-CCS is fully established, oversight of the Community School Director will be transitioned to the CAS Director of Community Schools.

The primary responsibilities of the Grade Cohort Instructional Leaders or ILs are as follows:

- Coach and develop instructional staff including leading grade and cohort meetings.
- Work with the principal to monitor and drive student achievement on an individual student, class, grade, and cohort level.
- Collaborate with the community school leadership to reduce barriers to support student wellness and achievement
- Address the individual needs of at-risk students
- Serve to promote and develop school culture
- The ILs teach or lead at least one class or group each day.

The primary responsibilities of teachers are as follows:

- Provide instruction each day from 8:15AM-4:45PM.
- Engage parents and families in student achievement and success
- Work collaboratively with the case management teams to reduce barriers to learning for individual students
- Participate in professional development related to content area, and community and youth development
- Serve to promote and develop school culture

**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.
2. Full name: Allen M. Spiegel, M.D.

[REDACTED]

[REDACTED]

[REDACTED]

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

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Allen M. Spiegel, M.D., 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 _____ Charter School is true and correct in every respect.

Signature



Date February 23, 2011

ALLEN M. SPIEGEL, M.D.

THE MARILYN AND STANLEY M. KATZ DEAN ALBERT EINSTEIN COLLEGE OF MEDICINE OF YESHIVA UNIVERSITY



Allen M. Spiegel, M.D., an internationally recognized researcher and endocrinologist, assumed office as Dean of the Albert Einstein College of Medicine of Yeshiva University on June 1, 2006.

Prior to joining Einstein, Dr. Spiegel was Director of the National Institute of Diabetes & Digestive Diseases & Kidney Diseases (NIDDK) at the National Institutes of Health, the culmination of a distinguished 33-year-career at the NIH.

A member of the Institute of Medicine of the National Academy of Sciences, Dr. Spiegel earned his bachelor's degree summa cum laude and Phi Beta Kappa from Columbia University in 1967. He received his M.D. degree cum laude from Harvard Medical School in 1971 and completed his clinical training at Massachusetts General Hospital.

He began his career at the NIH in 1973 as a Clinical Associate in its Endocrinology Training program. He then served as a Senior Investigator in the Metabolic Disease Branch from 1977 to 1984. In 1985 he was appointed Chief of Molecular Pathophysiology, and then Chief of the Metabolic Diseases Branch. In 1990, he was appointed Director of the NIDDK's Division of Intramural Research. He served in these various capacities until his appointment as Director of the NIDDK in 1999. In this role, Dr. Spiegel had responsibility for a staff of 625 full-time employees and a \$1.7 billion budget.

Dr. Spiegel is a widely renowned physician-scientist and endocrinologist with extensive experience in translational research programs. His research has centered on G-protein-regulated signaling dysfunction in human disease, and his work on signal transduction helped to clarify the genetic basis of several endocrine diseases. He has published extensively, with more than 250 peer-reviewed papers and 100 reviews and book chapters to his name, as well as two books on G proteins.

Curriculum Vitae

Name: Allen M. Spiegel, M.D.

Date and Place of Birth: May 18, 1946, Germany

Marital Status: Married, April 1, 1969; 2 children

Education: 1967 - B.A., Columbia College
1971 - M.D., Harvard Medical School

Brief Chronology of Employment:

- 1971-1972 Intern in Medicine, Massachusetts General Hospital, Boston, Mass.
- 1972-1973 Assistant Resident in Medicine, Massachusetts General Hospital (Dr. Alexander Leaf, Chief).
- 1973-1977 Participant, NIH Endocrinology Training Program
Clinical Associate, Metabolic Diseases Branch
(Dr. G.D. Aurbach, Chief), NIAMDD, National Institutes of Health (NIH).
- 1977-1984: Senior Investigator, Metabolic Diseases Branch, NIAMDD, NIH.
- 1985-1988: Chief, Section on Molecular Pathophysiology, Metabolic Diseases Branch, NIADDK, NIH.
- 1988-1993: Chief, Molecular Pathophysiology Branch
- 1993-2000: Chief, Metabolic Diseases Branch
National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), NIH.
- 1990-1999: Director, Division of Intramural Research, NIDDK, NIH
- 1999-2006: Director, NIDDK, NIH
- 2006-present: Marilyn and Stanley Katz Dean, Albert Einstein College of Medicine, and Vice President for Medical Affairs of Yeshiva University

Military Service: Surgeon, U.S. Public Health Service, July 1973 to 1999.

Societies: American Federation for Clinical Research
Endocrine Society
American Society for Bone and Mineral Research (ASBMR)
American Diabetes Association
American Society for Clinical Investigation (elected)
American Society for Biochemistry and Molecular Biology
Association of American Physicians (elected)
Institute of Medicine of the National Academies (elected)
New York Practitioner's Society (elected)

Honors: 1966 elected to Phi Beta Kappa
1967 B.A. Summa Cum Laude
1971 elected to Alpha Omega Alpha
1971 M.D. Cum Laude

1988 Outstanding Service Medal- U.S. Public Health Service
1990 Meritorious Service Medal- U.S. Public Health Service

1990 Jacobaeus Prize- Nordisk Insulin Foundation
1993 Plenary Lecturer- Japan Endocrine Society
1993 Aurbach Memorial Lecturer- ASBMR
1994 Harrison Memorial Lecture-Endocrine Society of Australia
1996 Komrower Memorial Lecture- Society for the Study
of Inborn Errors of Metabolism
1998 Edwin B. Astwood Lecture Award- Endocrine Society (USA)
2002 elected to Institute of Medicine of the National Academies
2003 Esoterix Lecture Award- Lawson Wilkins Pediatric Endocrine
Society
2004 Priscilla White Lecturer- Joslin Diabetes Center-Harvard

Medical

School

2007 Helen and Payne Whitney Lectureship- North Shore- LIJ

University

Hospital

2009 Hispanic Health Leadership Award of the National Hispanic
Foundation

Health

Licensure and Certification:

Diplomate American Board of Internal Medicine, 1974.
Board Certified in Endocrinology, 1975.
licensed in Medicine, Maryland (1973-2007), New York (2007-).

NIH Committees:

Member- NIH executive medical record committee (1980-83)
Chairman-NIH executive medical record committee (1984-1990)
Member-NIMH clinical research review committee (1982-4)
Member- Applicant review panel, Pharmacology Research
Associate Program, NIGMS (1987)
Member (Ad Hoc)- Board of Scientific Counselors, National
Institute on Aging (1990)
Member- Pharmacology Research Associate Program Advisory
Committee (1991-1995)
Member- Fogarty International Center Scholars Advisory
Panel (1991-1995)
Chairman- Search Committee for Chief, Lab of Genetic
Diseases and Chief, Diagnostics Branch, National
Center for Human Genome Research (1993)
Member- Search Committee, Associate Director for Administration,
NIH (1993-4)
Member- Search Committee, Deputy Director for Intramural Research,
NIH, (1994)
Member- Search Committee for Scientific Director, NINDS (1994-5)
Member- Central Services Review Committee, NIH (1994-1998)
Member- Technology Transfer Policy Board (1993-1996)
Member- NIH Executive Resources Board (1995-1997)
Chairman- Search Committee, Director Radiology Department,
NIH Clinical Center (1996)
Member- Board of Governors, NIH Clinical Center (1996-2001)
Executive Committee (1996-1999)
Finance Committee (1997-1999)
Member- NIH Clinical Center Advisory Council (1999-2000)

Chairman- Search Committee for Scientific Director, NIAMS (1998)
Chairman- Search Committee for Scientific Director, NHLBI (1999)
Member- Search Committee for Director, National Eye Institute
(2000)
Member- NIH Facilities Planning Advisory Committee (2000-2003)
Co-Chair- NIH Clinical Center Research Steering Committee(2001-2004)
Co-Chair- Search Committee for Director, National Institute of
General
Medical Sciences (2002)
Member- NIH Stem Cell Task Force (2002-2005)
Vice-Chair (2005-2006)
Co-Chair- Acquisitions Workgroup of the Administrative
Restructuring
Advisory Committee (2003)
Co-Chair- Biological Pathways and Networks Workgroup for the NIH
"Roadmap" planning process (2003-2006)
Co-Chair- Search Committee for the Director, National Institute of
Environmental Health Sciences (2003-2004)
Co-Chair- NIH Obesity Research Task Force (2003-2006)

Society Committees:
Member- Education committee, ASBMR (1982-4)
Member- Program committee, ASBMR (1983)
Chairman- local organizing committee, ASBMR meeting (1985)
Member- Postgraduate Education Committee, The Endocrine
Society (1986-89)
Member- Program Committee, AFRCR (1986)
Member- Publications Committee, The Endocrine Society (1989-1992)
Member- Annual Meeting Steering Committee, The Endocrine Society
(2009)

Courses:
Coordinator- FAES-NIH Postgraduate Course
in Endocrinology (1977-1991)
Coordinator- "Basic Concepts in Endocrinology" (1984)
(Basic science course for The Endocrine Society)
Coordinator- Receptor Section, Endocrine Society Course:
Introduction to Endocrine Investigation, 1987-1992.

Editorial Boards:
Member- Editorial Board, J. Clin. Endoc. Metab. (1986-89)
Member- Editorial Board, Bone and Mineral (1987-1990)
Member- Editorial Board, Journal of Biological Chemistry (1988-
1993)
Member- Editorial Advisory Board, Endocrine Reviews, (1998)
Member- Editorial Board- Current Opinion in Oncologic, Endocrine
and
Metabolic Drugs (1999)
U.S. Head of Diabetes and Endocrinology Faculty- Faculty of 1000
Medicine literature service (2003-2007)

Other:
Member- Scientific advisory Board, Peptimed Inc. Cambridge, MA(1992-
93)
Member- Scientific Advisory Board, Cadus Pharmaceutical Co.,
Tarrytown, NY (1998-99)

Member- Selection Committee- American Gastroenterological Association-

AstraZeneca Prize for Distinguished Research in Digestive Diseases (2002-3)

Member- Council of Deans, Association of American Medical Colleges (2006-present)

Member- Medical Advisory Board, New York Stem Cell Foundation (2006-present)

Member- Council on Biomedical Research and Development, New York Academy of Medicine (2006-present)

Member- Board of Directors- Academic Medicine Development Committee (AmDEC) of NY, (2006-2010)

Member- Board of Directors, New York Structural Biology Consortium (2006-present)

Member- Board of Visitors, University of Pittsburgh School of Medicine (2007-present)

Member- Journal Oversight Committee, Association of American Medical Colleges, (2007-2011)

Member- Board of Trustees, New York Academy of Medicine, (2007-present)

Member- Strategic Planning Committee of the NY Stem Cell Board (2007-2008)

Member- Empire State Stem Cell Board Funding Committee (Governor's appointment; 2009-present)

Member- Steering Committee, Clinical Research Forum (2009-present)

Member- Oxalosis and Hyperoxaluria Foundation Board (2009-2010)

Member- Advisory Board, US-India Biopharma Summit (2010-present)

Chair- External review Committee of the Technion Faculty of Medicine (2010)

Patents: U.S. No. 4,870,161- "Reagents and probes for distinguishing and isolating different GTP-binding proteins." Sept. 26, 1989.

U.S. No. 5,428,134- "Antibody reagents that specifically bind to the carboxyl-terminal decapeptide of specific GTP-binding proteins." June 27, 1995.

U.S. No. 5,436,320- "Antibody reagents that identify the carboxy-terminal peptide of the GTP-binding protein Go." July 25, 1995.

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. Children's Aid Society Charter School in the Bronx
2. Full name: Anne Jeffries Citrin
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone: [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 charter school'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, 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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. x 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. x Yes, I have various social acquaintances.
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, I am Vice Chair of The Children's Aid Society. .
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. Discuss with senior officials at the school and then report the information to the appropriate authorities at The Charter Schools Institute.

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, __Anne J. Citrin, 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 _____ Charter School is true and correct in every respect.

__Anne Citrin__
Signature

__February 22, 2011
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

Anne J. Citrin
Biographical Information

Anne Jeffries Citrin

Anne was born in Ann Arbor, Michigan in 1974 and received her BA in Psychology from the University of Michigan in 1996. Upon graduation, Anne moved to NYC and worked in the Marketing and Synergy departments at ABC/Disney. In 1999, she worked as the Director of Volunteer Services for The Children's Aid Society (CAS). After leaving CAS to start her own health counseling/yoga business in 2003, Anne became a board member of CAS. During her tenure with CAS, she also worked with health care providers and head start teachers to create and pilot a program that prevents obesity in 3-4 year olds through yoga and creative play. The program is now being taught in 5 public schools in New York City.

Currently, Anne is the Vice Chair of The Children's Aid Society, chairs the real estate committee and serves as the liaison to the board for CAS head start programs.

████████████████████ live in New York and have four children under the age of seven. As a long time champion of helping underserved children, Anne is committed to supporting schools that provide quality education to all kids in New York City.

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. Children's Aid Society Community Charter School
2. Full name: Diahann Billings-Burford
Home Address: [REDACTED]
Business Name and Address: NYC Service
Home telephone No.: [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 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, Achievement First East New York Charter School Board of Trustees.
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 have known Richard Buery personally since 2003 when his wife and I practiced together at Simpson, Thatcher, and Bartlett LLP.
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.

I would bring the issue and any supporting documents to the entire board, and would call for a discussion and appropriate action on the issue.

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.

As an appointee of the Mayor, I am required to go through an internal conflicts of interest process which has already begun. I have been cleared in the past to serve on other charter school boards and anticipate that I will be cleared in this instance as well.

Certification

I, _____, 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 _____ Charter School is true and correct in every respect.

Signature

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



DAHANN BILLINGS-BURFORD
CHIEF SERVICE OFFICER, CITY OF NEW YORK

As Chief Service Officer for the City of New York, heads NYC Service, a division of the Mayor's Office with the mission of tapping the power of the people to meet pressing challenges. *NYC Service* meets the Mayor's State of the City pledge for New York City to lead the way in answering President Obama's nationwide call to service. The *NYC Service* program has three main goals: help more New Yorkers connect to service opportunities more easily, target volunteers to address the city's greatest needs, and promote service as a core part of what it means to be a citizen in the greatest City in the world. NYC Service implements 25 initiatives to meet these goals. *NYC Service initiatives target six impact areas: strengthening communities, helping neighbors in need, education, environment, health, and emergency preparedness.*

Prior to this appointment, Diahann served as Deputy Executive Director of External Affairs for City Year New York, a national service not for profit organization dedicated to engaging young people 17-24 in increasing graduation rates in some of the City's most challenging schools. In that position, Diahann established and maintained relationships with politicians, community leaders and stakeholders and oversaw Recruitment and Communications.

Before filling her role at City Year New York, Diahann served as the Director of External Affairs (NY) for Achievement First, a charter school management organization with the mission of opening and operating high-quality, public charter schools focused on closing the achievement gap in urban areas. In this position Diahann lead the efforts to open 4 charter school academies in Central Brooklyn. She served as a board member of Achievement First Charter School for the past 5 years.

Diahann spent over 5 years at Prep for Prep, a New York-based leadership development organization where she served in various capacities, including Director of College Guidance and Director of Leadership Development Opportunities. Diahann has also worked as a middle school history teacher, curriculum developer, and a corporate attorney at the firm Simpson,Thatcher and Bartlett, LLP.

She graduated from Yale University in 1994 with a B.A. in Psychology and a certificate in Teacher's Preparation, and received the Nguza Saba Award for Political and Social Leadership in the same year. She was a White House Intern in the Office of National Service in 1993, under the Clinton Administration. In 2002, she earned her J.D. from Columbia School of Law and served as a Public Service Fellow, interning at the United States Attorney Office for the Southern District of New York.

Diahann is a very proud Brooklyn native and currently lives there with her husband, Rodney and her two children, Rodney and Emmalee. She is also a member of the Emmanuel Baptist Church in Clinton Hill, Brooklyn and a member of the Alpha Kappa Alpha Sorority.

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. Children's Aid Society Community Charter School
2. Full name: Karen Drezner
Home Address: [REDACTED] New York, NY 10025
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
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 charter school'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, 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.
X Yes, in a non-voting capacity as ED of BCSC.
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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X 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.
X 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.
I would discuss my concerns, in confidence, with the board chair, and then with other trustees as the situation deemed necessary. I would offer to work with the board chair to rectify the situation quickly.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Karen Drezner, 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 Children's Aid Society Community Charter School is true and correct in every respect.



February 24, 2011
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

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR:

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

1. Name of charter school: Children's Aid Society Community Charter School
2. Trustee's name (print): Karen Drezner
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [REDACTED] New York, NY 10025
5. Business Address: _____
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

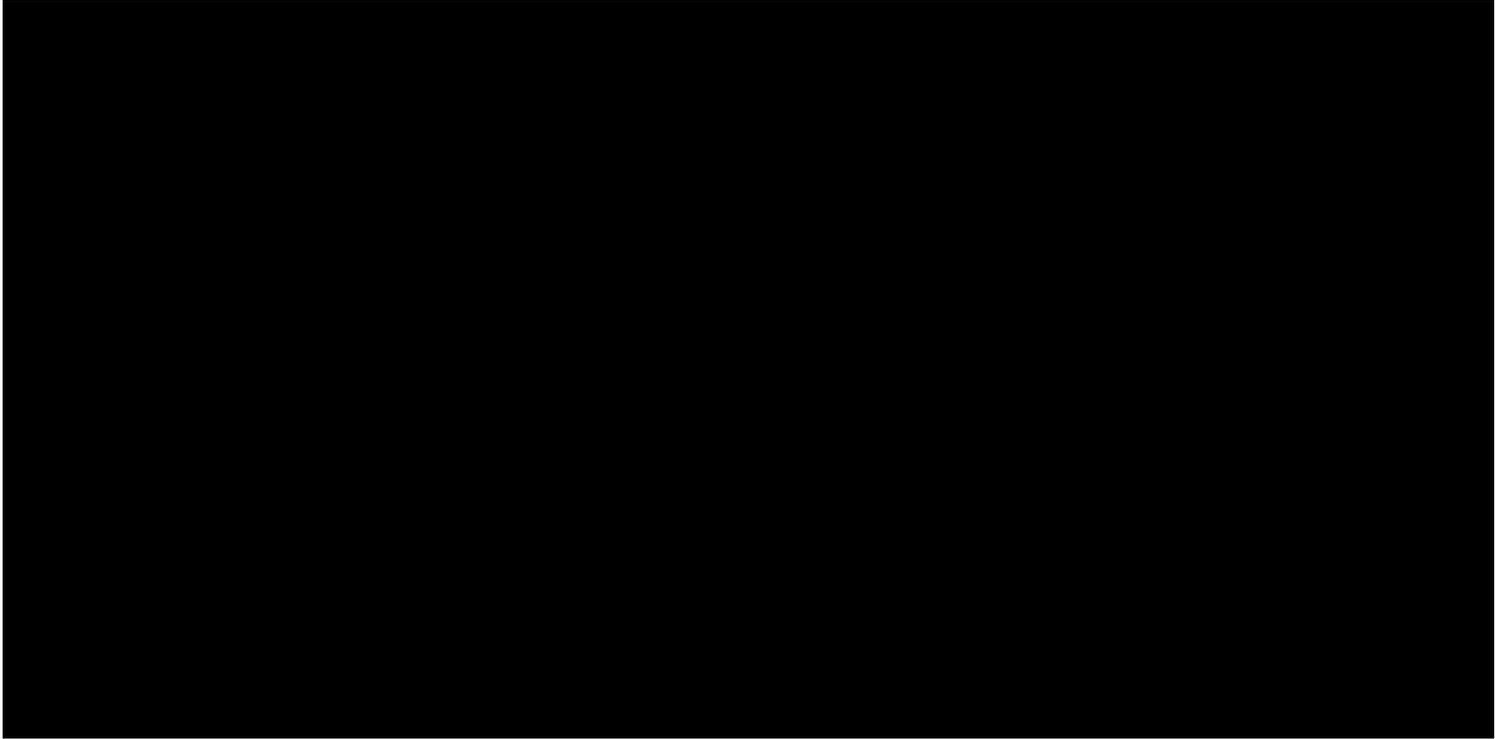
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note 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))
None. <i>Please write "None" if applicable. Do not leave this space blank.</i>			

¹ Form Revised May 24, 2006

Karen M. Drezner

New York, NY 10025 ~



Karen M. Drezner

(Page 2)

EDUCATION:

**Institute for Not-for-Profit Management, Columbia Business School
Executive Level Program, 2008**

**Boston College, Chestnut Hill, MA
M.Ed., June 1996, Elementary Education
G.P.A. 3.9, Donovan Urban Scholars Fellowship Program**

**Clark University, Worcester, MA
B.A., May 1991, Psychology, concentrations in Education and Art History**

PRIVATE CONSULTING EXPERIENCE:

**Project Manager June 2001 – January 2003
Learning Leaders/Arête Corporation, New York, NY
*Evaluation of organization that trains and places volunteers in the NYC public school system***

ADDITIONAL LEARNING/EXPERIENCE:

**Participant, Charter Schools August 2007
*Programs in Professional Leadership, Harvard Graduate School of Education***

**Participant, Leadership: An Evolving Vision July 2005
*The Principals' Center, Harvard Graduate School of Education***

**Instructor, Careers in the Health Care Field November 2001 –
March 2002
*Girl Scout Council/NY Foundation***

**Participant, Community Leadership Course Fall 2000
*Citizens' Committee for Children***

**Research Associate Summer 1996
*Harvard Family Research Project***

**Interviewer August 1994 –
December 1994
*Dorchester CARES Research Team***

Karen M. Drezner

(Page 3)

PUBLICATIONS:

Evaluation report:

Parent Volunteers Make the Difference: An Assessment of Learning Leaders, 2002. Arete Corporation.

Calendar/information guide:

Stay Ahead of Asthma: A Survival Guide and Organizer for Parents. Copyright 2000, The Children's Health Fund.

Peer-reviewed articles:

McLean, D., Bowen, S., Drezner, K., Rowe, A., Sherman, P., Redlener, K., Redlener, I (2004). Asthma among homeless children: Undercounting and undertreating the underserved. Archives of Pediatrics and Adolescent Medicine, 158, 244-249.

Beardslee, W.R., Wright, E., Salt, P., Drezner, K., Gladstone, T., Versage, E., and Rothberg, P. (1997). Examination of children's responses to two preventive intervention strategies over time. Journal of the American Academy of Child and Adolescent Psychiatry, 36:2, 196-204.

Beardslee, W., Versage, E., Wright, E., Salt, R., Rothberg, P., Drezner, K., and Gladstone, T.R.G. (1997). Examination of preventive intervention for families with depression: Evidence of change. Development and Psychopathology, 9, 109-130.

Abstracts:

A Rowe, K Drezner, DE McLean, S Bowen, P Sherman, S Schroeder, K Redlener, I Redlener. (1999) PNP-led Asthma Education for NYC Homeless Children, American Journal of Respiratory and Critical Care Medicine, 159:3, A266.

DE McLean, S Bowen, A Rowe, P Sherman, K Drezner, S Schroeder, K Redlener, I Redlener. (1999) High Asthma Prevalence among Homeless Children in NYC, American Journal of Respiratory and Critical Care Medicine, 159:3, A143.

PRESENTATIONS:

K. Drezner, panel participant at workshop entitled: What to Expect in Year 3: Preparing and Securing Renewal (Building Quality Schools: New York Charter School Association Annual Conference, November 2007)

K Drezner, panel participant at workshop entitled: Challenges to Implementing Clinical Guidelines for Asthma. (Region II Asthma Summit, Mount Sinai School of Medicine, October 2001).

K Drezner, DE McLean, S Bowen, A Rowe, P Sherman, K Redlener, I Redlener. School Absenteeism Underestimates the Impact of Asthma on Homeless Children. (American Public Health Association Annual Meeting, November 2000)

S Bowen, D McLean, A Rowe, K Drezner. Asthma Care for Homeless Families: Making it Work. (National Health Care for the Homeless Conference, April 2000)

K Drezner, DE McLean, S Bowen, A Rowe, P Sherman, K Coutrier, K Redlener, I Redlener. Environmental Tobacco Smoke: A Threatening Risk for Homeless Children with Asthma. (American Public Health Association Annual Meeting, November 1999)

DE McLean, S Bowen, A Rowe, P Sherman, K Drezner, S Schroeder, K Redlener, I Redlener. Severity of Asthma among Homeless Children in NYC. (American Public Health Association Annual Meeting, November 1999)

S Bowen, DE McLean, A Rowe, P Sherman, K Drezner, S Schroeder, K Redlener, I Redlener. Undertreatment of Asthma among Homeless Children in NYC. (American Public Health Association Annual Meeting, November 1999)

DE McLean, M Jones, SK Bowen, A Rowe, KM Drezner, P Sherman, K Coutrier, KB Redlener, I Redlener. Asthma Epidemic among Homeless Children. (Pediatric Academic Societies Annual Meeting, May 1999)

Rothberg, PC, Versage, EM, Mazzarella, DM, Drezner, KM, Wright, EJ, and Beardslee, WR. Children of parents with affective disorder: a comparison of two preventive interventions. (Eastern Psychological Association Annual Meeting, April 1994).

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.
2. Full name: Matthew J. Fassler
Home Address: [REDACTED] Brooklyn, NY 11201
Business Name and Address: Goldman Sachs, 200 West Street, 21st Floor, NY, NY 10282
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 charter school'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, 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 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. X Yes, Richard Beury, high school classmate
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.
X 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. I would escalate it to the chairman of the board, and report it to the proper authorities.

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, Matthew Fassler, 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 The Children's Aid Society  Charter School is true and correct in every respect.

Signature

Date

2/23/11

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

Matthew J. Fassler

Home:

[REDACTED]

Brooklyn, NY 11201

[REDACTED]

Work:

Goldman Sachs

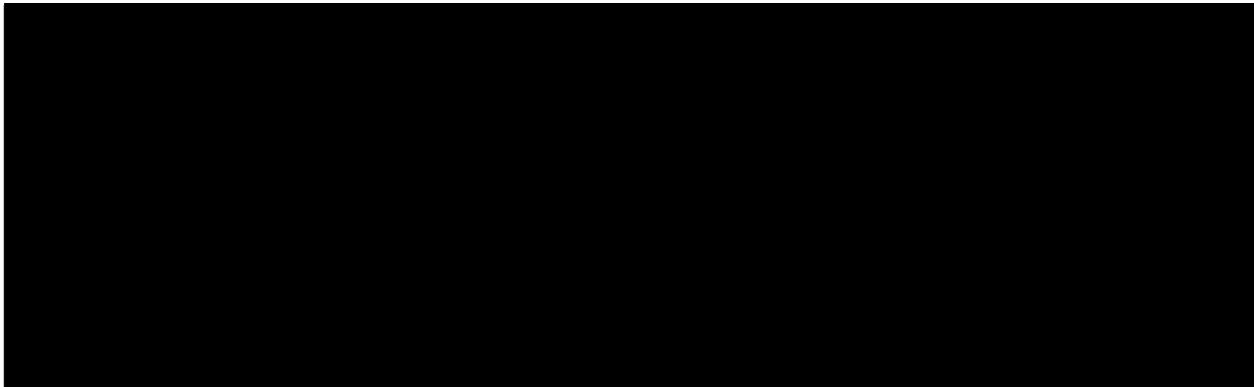
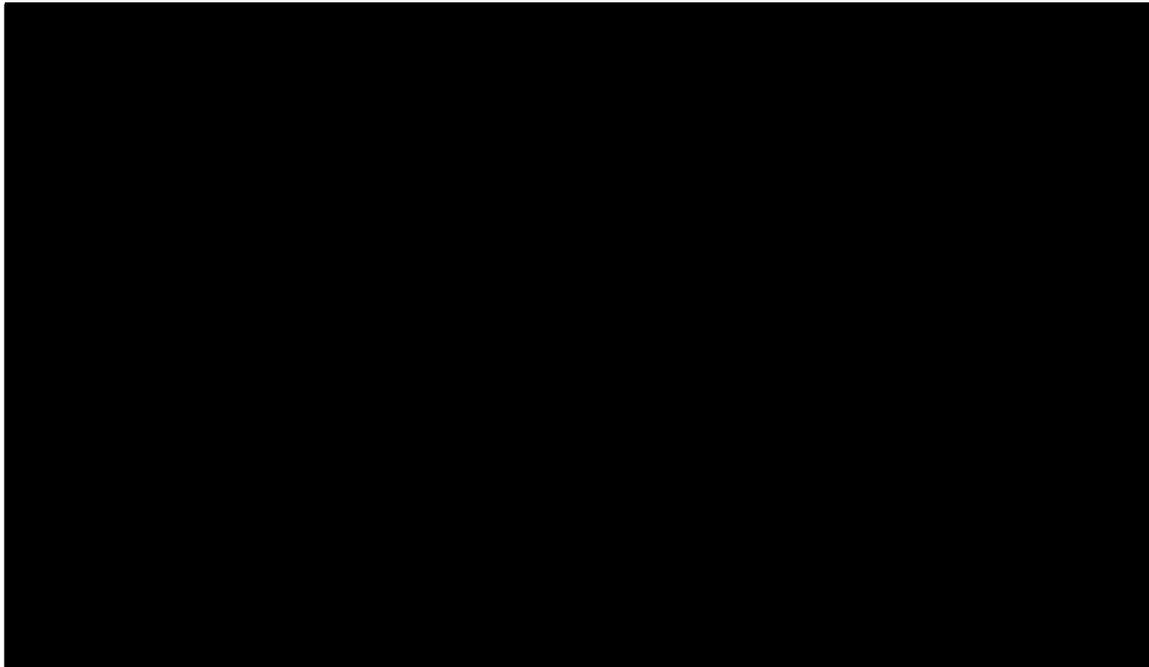
200 West Street

New York, NY 10282

[REDACTED]

[REDACTED]

[REDACTED]



Education:

Yale University, BA in History, Cum Laude, May 1992

Coursework focused on 19th and 20th century diplomatic and military history.

Senior Essay studied The Inquiry, one of the first government-sponsored foreign policy research organizations, developed by Woodrow Wilson to prepare for post-war negotiations.

Personal Information:

Born New, York, NY, June 20, 1970

Married, with two sons.

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. *Childrens Aid Society Community Charter School*
2. Full name: *Richard R. Buey, Jr.*
Home Address: [REDACTED] *New Rochelle NY 10801*
Business Name and Address: *Children's Aid Society, [REDACTED] NY NY 10021*
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, *see Resume. Also Milbank Housing Corp, United Charities Building*
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, *see attached*
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,

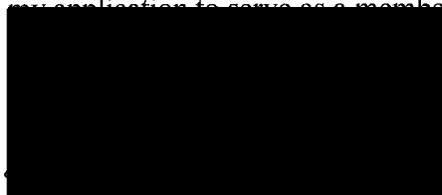
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
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, *see attached*
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, *see attached*
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.

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, Richard Buey, 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 Children's Aid Society Community Charter School in every respect.



2/22/2011
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

**Request for Information from
Prospective Charter School Trustee
Richard R. Buery, Jr.
The Children's Aid Society Community Charter School**

Answers to Questions requiring explanation

Conflicts

8. I am acquainted with several school trustees. Matthew Fassler and Diahann Billings-Burford are personal friends. Matt and I attended high school together and Diahann used to work with my wife. Anne Citrin is a Vice Chair of the Board of Trustees of the Children's Aid Society. I am an officer and employee of Children's Aid. Dr. Alan Spiegel is an acquaintance. I met Alan through his colleague Dr. Susan Coupey, a faculty member at the Albert Einstein College of Medicine and a trustee of The Children's Aid Society.

10. I am the President and Chief Executive Officer of The Children's Aid Society. The Children's Aid Society is a partner of the proposed Children's Aid Society Community Charter School, and the founding group of the school is comprised of senior staff of The Children's Aid Society.

15. Please see answer to question 10.

16. In addition to the potential conflict raised in question 10, I currently serve on the board of the ROADS Charter School (charter under consideration by SUNY CSI) and have previously served as Chair of the Achievement First East New York board of trustees, lead applicant and trustee of Leadership Prep Brownsville, and trustee of Leadership Prep Bedford-Stuyvesant. I have since resigned from these boards. I currently serve on the board of the Beginning with Children foundation, which provides support to two public charter schools – the Community Partnership Charter School and the Beginning with Children Charter School.

17. If I believed that one or more members of the board were involved in self-dealing, I would immediately raise the issue with the non-conflicted trustees so that we could take appropriate action. Such action would likely include at a minimum, considering whether the trustee acted in accordance with the schools' conflict of interest and ethics policies and taking appropriate action toward to the trustee as a result of those findings; and notifying the SUNY Charter School Institute and the New York City Department of Education regarding the self-dealing.

RICHARD R. BUERY, JR.

[REDACTED]

Ne [REDACTED] 01

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

YALE LAW SCHOOL, J.D., June 1997

Honors: Coker Fellow, Connecticut Bar Foundation Fellow

Clinics: Director, Advocacy for People with Disabilities; Student Lawyer, Prison Legal Services

Teaching: Teaching Assistant to John Simon (Contracts); Teaching Assistant to Hon. Fleming Norcott (Civil Rights)

Journals: Editor, *Yale Law and Policy Review* and *Yale Journal of International Law*

Research: Research Assistant to Professor Owen M. Fiss

Summer: NAACP LDF; Lawyer's Committee for Civil Rights; D.C. Public Defender Service

Other: Community Affairs Chair, Black Law Students Association; Director, Greenhaven Prison Project; Board of Directors, Morris Tyler Moot Court of Appeals

HARVARD COLLEGE, B.A. in Afro-American Studies, *cum laude*, June 1992

Honors: Michael Clark Rockefeller Memorial Fellowship; Stride-Rite Public Service Scholarship; John Harvard and Harvard College Scholarships for Highest Academic Achievement; Dean's List all semesters.

Activities: Steering Committee, Phillips Brooks House Association; Founder & Director, Mission Hill Summer Program; Director, Mission Hill After-school Program; Kuumba Singers Gospel Choir; First Year Urban Program; Editorial Board, *Connections* Magazine; Volunteer, Greater Boston Legal Services; Membership Director, Harvard-Radcliffe Democrats

HONORS AND COMMUNITY ACTIVITIES

Selected Honors: *Crain's New York Business* 40 Under 40 Rising Stars; Thirty Leaders of the Future Under Thirty (*Ebony Magazine*); Extraordinary Black Man Award for Humanitarianism (United Negro College Fund); Mary McLeod Bethune Award (National Council of Negro Women); NY1 New Yorker of the Week; Aspen Institute Ideas Fellow.

Selected Boards of Directors: Achievement First Charter School; Leadership Preparatory Charter School; beginning with children; iMentor; the Center for After School Excellence; the New York State Children's Camp Safety Group.

Selected Advisory Boards (Current and Former): Friends of Bank Street College Division of Continuing Education; Program Council of the Partnership for After School Education; City Year New York.

Other Activities: Founding President, Brooklyn Freedom Civic Association; Member, Association of the Bar of the City of New York (Civil Rights Committee, Council on Children); Member, New Rochelle Planning Board; Traveled extensively throughout Africa and Europe; Admitted to New York Bar; Frequent speaker on topics including social change, youth development, education reform, and urban poverty.

PUBLICATIONS

Building Electronic Bridges to Connect Mentors and Young People, Tech News, Dec. 1999, at 2; *“Bizarre” Districts; Double Standard*, Nat’l L. J., Feb. 15, 1999, at A21; *GOP Census Politics*, The Nation, Dec. 7, 1998, at 6.

Attachment 20 (a-c) - Governance

The success of Children's Aid Society Community Charter School is measured by the achievement of its mission.

School Board Roles and Responsibilities

Members of the Board of Trustees are agents for the change that the school seeks, and work individually and collaboratively to ensure that the school is creating exceptional results and significant good within the community. The general responsibilities and expectations for members of the Children's Aid Society Community Charter School may include, but are not limited to:

Awareness of Children's Aid Society Community Charter School mission, history, model, policies, operations, finances, challenges and opportunities

- Adherence to board and school policies and ensuring that other board members, employees and officers of the school follow those policies
- Active participation in board meetings and committee meetings
- Providing stewardship of the school's assets through oversight of the budget and fiduciary function
- Assisting with all fundraising efforts
- Hiring exemplary leaders and holding them accountable for results.
- Interviewing, hiring, and evaluating school principal
- Monitoring school performance; ensuring that students are making progress consistent with the school's Accountability plan
- Annually assessing the performance of the school leadership including the Principal and Operations Director
- Providing vision, leadership, and technical assistance to develop/implement strategic plans
- Participating in the active recruitment, selection, and orientation of new trustees
- Using any special skills and expertise to further the work of the board and the school
- Hearing complaints from any individual or group alleging any violation of the provisions of law relating to the management or operation of the charter school
- Ensuring that all necessary accountability measures are in place, including performance evaluations, and that all necessary records and reports are transmitted to the proper charter school oversight

entities

- Attending special events, social gatherings, and other functions sponsored by the school
- Involving parents, staff, and community members in the governance and administration of the school

The Board of Trustees monitors school performance and the development of a successful school community through the collection and review of data, internal and external assessment, observation, student, teacher, and parent surveys, and individual standing committee reports. The procedures to ensure this are as follows:

- Prior to the board meeting, every Trustee receives a monthly financial report including expenditures and income against quarterly budgets prepared by the Operations Director. The Finance Committee reviews this information with the Operations Director and Principal and presents it to the entire Board in order to provide Trustees with clarity on the financial status and health of the school.
- Prior to the board meeting, every Trustee receives a report on the progress toward accountability plan goals including detailed information on each class, grade, and cohort, and benchmark measures related to the student progress report prepared by Principal. The Student Achievement and Learning Committee reviews this information with the Principal and Operations Director and presents it to the entire Board in order to provide Trustees with clarity on the academic, social, and emotional progress of its students.
- Once a year, the Evaluation Committee compiles a detailed report on the effectiveness of the Principal and Operations Director and makes recommendations about renewal of their contracts to the Board. The information in this report will contain performance data, observations, and interviews with senior leadership including the Community School Director.
- Once a year, the Evaluation Committee will deliver the results of its year-long evaluation of the partnership with The Children's Aid Society and take action to support and enhance the CAS--CCS relationship. During this review, any CAS-CCS Trustee who is also a staff member or trustee of CAS will recuse him/herself for any voting relating to the school's partnership with CAS.

The Board may choose not to renew the annual contract of the Principal and/or Operations Director. In extreme cases, the Board can choose to terminate the Principal and/or Operations Director during the school year.

- In the event of a termination of the Principal, the Board may agree to transfer the responsibilities of the role of the Principal to the Operations Director on an interim basis.
- In the event of a termination of the Operations Director, the Board may agree to transfer the responsibilities of the role of the Operations Director to the Principal on an interim basis.
- In the event of a termination, the nominating process for new school leadership will begin immediately.
- As a partner, it is critical that CAS participate in the determination of new Principal.
- If CAS-CSS chooses not to accept CAS's recommendation, CAS can exit its contract with CSS-CCS.

The use of data by the Board of Trustees will improve the quality of decision-making by the school and mirror the school's commitment to data-driven instruction in its classrooms. The Board will use data to establish priorities, make fiscal decisions, measure progress toward the achievement of Accountability Plan goals, evaluate the effectiveness of its partnership, determine its impact on the community, identify issues and challenges, and address problems.

School Board Design

The founding Board has 7 voting trustees, including one parent or legal guardian of a child enrolled in CASCSS who will be elected to the Board, who have demonstrated expertise and success in the fields of social welfare, municipal service delivery and operations, health and medicine, elementary education, community development, and financial management. The collective network of these individuals combined with their professional experiences will be an important factor in CAS-CCS's ability to attract, retain and develop high quality board members and CAS-CCS staff. While the Board will delegate authority of day-to-day operations of the school to the senior leadership, it is expected that the Board will intervene in decision-making as needed in order to ensure the school's success.

As notes in the By-laws, not more than forty percent (40%) of the Voting Trustees may be affiliated with CAS.

As identified in the by-laws, there will be a Chair, Vice Chair, Treasurer and Secretary. There will be no less than 10 board meetings per year. In addition to the qualifications stated in the By-laws, there are other attributes that are important for Board members to possess. These include: a) a strong understanding of and personal commitment to the accomplishment of the school's mission; commitment to using professional skills and experience and/or other resources to support the school; c) prior board experience or other experience that would contribute to having an understanding of the proper and appropriate role of a Board member; d) possession of professional skills, professional/personal experience and/or community-based that would contribute to the success of the Board and the school—e.g. skills and/or experience related to education, law, finance, fundraising, personnel, and health and safety; and e) willingness to serve actively on at least one of the committee's of the board and to seriously consider the leadership of a committee.

Board members will participate in at least one standing committee: Executive, Finance, Student Learning and Achievement, Evaluation Committee, and Grievance which are described in detail in the By-Laws.

Complaint Policy

Any individual or group may bring complaints to the Board of Trustees of the CAS-CCS. Complaints will be submitted to the Board of Trustees one week prior to the next meeting of the Board for review by the Grievance Committee. 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 Principal or other responsible party to act upon the complaint and report to the Board. *Emergency and informal school issues will be dealt with on an as-needed basis by the school leadership prior to the next regular public meeting of the Board.*

Upon resolution of a complaint, CASCSS will provide to the complainant:

- (a) its written determination and any remedial action thereto;
- (b) a written notice to the complainant that he or she may appeal the determination of the School Corporation to the Trustees; and
- (c) a copy of the SUNY Trustees' grievance policies

Pursuant to the Charter Schools Act, if a complainant who properly appealed a school's formal complaint decision to the Institute is unhappy with the Institute's final decision on the matter, he/she may appeal to the State Education Department (which handles complaints for the Board of Regents). Both the Charter Schools Institute and the Board of Regents can issue school remedial orders to remedy the complaint or the situation that gave rise to the complaint.

CAS-CCS shall have the power to amend the complaint policy in any way it deems necessary and appropriate, so long as, such amendments are approved by the School Board and are consistent with applicable law and due process.

A copy of the CAS-CCS's complaint policy shall be distributed to the parents and/or guardians of students enrolled in the School and made readily available to all others requesting a copy.

Notice of meetings of the Board of Trustees of CAS-CCS will be provided to parents and other adult caregivers, posted on the web and at all CAS sites, and distributed through CAS staff to community members well in advance of meetings. Notice will include the date and time of the meeting, the agenda, and any pertinent information.

The Secretary shall keep 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.

The Board will recruit and nominate new board members in order to fill the specific needs of the Board.

The process is as follows:

1. Profiles of each candidate will be presented to the Board of Trustees.
2. The Board discusses the value that the candidate will bring to CAS-CCS.
3. If the Board decides to pursue the candidacy of a nominee, the candidate will be contacted by the Board President or duly appointed trustee for a phone interview and submit references.
4. Once the references have been contacted, the candidate will either interview with the Chairman of the Board before interviewing with no less than two trustees, or, if the Chairman of the Board is making the recommendation, only interview with no less than two trustees.

5. At that point, all of the individuals who met with the candidates will give their impressions to the Chairman, or duly appointed trustee. Based on their feedback, the Chairman, or duly appointed trustee, will make a recommendation to the Board.
6. Board vote.

Board Training¹

The CAS-CSS Board of Trustees will engage, develop, and support its board by providing the following:

1. Orientation. Each new board member will be provided with information about the school, including a copy of the approved charter, the latest financial statements, and the latest audit. He/she will tour of the school facilities and be introduced to the school's leadership. During orientation, the Chairman and Executive Committee of the Board will discuss the primary responsibilities and expectations of individual board members with the new board member, as well as his/her specific personal and professional skills in relation to the needs of the board. New Board members will be assigned to one or more of the standing committees and to other committees as appropriate, and made aware of their responsibilities.

2. Training. Training will take into consideration the needs of individual Board members as well as the needs of the overall Board. Trainings will take place throughout the academic year. Opportunities such as workshops, seminars and resource materials will be identified and disseminated. The Board Chairman will be responsible for maintaining a schedule of training events each year. In this capacity, he/she will be expected to acquire information about training opportunities from various sources and to regularly update and share the schedule of training events to Board members. The Chairman will examine Board evaluation data and communicate with Board members when designing and planning Board training activities. At the conclusion of each academic year, there will be a Board one-day retreat to analyze the completed year's data and monitor the school's progress.

3. Standing-Committee Assignment. Each Board member will be assigned to one or more standing committees of the Board during his/her orientation. In order to carry out committee responsibilities, Board members will be required to learn new information, policies and procedures. The Chair of each standing committee will assist committee members in this learning process by recommending

¹ Based on the Harlem Children's Zone Promise Academy II Charter School Renewal Application

appropriate training opportunities and allocating time at committee meetings to provide needed training and guidance.

4. Evaluation. The annual assessment of the Board's performance is considered a form of ongoing development. The process will include: (1) a self-assessment by each individual member of his/her performance, (2) an evaluation of each individual Board member by the Board President through the review of an annual member "Board Report Card", and (3) an evaluation of the Board's performance by the Board as a whole.

Proposed Founding Board of Trustees

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Richard R. Buery, Jr.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
Dihann Billings-Burford	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
Anne Jeffries Citrin	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
Karen Drezner	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
Matt Fassler	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
Dr. Allen Spiegel	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 years
CASCSS Parent/Caregiver (TBD)	<input type="checkbox"/>	<input type="checkbox"/>		1 year

Attachment 21 – School Leader Resume

The Children’s Aid Society Community Charter School is currently recruiting a school leader.

Attachment 21 (a-e) Personnel

	Year 1 2012-13	Year 2 2013 -14	Year 3 2014 -15	Year 4 2016 - 17	Year 5 2017-18
Grades Served	Grades: K & 1	Grades: K - 2	Grades: K -3	Grades: K - 4	Grades: K - 5
# of Students	120	175	222	265	304
# of Classroom teachers (one bilingually certified per grade -	6	9	12	15	18
# of Grade Level Lead Teachers	2	3	4	5	6
# of Grade Cohort Instructional Leaders	0	1	2	2	2
# of ESL teachers	1	1.5	2	3	3
# of Music Teachers (provided by CAS)	1	1	2	2	2
# of Art Teachers (provided by CAS)	1	1	2	2	2
# of Aides	2	4	6	8	10
# of Kindergarten aides	2	2	2	2	2

School Leader

Children's Aid Society is seeking a dynamic educator with expertise in school development and instructional leadership who is passionate about improving the lives of children, strengthening families, and changing communities. The Principal will initially join the team as a consultant and will be involved in every aspect of the planning of the school as we prepare to open in August 2012. We also expect to recruit an Operations Director during the planning year. Once the school opens in August 2012, the Principal will be focused on driving academic achievement through rigorous assessment, curriculum design, and school culture. The Principal will report directly to the Board of Trustees of the school.

Successful candidates for the role of Principal will bring the following qualities and experiences:

- Master's Degree in Education or Education Administration and teaching certification
- SBL or other relevant administrative certificate preferred
- At least 5 years of teaching experience with low-income and other vulnerable student populations including special needs populations and English Language learners
- At least 2 years of experience in a lead teacher role
- Knowledge and experience with community school models
- An unwavering belief that closing the achievement gap between white and minority students is the preeminent civil rights issue of our day
- Commitment to continuous assessment of academic, social, and behavioral progress in order to effectively plan and tailor instruction and other interventions to students' specific learning needs
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- A strong ability to multi-task, prioritize effectively and manage time well
- A thorough understanding of youth development principles and practice
- A history of service to under-resourced communities
- Professionalism, sound judgment, and maturity
- An entrepreneurial spirit that embraces creativity and hard work inherent in a start-up

Academic Design and Performance

- Manage student recruitment and enrollment
- Set standards for student achievement
- Analyze performance data. Use results to strengthen teaching and learning practices
- Work with instructional teams to assess and evaluate students, classes, grades, and cohorts
- Design intensive professional development and programming for teachers to increase their effectiveness as individuals and as teams
- Work with parents and community partners to develop comprehensive academic supports

Board Relations, Personnel, and Fiscal Management

- Recruit, select, and hire all school staff, including teachers and school-based support staff
- Oversee development and implementation of personnel policies and actions
- In conjunction with the Director of Operations, develop and manage annual budget
- Ensure compliance with all fiscal policies and requirements
- Report directly to the Board of Trustees at monthly Board meetings on all matters related to outcomes and priorities

School Culture and Community Development

- Ensure a safe and nurturing school environment for all students and parents
- Work with the senior leadership of the school and the trustees to promote school's mission and instill its values within the community
- Work with The Children's Aid Society to hire a Community School Director who will serve as a senior leader, thought partner, and effective manager of programs and resources
- In conjunction with the Community School Director, cultivate a network of providers to ensure that children and families receive comprehensive support services.
- Work with the Community School Director to plan and conduct community outreach efforts

In our efforts to recruit a school leader, we have distributed the job description to the following educator networks:

- Teach for America's alumni network
- New Leaders for New Schools alumni network
- Harvard Graduate School of Education alumni network
- The New York City Charter School Center
- The Children's Aid Society job finder website
- Idealist.org

Children's Aid Society President and CEO Richard R. Buery has shared the job description with his network of Executive Directors and organizational leaders. During our site visits with charter school principals, we explained our design and encouraged them to circulate the job description to their peers. We plan to place ads in the New York Times, Idealist.org, and The Not-For-Profit Press.

Selection

Candidates will be screened initially through resume review and phone interviews prior to in-person interviews. During the phone interview, candidates will be encouraged to provide professional references. Once those references are contacted, candidates will meet with Mr. Buery for an individual interview. During the course of this interview, Mr. Buery will focus on educational philosophy as it relates to the needs of poor and minority children, charter school start-up and administrative experience, teacher and student recruitment strategies, professional development expertise, and personality. If Mr. Buery believes that the candidacy should move forward, he will make a recommendation to the CAS-CSS trustees. No less than two trustees will meet with the candidate. In addition, the candidate will be interviewed by Jane Quinn, Vice President and Director of National Center for Community Schools, and participate in a site visit to the Bronx. At that point, all of the individuals who met with the candidates will give their impressions to Mr. Buery. Based on their feedback, that of the trustees, and additional interactions with the client's references, Mr. Buery will choose either to continue the search or make a recommendation to all trustees to extend an offer to the candidate. After one final interview with Mr. Buery, the candidate will receive his/her offer.

Management

The management structure is as follows:

- The Board of Trustees will have authority on all school issues. Its decisions will be based on indicators of school performance including overall school comparison data, grade, class, and individual student achievement educationally, socially, physically, and emotionally. The Board is responsible for oversight and evaluation of the Principal.
- The Principal bears ultimate responsibility for the organizational viability of CAS-CCS, the day-to-day management of the school, and the effectiveness of the senior leadership team. S/he serves as the school's expert in all aspects of teaching and learning, drives assessment, monitors the professional development of the instructional staff, and evaluates the senior leadership team.
- The Principal will lead the search for the Operations Director, and make a hiring recommendation to The Board of Trustees. The Principal will defer oversight of business functions of the school to the Operations Director so that s/he can focus on academic achievement.
- The Principal will appoint Grade Cohort Leaders (K-2 and 3-5) who will be responsible for data-driven assessment of students and the coaching and professional development of the instructional personnel within the cohort.
- The Operations Director will be responsible for non-instructional functions including providing oversight of the administrative staff, finance, facilities, and transportation.
- The Community School Director will be responsible for the supportive services available to children and families before, during, and after the school day, and year-round. The Director will be highly engaged with parents in an effort to reduce barriers to academic success.
- The Director will coach, develop, and support case managers, school-based health clinic staff, and special area instructors and develop external partnerships in support of CAS-CCS.

Staff Recruitment

CAS-CCS seeks professionals who are not only content experts, great communicators, and natural leaders, but also understand and value the personal and professional investments that are required to transform a community. The school will recruit year-round for staff, even when positions are not open, in order to develop and maintain a network of committed, qualified, and engaged professionals that can

be drawn upon as needed to support CAS-CCS. Resumes will be screened by the Human Resources Department of CAS who will forward them to the identified senior leader.

The desired qualifications for staff are as follows:

Teachers: Master's Degree, state certification, and prior successful teaching experience. A comprehensive interview process will include peers and administrators, reference checks. Demonstration lessons at the appropriate grade level will be required.

Administration: School Administrator and Supervisor/*School Building Leader (SAS/SBL)* or School District Administrator/*Leader (SDA/SDL)* certifications, and prior school building and leadership experience. A site visit to the prospective administrator's current site will be made if appropriate. The interview committee will include parents, community members, teachers, paraprofessionals, and administrators at the CAS-CSS and CAS, who will interview references about skill, impact, and commitment to at risk children and families.

Paraprofessionals will be hired in accordance with the requirements detailed in the NCLB legislation. Non-certificated staff personnel including administrative and kitchen staff and other employees will have relevant prior professional experience and training in the areas of their responsibilities.

Recruitment will take place through advertisements in newspapers and educational journals, engagement with colleges and graduate schools of education, search firms, participation at teacher recruitment fairs, and through contact with the networks of the existing CAS-CCS staff.

Staff Training and Retention

A 2008 study of teaching professionals¹ found that highly skilled teachers were most likely to work in the most challenging schools if the schools were:

- Led by a strong and experienced administrator
- Provided incentives or additional compensation
- Provided high quality professional development
- Provided instructional coaches and data-driven assessment tools

¹ "Mission Possible: A North Carolina school district solves the problem of recruiting and retaining teachers in the most challenging schools," Terry B. Grier and Amy A. Holcombe, *Educational Leadership*, April 2008, Vol. 65., No. 7

- Maintained smaller class size
- Developed a communications plan

Of these six areas, CAS-CSS has a strategy for addressing five in its first year (strong leadership, professional development, coaching and data, small classes, and communication) and will seek the resources to address the issue of incentives during its first five years of operation.

Led by a strong and experienced administrator: As noted above, CAS-CSS is seeking a dynamic educator with expertise in school development and instructional leadership. The Principal will initially join the team as a consultant, hire the instructional staff, and concentrate on driving academic achievement.

High quality professional development: All staff members at CAS-CCS will participate in professional development opportunities focused on developing their expertise and strengthening their ability to support and engage vulnerable children and families. We will encourage our staff to engage in graduate level learning, manage their personal wellness, and participate in service learning opportunities within the community. CAS-CCS will provide workshops and training programs on an ongoing basis, facilitated by CAS staff or outside experts. Examples of training topics include:

- How to gather, assess and use data to drive your instruction
- Instructional strategies to address ELL and special education students
- Monitoring student engagement and strategies to keep students focused
- Supporting at risk children and children that are in foster care or whose families are engaged in preventive services
- Behavior management systems and routines that empower students
- Setting expectations for academic learning
- Community involvement: parents, caretakers, and neighbors
- Peer coaching and communication

Differentiated instruction will be a focal point for all professional development sessions and instructional practices at CAS-CSS. The CAS-CSS model of differentiated instruction and intensive family supports will continually drive students forward at a pace that best suits their needs and skills. By

pairing two certified teachers in the classrooms, supporting each grade with a Life Coach, CAS-CSS will have put the structures in place to create dynamic and successful learning environments.

During the summer professional development institute, staff members will be introduced to CAS-CCS policies, procedures, programs, and its partner, CAS. In addition to community building activity and lesson planning, each staff member will develop individual goals for the year. A similar institute will take place at the mid-year retreat, and focus on student, class, grade, cohort, and school progress toward goals. CAS staff will help to train staff, and serve as partners to reduce barriers to learning, and to understand and support the instructional team in its efforts to work toward meaningful academic goals.

Instructional coaching and data driven assessment

CAS-CSS staff will have weekly meetings focused on best practices and student achievement, and a monthly half-day set aside to review the progress of students who need modifications, adaptations and accommodations to address their educational needs. Equipped with the knowledge of what competencies and skills students have and the progress they are making, CAS-CSS and CAS staff will work collaboratively to meet the individual needs of every student.

New staff will receive mentoring from a CAS-CSS staff member to help integrate them into the school community. A CAS staff member will serve as point person to solidify the new staff member's understanding of the partnership and community school model. Teachers will serve as coaches for their peers. The Grade Level Cohort Leaders will schedule common preparation time for teachers within the master schedule to focus on improving instruction. CAS staff will lead case management meetings for students that will include teachers, administrators, and family members. These practices will result in a collegial environment, foster constructive feedback between peers, teams, and partners, and support a constant dialogue about children's success and individual performance.

Staff Input and Communication

Weekly faculty meetings to reinforce the ongoing staff development initiatives and provide for teachers' feedback will be part of the regular monthly schedule. The intent is to create a collegial atmosphere in which staff shares information and expertise essential to keeping every student on track. The senior leadership will have open office hours, and will make themselves available before and after school to address concerns and answer questions from staff, parents, and other community members.

Evaluations

All staff will engage in two evaluations each year—a formal evaluation that will be conducted by the staff member’s supervisor which will be kept in his/her personnel file, and a second, “360” evaluation that will incorporate feedback from the individual, his/her peers, superiors, subordinates, and students.

Teachers will be observed daily by the Grade Cohort Instructional Leader and/or the School Principal. These observations and formal weekly coaching sessions for individual teachers and teaching teams will help staff reflect on their performance and work toward improvement every day.

Personnel Practices

The draft Employee Handbook provides detailed descriptions of employee benefits and employee responsibilities as they relate to attendance, procedures, working conditions and other staff expectations. All full-time employees of the school work a 12-month calendar year.

CAS-CCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, State or federal law.

Attachment 22 – Parent Involvement

The Children’s Aid Society Community Charter School is acutely aware that parents and caregivers are an important part of a child’s success in school. CAS-CCS sees parents and caregivers as essential partners and pledges to engage them as active members of the CAS-CCS community.

A team of CAS-CCS staff, which may include the principal, IL, and CAS life coach, will meet with each family before the start of school in order to build relationships, share expectations, and answer questions. CAS-CCS will develop a school-parent-student contract to clarify the roles, responsibilities, and commitments of each party to the others. While New York State law prohibits the school from requiring parents and students to sign the contract if they do not wish to do so, staff expects to build a level of trust that will encourage families to sign and adhere to the contract.

CAS-CCS will have a Parent Leadership Council (PLC) to advise school leadership, plan activities, and serve as a connection to the community. A member of the PLC will also serve on the Board of Trustees, which holds primary responsibility for making key decisions about the school.

Before the start of the school year, CAS-CSS staff will begin to build a strong personal relationships with each family. Parents will be welcome to visit the school at all times. Each morning at breakfast we will encourage parents and caregivers to join the school community to share a meal.

CAS-CCS will engage the skills and talents of parents. The Community School Director will manage a parent volunteer program; all parents will be expected to volunteer each semester. The number of hours that they will serve will be determined at the beginning of the year in consultation with their child’s Life Coach. Volunteer opportunities can include serving as lunch monitors, leading extra-curricular activities, and chaperoning school trips. Children’s Aid Society believes that no parent is expendable. Its community schools welcome parents from every corner and their involvement is everybody’s job. For example, The Ercilia Pepin Leadership Institute is a parent engagement program that offers a variety of classes and workshops to parents. In addition to adult education and literacy classes, the Pepin Institute offers classes in poetry, visual arts, culinary arts, flower arrangement, upholstery, home decoration, candle making, jewelry making, cake baking and decoration, and fitness and nutrition.

Parents and caregivers will be encouraged to keep track of their child’s performance and progress through weekly progress reports, periodic written updates, quarterly conferences, and phone-calls as

needed. CAS-CCS will provide workshops for parents and caregivers on topics such as “Understanding Your Child’s Curriculum” and “Preparing for College in Kindergarten.”

Given the challenges that many families face and the impact these challenges have on children’s success, CAS-CCS, in partnership with The Children’s Aid Society, takes responsibility for understanding each child’s family situation and developing individual family plans aimed at removing the barriers to children’s success—such as rent support, health care, preventive services, or legal help.

Attachment 23 (a-d) Community Support and Demand

The CAS Community Charter School is designed to provide a high quality education opportunity to children in the South Bronx where multiple risk factors jeopardize their success. Based on the community's undeniable needs and a severe dearth of services, our partner organization, CAS, very deliberately began intensifying its services in Morrisania ten years ago and has since developed a trusted presence in the district. This growth in service delivery, which spans foster care, preventive services, health and mental health, domestic violence treatment, and community schools, has established and solidified a strong community presence. The CAS-CCS planning process has been and continues to be informed by discussions and focus groups with foster and community parents, school principals and staff, neighborhood youth, and other community stakeholders. Our charter school outreach is greatly facilitated by the expansive reach of CAS in the community and we will build upon this foundation as we continue to seek the community's input and support.

District Support

The CAS expansion into Morrisania included new partnerships with public schools in Community School District 12, including C.S. 61/I.S. 190, I.S. 98, Fannie Lou Hamer Freedom High School and Fannie Lou Hamer Middle School. As a result, CAS has an existing and strong relationship with the school district. In partnering with these schools, CAS and school leadership have developed and implemented programming to meet the needs of the school populations and have worked together on resource development and allocation. CAS full-time Community School Directors meet regularly with school principals to determine how best to support the children in their learning and development; they are members of the School Leadership Teams and CAS staff meet with parents through PTA meetings and other organized events to ensure that parents are actively engaged in their children's education. The outcome of these partnerships is evidenced by extended day school programs that complement the academic day, additional school day advisory periods that emphasize health and wellness, connection to health and social services, and a significant increase in parent involvement.

District officials have been enthusiastic about the proposed charter school.

District Principals: Our charter school effort has been supported by the principals of nearby schools including Fannie Lou Hammer Freedom High School, Fannie Lou Hammer Middle School, and C.S. 61, which serves the same grade configuration as the proposed CAS Community Charter School. C.S. 61 Principal Patricia Quigley is a staunch believer that student success relies on high quality academic

instruction that is supported with integrated services designed to remove barriers to learning. In addition to expressing her genuine support for this charter school approach and application, she has offered to assist in any way possible. Lorraine Chanon, Principal of Fannie Lou Middle School, has offered to assist in the effort. She shared her thoughts on embedding positive youth development into a strong academic program and urged the CAS Community Charter School to take on the challenge of special education and ELL students.

District Superintendent: Myrna Rodriguez, District 12 Superintendent, has been supportive of the partnerships described above and the shared efforts to bring needed resources to the schools. On numerous occasions, she has provided letters of support for city and state funding opportunities.

District Parents: We were invited to present at a DOE NYC District 12 President's Council meeting with 25 PTA Presidents and representatives, and the District Superintendent, Myrna Rodriguez, in attendance. The response was enthusiastic and supportive, and the Council, speaking on behalf of parents across elementary, middle and high schools, recognized the need for community building and the many supports children and parents need to be successful.

A structure for information sharing, technical assistance, and support is already in place. The Children's Aid Society Community Charter School will take advantage of the networks, knowledge, and expertise of CAS and its district partners. Indeed, the school has already benefited from the existing relationships and the insights that have formed this proposal.

Community Support

We recognize and appreciate that strong community support is critical to the success of any new school and meeting the needs of our students. In addition to support expressed by local schools, we solicited feedback from a broad range of community stakeholders including community parents, caregivers, grandparents, current and former foster parents, youth, educators and elected officials through confidential surveys, individual conversations, and six forums in conducted in both English and Spanish, facilitated by CAS service providers. Outreach also included presentations to the staff of CAS foster care, preventive services, and early childhood programs in the Bronx, who meet with families every day. Across all sectors, the response has been highly positive. Community stakeholders are attracted to the

CAS-CCS because of the partnership role of CAS, an organization they perceive as truly committed to helping transform a community and preparing children for success.

Parent Input: We are especially interested in the concerns and interests of parents and are pleased that the response has been consistently supportive. Parent surveys from the CAS Early Childhood Center indicate overwhelming support for a charter school with CAS as the partner. Across the board, parents expressed their regard for CAS' skill and compassion in engaging their children in early learning. They conveyed very high levels of confidence in the teachers. In fact, parents expressed concern that the gains their children have made in language and literacy, problem-solving, and social skills would be lost during their first year of traditional public school education. As one parent in the CAS Early Childhood Center program at the BFC told us, *"When I bring my child to the Children's Aid Society I see how she is progressing in education, and mentally. She is becoming well prepare (sic) for a good future."* Parents expressed appreciation for the ability of CAS to engage parents actively and effectively, which they deemed important for a charter school.

Outreach extended to the early childhood programs across CAS, beyond the Bronx in Harlem and Washington Heights. Even though the proposed charter school will not be located in their communities, parents were excited nonetheless because they view CAS as having a viable and important role in public education. As with the Bronx parents, these parents know the public education world and know that their children need more; they expressed their faith in CAS to bring needed services to the system and work hard at keeping children in school.

Conversations about the charter school that CAS foster care staff have incorporated into parent training sessions and support groups provided valuable insights into the development of a charter school. Parents commented on the value of a CAS partnership to a school, their interest in enrolling their children, and their desire to be engaged in the future development of the school. Parents expressed concerns about their children's current education, citing the lack of emotional connection between teachers and students; low expectations for students (which they felt might be associated with their own low levels of educational achievement and the neighborhoods they come from); and a sense that schools have a tendency to label children, especially for ADHD, without a professional diagnosis. Further, parents expressed frustration about the lack of support they receive for navigating and identifying certain systems, such as special education and community resources such as mental health services. These are issues that the CAS Community Charter School is committed to addressing, and that CAS, as a partner, can support with its successful experience in parent engagement and service delivery.

Parent feedback has also informed our model with requests for more opportunities in the arts, physical exercise, and technology for students, and consideration as to how best accommodate the needs of working parents.

From the February forums, attended by 80 community members, we heard unanimous support for, and interest in, a CAS Community Charter School. There was no question that parents are seeking higher quality educational opportunities for their children, and several had entered, unsuccessfully, lotteries for other charter schools. Again, the high regard for Children's Aid's current involvement in the community fueled this interest. They expressed value for the CAS approach of meeting the needs of the whole child and social learning that imparts skills needed in school, work, and life. As with the other parents, they were interested in high quality teaching, ELL, and special education. They said they want a school environment that is safe and thriving. Considerable dialogue revolved around creative and flexible ways to engage parents, especially those who work and cannot be physically present at the school. Foster parents shared their experience in not feeling that they were treated equally, as full parents, by school staff. They felt that CAS' deep history in working closely with and supporting foster parents would be a real asset in this regard.

Youth Input: Input from the youth at the CAS Next Generation Center (NGC), which serves foster care teens and other disconnected youth, was very interesting. The discussion revolved around what youth should be learning, safety, teachers and administrators, and the challenges they faced personally. They spoke to the importance having supportive adults in their lives whom they can trust and go to for emotional support and guidance. They openly acknowledged that the reasons driving academic difficulties for them did not generally stem from the school or teachers, but from personal issues they were experiencing in their lives. They expressed the frustration of not feeling they could talk to a teacher or principal when they were having difficulties. For young people who have existed in crisis, transformational relationships can catalyze and support a learning process that can lead to educational achievement and meaningful engagement in community and civic life. NGC teens told us that these relationships need to start early, during the school-age years, and should be a consideration in the design of our charter school. They felt so strongly that the charter school staff be able to relate to young children, even expressed interest in interviewing potential school leaders. They want to be involved in the school as volunteer tutors and mentors. These are young people who have been through a lot, and with the proper coaching, can set a wonderful example for the children. The one concern the youth expressed was location; they feel the Southern Boulevard vicinity is not safe for a

school. Their concern further makes our case for being there and doing what it takes to achieve neighborhood transformation.

Elected Official Input: We have heard from the following elected officials including:

- New York State Assembly Member Marcos Crespo
- New York City Council Member Joel Rivera
- State Senator Ruben Diaz, Sr.
- Bronx Borough President Ruben Diaz, Jr.

Across the board, these officials have expressed great enthusiasm about our proposed charter school. They are excited that CAS , with its history of supporting children and families and its deep commitment to the Bronx, is a partner in this initiative, and they are very pleased that the charter school is being designed within the community school model, which they feel is greatly needed in this Bronx community where families are confronting such extreme challenges. They were especially encouraged that our proposed charter school model would give priority admissions to high-needs students. As expressed in this application, the CAS Community Charter School will target enrollment for the most vulnerable students, with weighted preference for children contending with specific risk factors. Another important consideration expressed revolved around the issue of space, and the tensions that occur when charter schools are housed in existing public schools. They were therefore pleased that the CAS-CCS ultimately seeks to have its own building.

Educator Input: Outreach has extended beyond the physical community to the charter school and educational communities. In the effort to gain a deeper understanding of charter schools, from community engagement and staffing to operations and services, CAS staff visited several charter schools including Explore Charter School, Mott Haven Academy Charter School, Our World Neighborhood Charter School, HCZ Promise Academy Charter School, Harlem Success Charter Network, DREAM Charter School, Harlem Link Charter School, Renaissance Charter School, Carl C. Icahn Charter School, and Bronx Charter School for Excellence. All of these schools offered encouragement and spoke to the demand, based on their experience and waiting lists, for more charters. Mott Haven Academy, HCZ Promise Academy, and DREAM Charter School spoke specifically to the various nuances and mechanics of operating a charter school with a CBO partner, and Mott Haven Academy offered valuable insight with regard to enrolling children in the child welfare systems. Further, one of our board members is the

founder and former principal of Bronx Charter School for Children; she joined the board because she is particularly interested in our model, and she has provided valuable insight and advice. Others in the educational field have indicated strong support for a CAS community Charter School, including the former Executive Director of NOLA 180 (a charter management organization designed to turning around failing schools in New Orleans), Project Manager of New School Development for The Newark Charter School Fund, Executive Director of the New York City branch of Teach for America, and a former NYC public school principal. This support was buoyed by a strong belief in the approach that links instructional excellence with non-academic supports. As mentioned above, public school principals have expressed their support and desire to help, as has the NYC DOE Deputy Cluster Leader in the Division of School Support, Irene Rogan, who was exceptionally supportive of our application. That such a degree of support has been expressed across both traditional public schools and charter schools speaks to a broad-based interest in what the CAS-CCS proposes to offer.

The CAS Community Charter School values the importance of community support and will continue, especially through the deep connections and relationships cultivated by our partner, CAS, to garner feedback and support from families, community based organizations, elected officials, educators, business and other stakeholders. This outreach will include, but will not be limited to, the following strategies:

- Letters of Introduction to be sent to local service providers, community-based organizations and churches providing information about our charter school and inviting feedback;
- Scheduled information sessions, similar to the February Forums, inviting community members at large;
- Flyer distribution, with clear contact information and details about the information sessions, throughout community centers, early childhood centers, homeless shelters, housing developments, shopping centers and CAS sites;
- Continued discussions with elected officials and the School District, including the Superintendent and school principals;
- Youth input through meetings of the CAS Youth Council and NGC participants; and
- Presentations and material distribution at meetings of coalition and service provider networks in which CAS is a member.

Student Demand

The waiting lists of nearby charter schools and charter schools across the City suggest a great demand among students and families for more educational options beyond the traditional public schools in their community. In the 2010 lottery, there were 54,000 applicants citywide for 11,800 available seats; approximately 42,000 students remain on waitlists¹. Nearby Bronx Lighthouse Charter School, which serves grades K-8 with approximately 50 students per grade, has an extensive waiting list; this charter school receives approximately 1,000 applications each year, primarily for the lower grades, with openings made available only through the incoming Kindergarten class and minimal attrition among the remaining grades. The parent support expressed through our outreach and forums, and through petitions, further speaks to the demand for high quality educational opportunities in this district.

Proposal Opposition

Our community outreach to date has indicated overwhelming support for our proposed charter school, including the support of parents and caretakers, nearby public school principals, elected officials, and other service providers. We are, nonetheless, sensitive to concerns that have been expressed about charter schools, including that they divert resources and high performing students from the traditional public school system and do not necessarily enroll those children most in need. In fact, the initial response that we heard more than once is that charter schools do not serve at-risk children or children with special needs. That the CAS Community Charter School will give weighted priority to five different risk factors helped to mitigate these concerns. This, however, generated concern among parents who feared that their children, who do not fall into the risk factors, would not have as great a chance of enrolling. With its deeply embedded services and investment in the community, CAS does have other ways to support these families, but is highly sensitive to parents' quest to secure a high quality education for their children.

¹ <http://nyccharterschools.org/learn/about-charter-schools/backtoschool>



Bronx Early Childhood Ctr.

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	Nidia Fernandez	10460	4 años	1
SARAN DORE	SARAN DORE	10459	3 años	K.
	MARLENE MINITO	10460	4 años	1 st



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Petition in Support of The Children's Aid Society Community Charter School

Envisioning a community where every child is healthy, educated, and confident

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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Desiree Yarrero		4	1st
	Alex Cruz	10469	4 + 3	1st + K
	Wendy Smith	10460	3	K
Jameel Archer	JAMEEL ARCHER	10460	4	1st
		10460	3	pre-K



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Xideya Cuz	10459		K
	Hilos Garcia	10462	3	K
	Angelina Kemp	10473	4	1 st
	Shaquana Carroll	10459	4	1
	Frances Martinez	J 10459	3	K



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Nathalie	10459	4	
	Celine BYUNA	10459	3	K.
	Michael Ordonez	10459	3	K
	Melany Lagos	10460	3	K.
	Anthony Peña	10460	4	1 ST



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<i>Ebony</i>				
<i>Ebony Curbelo</i>	Ebony Curbelo	10030	4	1
<i>Mbeme pigs</i>	Mbeme pigs	10030	1	KG
<i>Melissa Sesuran</i>	Melissa Sesuran	10030	3	K
<i>Andrea Forteau</i>	Andrea Forteau	10025	4	1
<i>Kashia Adams</i>	KASHIA ADAMS	10030	5	K

Drew Hamilton Day Con



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<i>Ayesatu Kromah</i>	Ayesatu Kromah	10030	5 / 1
<i>P. Canady</i>	Precious Canady	10030	3 / pre-K
<i>S. Thomas</i>	Shawn Thomas	10039	4 / 3 1
<i>Tarlesha Barksdale</i>	Tarlesha Barksdale	10037	4 / K

Drew Hamilton Day Care



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Cassandra Benedith	10027	2	K

Drew Hamilton Day Con



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Rehalda Speda	10039	3	
	Rehalda Speda	10039	3	K
	G Howell	10472	7	2
	KATI RLI BOUARZE	10030	3	K
	Cisse Massogon	10030	4	1
	Shirley CAMPUSANO		3	K

Drew Hamilton Day Care



Petición a Favor de La Escuela Autónoma de La Sociedad de Apoyo a La Niñez

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Neyda Solórzano	Neyda Solórzano	10029		1 año	Pre
Alicia. R.	Alicia. R.				Pre
Elexis Mercado	Elexis Mercado	10467		6 años	2 nd
Gabriela Gonzalez	Gabriela Gonzalez	10035		3 años	Pre
Alyssa Bracero	Azaien Bracero	10029		2.5 años	Pre



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Zenaida Zurita	Zenaida Zurita	10029	3	PreK	
B. Colon	Brenda Colon	10029	4	K Head Start	
Emilia Contreras	Emilia Contreras	10029	4	Head Start K	
Soyla Hernandez	Soyla Hdez	10452	3	Head Start K	
ANEI Aguilera	ANEI Aguilera	10029	4	K Head Start	



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<i>Gabriela González</i>					
<i>Gabriela González</i>	<i>Gabriela G</i>	<i>10029</i>	<i>1 1/2</i>	<i>Pre K</i>	
<i>Raguel Martinez</i>	<i>Raguel Martinez</i>	<i>10029</i>	<i>3</i>	<i>Pre K</i>	
<i>Candice Green</i>	<i>Candice Green</i>	<i>10029</i>	<i>1 1/2</i>	<i>Pre K</i>	
<i>Wilma Simón</i>	<i>Wilma Simón</i>	<i>10029</i>	<i>4</i>	<i>Pre K</i> <i>K</i>	
<i>Yolanda Baerz</i>	<i>Yolanda Baerz</i>	<i>10029</i>	<i>3</i>	<i>Pre K</i>	



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<i>Griselda Molina</i>	Griselda Molina	10029		2	Pre-school
<i>Chanel Peace</i> <i>Chanel Peace</i>	Chanel Peace	10458		2	Pre-school
<i>Miriam Medellin</i>	Miriam Medellin	10029		3	Pre K
<i>MARIE LAZENBY</i>	JAMES Thomas Sr. / <i>MTD</i>	10029			Pre K
<i>Adriana Ramirez</i>	Adriana Ramirez	10029		4	K



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 – K or 1 st	
<i>Nicole McClammy Beaty</i>	Nicole McClammy Beaty	10029	4	K or 1 st	



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La Escuela Autónoma de La Sociedad de Apoyo a la Niñez espera abrir sus puertas en Agosto del 2012, comenzando con 100 estudiantes en kindergarten y primer grado. En los cinco años siguientes, añadiremos un grado por año hasta llegar al quinto grado con un total de 300 estudiantes. La escuela estará localizada en el área de Morrisania, en el Sur del Bronx.

Para garantizar el aprendizaje y el éxito académico de nuestros niños, la Escuela Autónoma de La Sociedad de Apoyo a la Niñez proporcionará una educación académica sólida de alta calidad, apoyará sus necesidades físicas, emocionales y sociales, fortaleciendo su autoestima y sus perspectivas para el futuro, y haciendo de la escuela una comunidad segura y acogedora.

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Mario Reyes	Maria Reyes	11377	3	K	
Maria Zhagui	Maria Zhagui	10029	4	K	
Fan, Lung	Fan, Lung	10029	4	K	
Nancy Garcia	Nancy Garcia	10454	1 1/2	E.H.S	
Blanca Castilla	Blanca Castilla	10029	4 2	K pre-K	



Petition in Support of The Children's Aid Society Community Charter School

Envisioning a community where every child is healthy, educated, and confident

The Children's Aid Society (CAS) Community Charter School intends to open in August 2012 with 100 students in Kindergarten and first grade, and eventually grow to serve approximately 300 students in grades K-5. The school will open in the Morrisania section of the South Bronx.

The CAS-Community Charter School ensures that children will achieve academic success by providing the best instructional practices, advancing their physical, emotional, and social needs, fostering a sense of pride and hope, and serving as a safe and engaging community hub.

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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1	
<i>Jenean Allers</i>	Jenean Allers	10459	3yrs 3yrs	K K	



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
<i>D. Goode</i>	DESTAFARI Goode	10459	6	
<i>/</i>	<i>/</i>	<i>/</i>	<i>/</i>	<i>/</i>

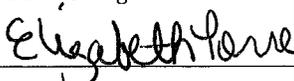
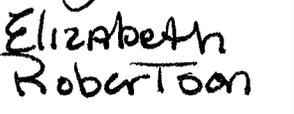


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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Elizabeth Torres	10459			
	Elizabeth Robertson	10459			K
Orchid Smith		10457			1



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
<i>Mrs. Kamala Spiller</i>	MRS. KAMALA Spiller	10454	3yrs	K



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Student Information - *In the interest of privacy, personal information will be kept confidential.*

Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	Ruth Cruz	10460	3	K
	ROBIN FLESHMAN	10456 S.I. COM		
	Frank Guerrero	10471		
	Michael Wagner	10459		
	Gail Murtha			



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
<i>Carole Lamhuet</i>	Carole Lamhuet	10460			
<i>Erika Mendelsohn</i>	Erika Mendelsohn	10460			



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
	Jessica Hernandez	10454			1
	Aicha abdallah	10460			K
	David Flores	10460			K
	JAMEEL ARCHER	10460			1



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
	Nadia Rodriguez	10472			
	Ann Kinsey	Bx 10460			
	Diane Thompson				



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Parent's Signature	Parent's Printed Name	Address	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
	Shaina Gravello	Address	10467			
		Phone/Email				
	Tanika Awor	Address	10460			1
		Phone/Email				
	Tonia Scott	Address	10459			1
		Phone/Email				
	K.A. Gilliard Warner	Address	10460			1
		Phone/Email				
	Janleen A. Colon	Address	10462			1



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	ANA LUZ RIJO	10460			1	
	WILTON TAVERS	10460			1	



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
	Thresa Lopez	10453			yes
Freda Adoctor	F. Adoctor	10459			
	Hilda Garcia	10462			
J. Tiekus	Joseph Tiekus	10459			



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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 – K or 1
<i>Melony Leeyz</i>	Melany Lagos	10460			J
<i>Cindy Medina</i>	Cindy Medina	10456			K
<i>Belmar Simon</i>	Belmar Simon	10459			1
<i>Gloria B.C. Cruz</i>	GLORIA B.C. CRUZ	10467			1

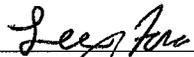
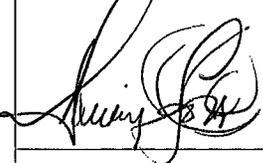


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Parent's Signature	Parent's Printed Name	Zip Code	Child's Name	Child's Age	Grade your child will enter in Aug. 2012 - K or 1
	LEE FAR	10460			
	SHIRLEY LOTT	10457			
	Tanique Foster	10458			



Bronx Early Childhood Ctr

Petition in Support of The Children's Aid Society Community Charter School

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Student Information - *In the interest of privacy, personal information will be kept confidential.*

Parent's Signature	Parent's Printed Name	Zip Code	Child's Age	Grade your child will enter in Aug. 2012 (Kor L)
	Phillip Keys	10460	4	
	DRISS AHMED	10459	3	X
	Maribel Marte	10459	3	X
	CONSTANCE Augustine Constance	10467	3	X
	Victoria Vides	10031		
	Jessica Hernandez	10454	4	X
	ABDOULAYE Adigataou	10453	4	X

□ **DISTRICT OFFICE**
1901 SOUTHERN BOULEVARD
BRONX, NY 10460
(718) 842-8100
FAX: (718) 842-6280

□ **CITY HALL OFFICE**
250 BROADWAY, SUITE 1833
NEW YORK, NY 10007
(212) 788-6966
FAX: (212) 788-8977

JOEL.RIVERA@COUNCIL.NYC.GOV



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THE CITY OF NEW YORK

JOEL RIVERA

MAJORITY LEADER

15TH DISTRICT • BRONX

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RULES, PRIVILEGES AND ELECTIONS

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STANDARDS & ETHICS
STATE & FEDERAL LEGISLATION

SUBCOMMITTEE
ZONING & FRANCHISES

February 15, 2011

Jason Sarfield
Director of School Applications
Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Sarfield:

I am writing this letter in support of the proposed Children's Aid Society (CAS) Community Charter School in the Morrisania section of the Bronx. I know that the school will benefit greatly from its partnership with CAS, an organization that has been supporting children and families in New York City for 160 years. Through focusing on a child's physical, social, and emotional needs, CAS aims to create safe and nurturing learning environments for *all* students especially those who are most at risk.

I am confident that The Children's Aid Society Community Charter School will provide excellent educational opportunities and supportive services that will effectively reduce barriers to learning for all children. I am particularly pleased that its mission is centered on providing instruction for our most vulnerable children. Namely, children who have been involved in the child welfare system, are not school-ready, are being raised by a single parent or caregiver, are living in poverty or are English Language Learners. This is a true demonstration of the commitment that CAS has made to the children in Morrisania over the last ten years. CAS's commitment to academic achievement, diversity of services, and long-term investment in our communities will ensure that The Children's Aid Society Charter School delivers on its promise of educational access for all children.

I am excited that The Children's Aid Society Community Charter School will bring additional educational options to the South Bronx. I wholeheartedly support its application and I urge you to do the same. Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "JR", written over a horizontal line.

Majority Leader Joel Rivera
15th District, The Bronx



The Children's Aid Society
Bronx Early Childhood Center
1515 Southern Blvd 2nd Floor
Bronx, NY 10460
718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school? *The characteristics of a successful student is to be able to read, write, speak at there level (grade) and comprehend.* *is to*
These is are also the qualities I expect. *Yes*
2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?
They show that they care for you child better learning. PTA Board.
ESL programs with Bilingual class to learn second language or Sign Language.
Early preventive program to better students. Class to show parents how to teach or how the school teach their children, so it could continue at home
3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?
One nutritious, I loved (Hook on Phonics) as a child.
Boys Teach Children about diversity and loving themselves.
All parties must meet at less 2 a month, 1 with children and 1 with adults to see progress.
4. What steps can be taken to help engage families in the development of a CAS charter school?
Keep updating parents about idea for charter school

5. When/where might we meet other interested parents and community members to get their feedback on this topic? Boys and Girls Club on Hae Ave, Clinics, outdoors events or even going out in the community.

① How many teacher per students?

② What is the mission of your charter school?

③ How early can parent arrive to drop of child?

④ What requirement do you have for the teacher in CHS Charter school. (Example AS, BC, MS, PHD)



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1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

- Attendance - that many students attend
- Effective Supplies - good reading material
- Great teachers - Both qualified and effective

2. Do you think Children's Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Children's Aid Society establish in a school that would better assist families?

Yes it would be a good partner because it already has a good program for children (learning-wise). Children's Aid Society can provide classes for parents (how to teach children how to deal with certain situations that arise with children after school) = Bad behavior, etc.

3. How can The Children's Aid Society - Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

Implement programs for this purpose such as gym (healthy) and teach students about different foods (which you already do with "60" foods + "slow foods".

4. What steps can be taken to help engage families in the development of a CAS charter school?

Select certain members to aid in the process. This way parents would have a say in the process of developing a CAS charter school.

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

- perhaps public schools where other children might attend (children of the same families in children and society program)



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Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

The qualities in looking for in the school is good teachers well behave children and them all wearing uniforms. Teaching skills.

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

yes because they will organize and good staff and teachers. after school for the parent that cant pick up their child early because of their jobs.

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

Good and fun activities that helps H FUN.

4. What steps can be taken to help engage families in the development of a CAS charter school?

by talking to the parents and having meeting once a month.

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

They should meet @the Children school.



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Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

The children getting better grades

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Yes, because all the staff are very helpful and help the kids in all ways.

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

All of us getting involved.

4. What steps can be taken to help engage families in the development of a CAS charter school?

① Having parents and teacher conference and listening to the do's and don'ts

5. When/where might we meet other interested parents and community members to get their feedback on this topic ?

① At the school and on Friday's.



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Discipline, Academics and a great educated staff.

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Yes, because it has a very exceptional curriculum and the staff is superb. The school just has to follow same guidelines.

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

It only takes the enrollment of all of the above working together to achieve the success of our childrens.

4. What steps can be taken to help engage families in the development of a CAS charter school?

Give the parent an opportunity to participate or volunteer in the project.



5. When/where might we meet other interested parents and community members to get their feedback on this topic?

child care center

community fair



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Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

Children & Parent friendly. Trained and graduated professionals. Good round of people who are willing to execute productivity, excellence and higher standards.

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Yes, I believe anyone who's willing to participate in further educating children is always a plus. Being that my children go to a charter school I strongly suggest and support C.A.S. Also smaller classrooms is a plus.

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

All to work as a cohesive unit. Envolving the kids in a sport activity program, smaller classrooms, and having supportive staff members and family members.

4. What steps can be taken to help engage families in the development of a CAS charter school?

A CAS Charter School meeting where it will further explain the process and curricular/academic activities associated with learning.

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

In the local area and also
a current Charter School north to far from
here. Also, a lot of community day camps and
after school programs.



The Children's Aid Society
 Bronx Early Childhood Center
 1515 Southern Blvd 2nd Floor
 Bronx, NY 10460
 718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school? *Staff, school being clean*

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families? *Yes. Because we can build & learn from each other.*

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise? *By working together and being on the same page*

4. What steps can be taken to help engage families in the development of a CAS charter school? *workshop*



5. When/where might we meet other interested parents and community members to get their feedback on this topic ?



The Children's Aid Society
Bronx Early Childhood Center
1515 Southern Blvd 2nd Floor
Bronx, NY 10460
718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?
A successful school must have a well developed academic curriculum, qualified and committed staff and effective management team.
2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?
Children Aid Society may be a good partner for a Charter School if it carry out a thorough ground work and adequate fund to finance this project. Such support services as scholarships to college, talent development etc.
3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?
All the parties must work together in a serious but friendly atmosphere. Commitment and dedication to the goal must be at its utmost for all parties.
4. What steps can be taken to help engage families in the development of a CAS charter school?
The school should organize a series of parents/teachers and community information/consultative meetings.

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

Visit libraries, churches and public transportation — buses and trains.



The Children's Aid Society
 Bronx Early Childhood Center
 1515 Southern Blvd 2nd Floor
 Bronx, NY 10460
 718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school? *I believe in good structure. Good learning, guiding - teaching. To make this happen it must have qualified people.*
2. Do you think Children's Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Children's Aid Society establish in a school that would better assist families? *YES I do. The reason why I state so, is that there are so many children out there that need a chance to gain proper learning skills. Teaching how to read, write, even learn how to deal w/ everyday living.*
3. How can The Children's Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise? *WE HAVE TO STICK TOGETHER & BECOME ONE. INSTEAD OF BEING AGAINST ONE ANOTHER. WE ALL HAVE TO GIVE SUPPORT TO HELP EACH OTHER.*
4. What steps can be taken to help engage families in the development of a CAS charter school? *HAVE A MEETING OR SEND OUT LETTERS. IT CAN EVEN HAVE A ONE ON ONE TO MAKE SURE THE PARENT KNOW HOW IMPORTANT LEARNING IS.*

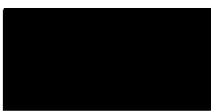
5. When/where might we meet other interested parents and community members to get their feedback on this topic? *WE CAN MEET ON LINE OR FACE 2 FACE*



The Children's Aid Society
 Bronx Early Childhood Center
 1515 Southern Blvd 2nd Floor
 Bronx, NY 10460
 718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school? *Good teachers, good staff. Caring, respected people. Devoted parents.*
2. Do you think Children's Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Children's Aid Society establish in a school that would better assist families?
Yes I think Children's Aid Society would be a good partner for a charter school. From my experience with the Children's Aid Society, I think they were really helpful. The programs are good.
3. How can The Children's Aid Society - Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?
I think it first starts with the parents. And everyone doing their best to make a better school with better service.
4. What steps can be taken to help engage families in the development of a CAS charter school?
Let parents participate in making ideas. That will be helpful for us his parents, the kids and the schools.



5. When/where might we meet other interested parents and community members to get their feedback on this topic? *NOT SURE*



The Children's Aid Society
 Bronx Early Childhood Center
 1515 Southern Blvd 2nd Floor
 Bronx, NY 10460
 718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

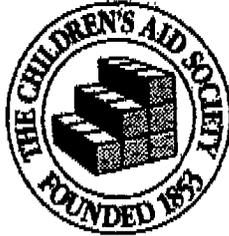
*Have teachers whom treat my child as there own,
 have patience to teach, good environment*
2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Childrens aid would be great partners for a charter school. being that the staff is great with my son has learned alot here, ex: writing his name, sharing, being independent, cleaning up behind himself, washing his hands alot of thing. I believe they'll be great partners.
3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

Just to show children they care, teach them nicely but firm. make achild want to be here ~~with~~ teach them with things they like.
4. What steps can be taken to help engage families in the development of a CAS charter school? meetings, letting us know what positive things they offering us!

5. When/where might we meet other interested parents and community members to get their feedback on this topic? In the clinic, by us parent letting other friends and families know. passing out flyers!

I think it'll be a great idea & a great school. specially if they make it in the area!



The Children's Aid Society
Bronx Early Childhood Center
1515 Southern Blvd 2nd Floor
Bronx, NY 10460
718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

In order for a school to be successful is starts within the staff. The teachers not only have to be qualified but the parents involvement is very important.

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Childrens Aid Society is a wonderful school and they are well established. Their environment would ~~be~~ be a great asset for the possibility of a charter school. Their staff, the students, and parents can all work together to come up with a plan to support this.

3. How can The Childrens Aid Society - Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

In order to fulfill this promise both teachers, community, and parents must work together to create a successful school and environment.

4. What steps can be taken to help engage families in the development of a CAS charter school?

We can only get together in meetings to see how we can all make this possible. Working together as a team.

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

We can give out flyers informing the parents of the possibility of opening a charter school.



The Children's Aid Society
Bronx Early Childhood Center
1515 Southern Blvd 2nd Floor
Bronx, NY 10460
718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

good staff, school being clean,

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

yes they would be, cause their staff is very nice, easy to talk to if you have any problems they should have Dance, ART Computer

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

Continue what you guys do. teaching the kids on a timely matter.

4. What steps can be taken to help engage families in the development of a CAS charter school?

Support from parents, the community

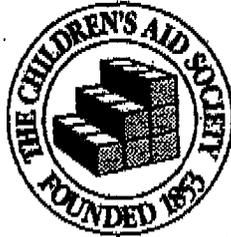
5. When/where might we meet other interested parents and community members to get their feedback on this topic?

Have a community meeting held at
CS 61.

Held this spring.

Also I would like to suggest that CAS
should start a DAYCARE starting at
6 weeks for working parents like me that
have to go back to work early

Also. I would like to suggest Ms. Tracy
as the Director of the DAYCARE (nursery).



The Children's Aid Society
Bronx Early Childhood Center
1515 Southern Blvd 2nd Floor
Bronx, NY 10460
718-620-1200

Children's Aid Society School Survey

1. What are the characteristics of a successful school? What are the qualities that you expect from a successful school?

a) Discipline ^{well} & organized
b) Children to be successful and achieved they dream

2. Do you think Childrens Aid Society would be a good partner for a charter school? (Why or why not?) What types of services, supports, and programs should Childrens Aid Society establish in a school that would better assist families?

Yes.

because when I bring my child ^{Children} at ^{Children} aid society I see how she is progressing in education, and presently she is becoming ^{well} prepare for a good future.

3. How can The Childrens Aid Society -Community Charter School achieve its mission of helping every child become healthy, educated, and confident? What effort does it take from staff, parents, children and community members to help children fulfill that promise?

by showing them a good role model
Make good choice of food at home or in school, the confident will developed by choosing the good stuff

4. What steps can be taken to help engage families in the development of a CAS charter school?

To help parent bein involve in the education of their children and if the parent could have more education to

5. When/where might we meet other interested parents and community members to get their feedback on this topic?

On (line) internet,
In public school, and distribute flyers
everywhere.



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Alcoholism and Drug Abuse
Cities
Environmental Conservation
Social Services
Transportation

MARCOS A. CRESPO
Assemblyman 85th District

February 15, 2011

Jason Sarfffield
Director of School Applications
Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Sarfffield:

I am writing on my capacity as the New York State Assemblyman representing the 85th Assembly District. I am writing this letter in support of the proposed Children's Aid Society Community Charter School in the Morrisania section of the Bronx. I have been familiar with and supported The Children's Aid Society for many years. Because of this, I know that the school will benefit greatly from its partnership with The Children's Aid Society.

The Children's Aid Society (CAS) has been supporting children and families in New York City for 160 years by concentrating on their physical, social, and emotional needs. I am enthusiastic about CAS's efforts to create safe, challenging, and nurturing learning environments for all students, especially those who are most at risk of poor life outcomes.

I am certain that The Children's Aid Society Community Charter School will provide excellent educational opportunities and supportive services that will effectively reduce barriers to learning for all children. This is a testament to the commitment that Children's Aid Society has made in Morrisania over the last ten years to significantly improve children's lives.

We know that excellent schools are an important step in leveling the playing field for students. CAS's commitment to academic achievement, diversity of services, and long-term investment in our communities will ensure that The Children's Aid Society Charter School delivers on its promise of equal educational opportunity for all children.

I am excited that The Children's Aid Society Community Charter School will bring additional educational options to the South Bronx. I enthusiastically support its application and I urge you to do the same.

Sincerely,

Marcos A. Crespo
Member of Assembly
85th District



SENATOR RUBEN DIAZ, SR.
32ND DISTRICT

LEGISLATIVE OFFICE BUILDING
ROOM 307
ALBANY, NEW YORK 12247
(518) 495-2511
FAX (518) 426-6945

DISTRICT OFFICE
900 ROGERS PLACE
BRONX, NEW YORK 10459
(718) 991-3161
FAX (718) 991-0309



THE SENATE
STATE OF NEW YORK

CHAIR
AGING COMMITTEE

COMMITTEES:
BANKS
FINANCE
HOUSING CONSTRUCTION
& COMMUNITY DEVELOPMENT
INSURANCE
INVESTIGATIONS &
GOVERNMENTAL OPERATIONS
JUDICIARY
TRANSPORTATION

February 15, 2011

Jason Sarffield
Director of School Applications
Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Sarffield:

I am writing this letter in support of the proposed Children's Aid Society Community Charter School in the Morrisania section of the Bronx. I have been familiar with and supported The Children's Aid Society for 4 years. Because of this, I know that the school will benefit greatly from its partnership with The Children's Aid Society. The Children's Aid Society (CAS) has been supporting children and families in New York City for 160 years by concentrating on their physical, social, and emotional needs. I am enthusiastic about CAS's efforts to create safe, challenging, and nurturing learning environments for *all* students, especially those who are most at risk of poor life outcomes.

I am confident that The Children's Aid Society Community Charter School will provide excellent educational opportunities and supportive services that will effectively reduce barriers to learning for all children. I am particularly pleased that it will focus on the most vulnerable children – those who have been involved in the child welfare system, are not school-ready, are being raised by a single parent or caregiver, are living in poverty or are English Language Learners. This is a testament to the commitment that Children's Aid Society has made in Morrisania over the last ten years to significantly improve children's lives.

We know that excellent schools are an important step in leveling the playing field for students. CAS's commitment to academic achievement, diversity of services, and long-term investment in our communities will ensure that The Children's Aid Society Charter School delivers on its promise of equal educational opportunity for all children.

I am excited that The Children's Aid Society Community Charter School will bring additional educational options to the South Bronx. I wholeheartedly support its application and I urge you to do the same.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ruben Diaz', written over a horizontal line.

Senator Ruben Diaz
32nd Senatorial District

Attachment 24 – Student Recruitment and Retention

The CAS-Community Charter School intends to open in August 2012 with 120 students in kindergarten and first grade and eventually grow to serve approximately 300 students in grades K-5. The CAS-Community Charter School is specifically designed to meet the needs of the most vulnerable students in Community School District 12 (CSD 12), which is comprised of a portion of NYC Community District's 2, 3, 6, and 9, and includes the neighborhoods of East Tremont, Bronx Park South, Crotona Park East, Bronx River, Bruckner and West Farms.

While the school will be open to all students in the district, the school's aim is to intentionally reach those children who confront serious obstacles to their well-being as demonstrated by risk factors including living below the Self Sufficiency Standard (defined as below an annual salary of \$61,000 for one adult and two children in the Bronx)¹, involvement in the foster care and other child welfare systems, residing in a single parent or caregiver home, residing in a home in which English is not the primary language, and are not "school ready" by the time they reach 1st grade (defined as students who did not attend full-day Kindergarten).

As described earlier, the community districts comprising Community School District 12 have very high rates of poverty; in Morrisania and East Tremont for example, only 28.9% of families meet the Self Sufficiency Standard. In these communities, nearly 80% of births are to single mothers and 21% of children ages 0-13 live in linguistically isolated households. A plethora of research suggests poorer outcomes for these children than their peers from more economically stable homes. In compliance with New York State Charter School Law, our lottery system will give weighted priority to children who are at risk of educational failure, based on the indicators mentioned above. As illustrated in the attached Admissions Policy, the admission criteria preference will be applied to all applications with each child receiving up to six entries in the lottery, one for each of the following:

- Submission of a timely and complete application;
- Family lives below the Self Sufficiency Standard;
- Child has a history of involvement in the child welfare system, through foster care or preventive services;
- Child is raised in a single parent/caregiver home;
- Primary language at home is other than English;

¹ <http://www.selfsufficiencystandard.org/docs/New%20York%20City%202010.pdf>

- For 1st grade applicants, child did not attend a full-time kindergarten program.

With regard to the enrollment of students at risk, we expect to exceed the district averages, (16% are students with disabilities, 19% are English Language Learners, and 92% are students who are eligible to participate in the federal free and reduced lunch program).² Targeted outreach and weighted preference to the most vulnerable populations are likely to result in identification of at-risk populations. For example, with regard to students with disabilities, research indicates that children in the child welfare system typically have greater than average learning problems,³ and the percentage of foster care children in special education is higher than the average for the general population.⁴ Thus, our targeted efforts to enroll foster care children will likely contribute to the charter school's special education population.

The Children's Aid Society's deep presence in the community provides the CAS-Community Charter School an immediate mechanism for outreach. The CAS-CCS will market the program through flyers, brochures and word of mouth across CAS' foster care, preventive, early childhood, medical and Family Wellness programs. We will work with the leadership of the four other foster care agencies serving the community districts within Community School District 12—Catholic Guardian Society and Home Bureau, Edwin Gould Services for Children and Families, Graham Windham and New York Foundling. CAS also offers a long list of service provider partners and coalition memberships that serve as a venue for marketing. As a member of the Council of Family and Child Caring Agencies (COFCCA), CAS will inform its fellow child care providers in the Bronx of the charter school. Montefiore Hospital staffs the CAS Health Center as well as several other neighboring medical clinics, where we will ask to distribute materials. As a founding member of the Boys & Girls Clubs of America, CAS will call upon other local clubs, including the Joel E. Smilow and Kipps Bay, with whom CAS has strong relationships, to conduct outreach. Additional organizations with whom CAS works and will conduct outreach through include Sanctuary for Families, Astor Services for Children & Families, BronxWorks and WHEDCo. Membership in the various coalitions in which CAS has cultivated long-standing relationships offers outreach and recruitment opportunities: the Bronx Borough Preventive Service Directors' coalition, the Bronx

² "Keeping Track of New York City's Children." Citizens Committee for Children. Most recent statistics are from 2007-2008.

³ Avery, Janis. "Education and Children in Foster Care: Future Success or Failure?" New Horizons for Learning. <http://www.marthalakecov.org/~building/spneeds/inclusion/collaboration/avery.htm>

⁴ Lips, Dan. "Foster Care Children Need Better Educational Opportunities." The Heritage Foundation. <http://www.heritage.org/research/reports/2007/06/foster-care-children-need-better-educational-opportunities>

Borough Children's Mental Health Providers coalition, and the Bronx Borough Coordinated Children's Services Initiative. We will speak with local churches and pastors who know community families well, including Pastor Thomas Cooper of the Lord's Church on Third Avenue and 180th Street with whom CAS staff has discussed ways in which to strengthen the community. We will also request to present at community board meetings.

Since the school will begin with kindergarten and first grade, outreach will target families with young children, contacting nearby early learning, Head Start, and daycare centers.

In addition to our connection through COFCCA, the NYC Bureau of Child Care lists 44 child care facilities in three zip codes alone (10456, 10457, and 10460) that CAS-CCS will contact to inform the centers of the charter school and provide information that can be distributed to parents. In informing center directors of our charter school, we will emphasize our interest in serving at-risk children, including those who are already showing signs of academic difficulty. Understanding that children with multiple risk factors often come from homes in which parents are overwhelmed and perhaps not as equipped to take initiative, we will speak with child care center staff about identifying and targeting those parents.

Attractive flyers and brochures will be developed in English and Spanish that provide a clear description of the CAS Community Charter School and offer clear guidance on obtaining additional information, including contact information with names, addresses, and telephone numbers. In addition to the venues mentioned, we will distribute or post our materials throughout the community, in food markets, the Morrisania Library, street fairs, and other community forums. We will identify publications in which to advertise such as the Bronx Free Press, Bronx News Network, and Inner City Press. While English and Spanish are the predominant languages in this community, there is a growing population of African immigrants. We will ask the child care and service organizations supporting these families to help us identify and communicate with these families.

We will evaluate the efficacy of our recruitment and enrollment practices annually to ensure that our targets are being met. For each application received, data will be tallied (e.g., zip code, home language, IEP designation, self-identified at-risk preference designations) and kept in a database. After June 15, when students have been informed of acceptance and enrollment has taken place, data collected will be analyzed to gauge if the outreach and enrollment efforts of that year were effective. If they were not, adjustments will be made to recalibrate CAS-CCS approach to outreach.

Retention

We understand that attrition is a natural occurrence in any school, especially due to factors outside our control such as family mobility. With the factors under our control, we expect to limit attrition and promote retention through the model of our charter school. The model is designed to work closely with children and families, engage students in a stimulating academic program and provide the ongoing support to promote success, involve parents in their children's education and the life of the school, ensure families are connected to the social service supports necessary to lessen barriers, and mobilize children and parents to embrace a spirit of achievement. Our retention strategies will include:

- utilizing a data-driven model to regularly monitor the progress and achievement of all students, and provide early intervention at the first signs of difficulty;
- assuring transportation to and from school - if children who are in foster care move to another family or are reunified with their birth parents;
- tracking and monitoring absenteeism with immediate outreach to families;
- using authentic assessment tools, as detailed in the Assessment section above, in response to students' learning styles and ensuring children have the foundation to progress successfully;
- using pedagogical approaches and instructional methods, including thematic curricula, selected to engage and support students;
- employing collaborative teaching strategies that foster close monitoring of all children and intervention systems targeted at struggling students;
- providing individual attention through small class sizes and tutoring when needed;
- hiring staff who are committed to student success and ensuring high levels of staff satisfaction and engagement;
- providing continual professional development opportunities to engage, motivate and retain staff;
- building a school culture that is safe, stimulating and fosters student-to-student caring and responsibility, supported by the implementation of Character Education Partnership;
- actively engaging parents as critical participants in their children's learning;
- offering extended day and year-round opportunities that engage children in interests including the arts, leadership and recreation;
- creating programs that bring together students and families to further school, family and community goals;
- employing social workers who work closely with children and families to identify and work on issues affecting learning and development;

- actively and continually addressing barriers to learning such as the need for health care, public benefits and emergency assistance;
- scheduling and holding Board of Trustee meetings in an open forum at a time in which parents, community members, and others may participate in discussions and decision making activities; and
- conducting exit interviews with any student/family leaving the school to determine the degree to which the school served, or failed to serve the student's needs.

An important consideration in our retention efforts is the movement we can expect among foster care children. With the City's neighborhood-based approach to foster care, our hope is that most children will remain in their communities when adopted, reunited with a birth parent, or moved to a new home. We know, however, that this will not be the case for all children. It will be especially important to work closely with all caregivers to stress the importance of school continuity and offer whatever assistance may be needed in helping these children remain at CAS Community Charter School. CAS' experience and expertise in foster care and its relationships with other foster care providers will inform and support our efforts in this regard.

Attachment 25 (a-c) Facility

The CAS Community Charter School will open in August 2012 at a temporary location in the Morrisania section of the South Bronx. During the course of its first five years of operation, CAS will seek to build a school on CAS-owned or leased property in the community.

Currently, CAS operates 10 sites with more than 30 programs in the South Bronx. The Bronx Family Center (BFC), which houses foster care and adoption, Preventive Services, a licensed medical and dental clinic, and a licensed early childhood center, our Next Generation Center (NGC), a Teen Center are located on Southern Boulevard and in walking distance of one another.

Recently, as part of its ongoing investment in the community, CAS purchased a building and an adjacent lot on Southern Boulevard that could become the future home of The Children's Aid Society Community Charter School.

Facility Needs

During its first year of operation, CAS-CCS will require the following elements:

- Kindergarten: 2 classrooms
- 1st Grade: 2 classrooms
- Other areas; 1 cafeteria, 1 yard, 1 multipurpose room, 2 tutoring/study rooms, 1 drop-off/ pick-up area, Administrative/Staff, reception with waiting, 5 offices (Principal and assorted staff), staff lounge, Nurse office/exam, security office, toilet rooms (staff & students), housekeeping, storage, IT closets

Facility Selection

The applicants and the Board of Trustees of The Children's Aid Society Community Charter School (CAS-CCS) are pursuing three courses of action to secure a facility in CSD 12:

1. The lead applicant, Richard R. Buery, has met with NYC Department of Education (DOE) personnel including Recy Dunn, Executive Director of the Charter Schools Office, to discuss proposed locations and learned that there may be planned closures in CSD 12. In addition, Mr. Buery has spoken with Lorraine Channon, Principal of Fannie Lou Middle School, who suggested that she would be willing to support the

placement of The Children's Aid Society Community Charter School in under-utilized space in her school during its first year of operation.

2. William Weisberg, Executive Vice President and Chief Operating Officer, and Doug Marino, Director of Facilities, have met with the Archdiocese of New York, community agencies, and real estate brokers to identify space in CSD 12 to discuss the availability of leased space for CAS-CCS. Rents in the Morrisania section of the Bronx start at \$2,530 per square foot, depending on space, location, size, and use.

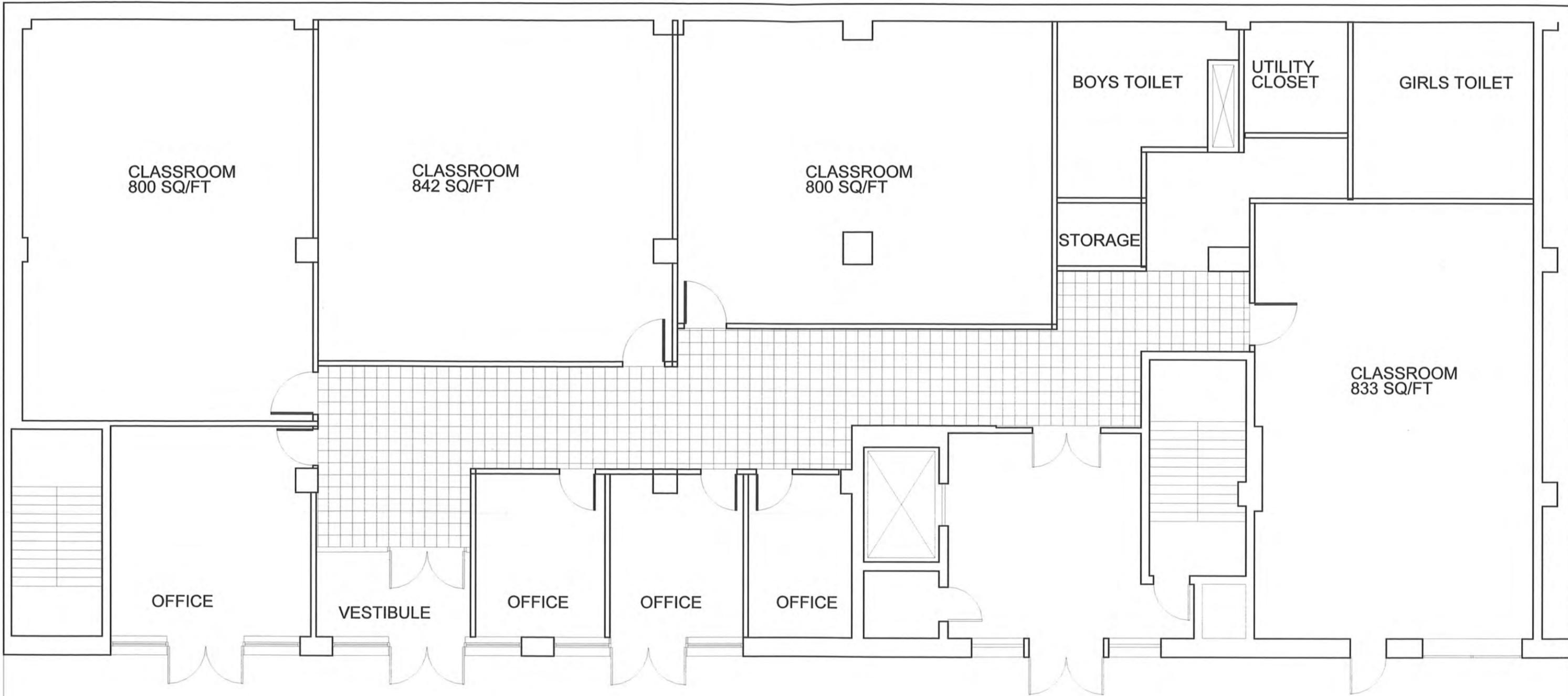
3. In the event that CAS-CCS is unable to secure space within the NYC DOE, Archdiocese, or real estate brokers, The Children's Aid Society will renovate the first floor of the Bronx Family Center (BFC) to accommodate classrooms for CAS-CCS. The BFC is reinforced masonry structure, with two elevators, two fire-stairways at the opposite ends of the building, which meets all code requirements for its current uses, including full ADA compliance (handicapped accessibility) and a recently completed fire alarm and control system.

Architects who worked with The Children's Aid Society in the South Bronx are currently developing design plans to turn existing office space at the BFC into three classrooms and a cafeteria within the 55,000 square foot blueprint. In addition to the three constructed classroom, the CAS-CCS would use existing classrooms on the second floor of the BFC and a yard for its school building during the first two years of its existence. Construction plans will ensure that the new facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). The Children's Aid Society would incur the estimated construction cost (\$80/ft).

Conflicts of Interest

Since 2000, CAS has leased 1515 Southern Boulevard from Plaza del Castillo Development Corporation. The lease is for the period of 10 years with an option to renew for an additional 10 years. Of the 14,285 square feet currently leased for various services including a medical clinic, early childhood center and program office space, CAS will agree to sublet at the current rate at least 5,700 square feet to the CAS Community Charter School. The space will conform to occupancy codes required for schools and the CAS-CCS will obtain a Certificate of Occupancy through the NYC Department of Buildings to reflect school use. This does not pose a conflict to CAS, which is in the process of moving certain programs from 1515 Southern Boulevard to its new headquarters, located one block north. This arrangement does not pose a conflict to the landlord who has leased the space for the purposes of providing on-site

services to children and families and who is aware of the CAS-CCS application, including the development of four classrooms to accommodate 100 children.



CHILDREN'S AID SOCIETY SCHOOL

15-15 Southern Boulevard, Bronx, NY

Prepared By:

Architects:
STUDIO A+T ARCHITECTS
Architects and Planners

118 West 22 ND Street NY, NY, 10011
Tel: 212 691 0224 - Fax: 212 691 7165

SK #-1

Drawn by:
SSA

Scale:
1/8" = 1'-0"

Drwg. No:

Lease

1515 Southern Boulevard - Suite 1A

This Lease made the 26th day of November, 1999 between

PLAZA DEL CASTILLO DEVELOPMENT CORP., having an office at 2121 Matthews Avenue,
hereinafter referred to as LANDLORD, and
Bronx, New York 10462

THE CHILDREN'S AID SOCIETY, having an office at 105 East 22nd Street,
hereinafter jointly, severally and collectively referred to as TENANT.
New York, New York 10010

Witnesseth, that the Landlord hereby leases to the Tenant, and the Tenant hereby hires and takes
from the Landlord the demised premises shown in attachment A.

In the building known as Plaza Del Castillo a/k/a/ 1515 Southern Boulevard, Bronx, New York.

to be used and occupied by the Tenant

See Rider

and for no other purpose, for a term to commence on See Rider and to end

on See Rider unless sooner terminated as hereinafter provided, at the ANNUAL RENT of

See Rider

all payable in equal monthly installments in advance on the first day of each and every calendar month during said term,
except the first instalment, which shall be paid upon the execution hereof.

THE TENANT JOINTLY AND SEVERALLY COVENANTS:

FIRST.—That the Tenant will pay the rent as above provided.

REPAIRS
ORDINANCES AND VIOLATIONS
ENTRY
INDEMNIFY LANDLORD

SECOND.—That, throughout said term the Tenant will take good care of the demised premises, fixtures and appurtenances, and all alterations, additions and improvements to them; make all repairs in and about the same necessary to preserve them in good order and condition, which repairs shall be in quality and class, equal to the original work; promptly pay the expense of such repairs; suffer no waste or injury; give prompt notice to the Landlord of any fire that may occur; execute and comply with all laws, rules, orders, ordinances and regulations at any time issued or in force (except those requiring structural alterations), applicable to the demised premises or to the Tenant's occupation thereof, of the Federal, State and Local Governments, and of each and every department, bureau and official thereof, and of the New York Board of Fire Underwriters; permit at all times during usual business hours, the Landlord and representatives of the Landlord to enter the demised premises for the purpose of inspection, and to exhibit them for purposes of sale or rental; suffer the Landlord to make repairs and improvements to all parts of the building, and to comply with all orders and requirements of governmental authority applicable to said building or to any occupation thereof; suffer the Landlord to erect, use, maintain, repair and replace pipes and conduits in the demised premises and to the floors above and below; forever indemnify and save harmless the Landlord for and against any and all liability, penalties, damages, expenses and judgments arising from injury during said term to person or property of any nature, occasioned wholly or in part by any act or acts, omission or omissions of the Tenant, or of the employees, guests, agents, assigns or undertenants of the Tenant and also for any matter or thing growing out of the occupation of the demised premises or of the streets, sidewalks or walks adjacent thereto; permit, during the six months next prior to the expiration of the term the usual notice "To Let" to be placed and to remain unmolested in a conspicuous place upon the exterior of the demised premises; repair, at or before the end of the term, all injury done by the installation or removal of furniture and property; and at the end of the term to quit and surrender the demised premises with all alterations, additions and improvements in good order and condition, reasonable wear and tear excepted.

MOVING INJURY SURRENDER
NEGATIVE COVENANTS
OBSTRUCTION SIGNS
AIR CONDITIONING

THIRD.—That the Tenant will not disfigure or deface any part of the building, or suffer the same to be done, except so far as may be necessary to affix such trade fixtures as are herein consented to by the Landlord; the Tenant will not obstruct, or permit the obstruction of the street or the sidewalk adjacent thereto; will not do anything, or suffer anything to be done upon the demised premises which will increase the rate of fire insurance upon the building or any of its contents, or be liable to cause structural injury to said building; will not permit the accumulation of waste or refuse matter, and will not, without the written consent of the Landlord first obtained in each case, either sell, assign, mortgage or transfer this lease, underlet the demised premises or any part thereof, permit the same or any part thereof to be occupied by anybody other than the Tenant and the Tenant's employees, make any alterations in the demised premises, use the demised premises or any part thereof for any purpose other than the one first above stipulated, or for any purpose deemed extra hazardous on account of fire risk, nor in violation of any law or ordinance. That the Tenant will not obstruct or permit the obstruction of the light, halls, stairway or entrances to the building, and will not erect or inscribe any sign, signals or advertisements unless and until the style and location thereof have been approved by the Landlord; and if any be erected or inscribed without such approval, the Landlord may remove the same. No water-cooler, air conditioning unit or system or other apparatus shall be installed or used without the prior written consent of Landlord.

IT IS MUTUALLY COVENANTED AND AGREED, THAT

FIRE CLAUSE

FOURTH.—If the demised premises shall be partially damaged by fire or other cause without the fault or neglect of Tenant, Tenant's servants, employees, agents, visitors or licensees, the damages shall be repaired by and at the expense of Landlord and the rent until such repairs shall be made shall be apportioned according to the part of the demised premises which is usable by Tenant. But if such partial damage is due to the fault or neglect of Tenant, Tenant's servants, employees, agents, visitors or licensees, without prejudice to any other rights and remedies of Landlord and without prejudice to the rights of subrogation of Landlord's insurer, the damages shall be repaired by Landlord but there shall be no apportionment or abatement of rent. No penalty shall accrue for reasonable delay which may arise by reason of adjustment of insurance on the part of Landlord and/or Tenant, and for reasonable delay on account of "labor troubles" or any other cause beyond Landlord's control. If the demised premises are totally damaged or are rendered wholly untenable by fire or other cause, and if Landlord shall decide not to restore or not to rebuild the same, or if the building shall be so damaged that Landlord shall decide to demolish it or to rebuild it, then or in any of such events Landlord may, within ninety (90) days after such fire or other cause, give Tenant a notice in writing of such decision, which notice shall be given as in Paragraph Twelve hereof proposed, and thereupon the term of this lease shall expire by lapse of time upon the third day after such notice is given, and Tenant shall vacate the demised premises and surrender the same to Landlord. If Tenant shall not be in default under this lease then, upon the termination of this lease under the conditions provided for in the sentence immediately preceding, Tenant's liability for rent shall cease as of the day following the casualty. Tenant hereby expressly waives the provisions of Section 227 of the Real Property Law and agrees that the foregoing provisions of this Article shall govern and control in the event of any such fire or other cause, and that the debris shall be removed by, and at the expense of, Tenant.

EMINENT DOMAIN
LEASE NOT IN EFFECT
DEFAULTS
TEN DAY NOTICE

FIFTH.—If the whole or any part of the premises hereby demised shall be taken or condemned by any competent authority for any public use or purpose then the term hereby granted shall cease from the time when possession of the part so taken shall be required for such public purpose and without apportionment or award, the Tenant hereby assigning to the Landlord all right and claim to any such award, the current rent, however, in such case to be apportioned.
SIXTH.—If, before the commencement of the term, the Tenant be adjudicated a bankrupt, or make a "general assignment," or take the benefit of any insolvency act, or if a Receiver or Trustee be appointed for the Tenant's property, or if this lease or the estate of the Tenant hereunder be transferred or pass to or devolve upon any other person or corporation, or if the Tenant shall default in the performance of any agreement by the Tenant contained in any other lease to the Tenant by the Landlord or by any corporation of which an officer of the Landlord is a Director, this lease shall terminate, at the option of the Landlord, be terminated and in that case, neither the Tenant nor anybody claiming under the Tenant shall be entitled to go into possession of the demised premises. If after the commencement of the term, any of the events mentioned above in this subdivision shall occur, or if Tenant shall make default in fulfilling any of the covenants of this lease, other than the covenants for the payment of rent or "additional rent" or if the demised premises become vacant or deserted, the Landlord may give to the Tenant ten days' notice of intention to end the term of this lease, and thereupon at the expiration of said ten days' (if said condition which was the basis of said notice shall continue to exist) the term under this lease shall expire as fully and completely as if that day were the date herein definitely fixed for the expiration of the term and the Tenant will then quit and surrender the demised premises to the Landlord, but the Tenant shall remain liable as hereinafter provided.

POSSESSION BY LANDLORD

RE-LETING

WAIVER BY TENANT

REMEDIES ARE CUMULATIVE

LANDLORD MAY PERFORM

ADDITIONAL RENT

AS TO WAIVERS

COLLECTION OF RENT FROM OTHERS

MORTGAGES

IMPROVEMENTS

NOTICES

NO LIABILITY

NO ABATEMENT

RULES, ETC.

SHORING OF WALLS

VAULT SPACE

ENTRY

NO REPRESENTATIONS

ATTORNEY'S FEES

POSSESSION

If the Tenant shall make default in the payment of the rent reserved hereunder, or any item of "additional rent" herein mentioned, or any part of either or in making any other payment herein provided for, or if the notice last above provided for shall have been given and if the condition which was the basis of said notice shall exist at the expiration of said ten days' period, the Landlord may immediately, or at any time thereafter, re-enter the demised premises and remove all persons and all or any property therefrom either by summary dispossession proceedings, or by any suitable action or proceeding at law, or by force or otherwise, without being liable to indictment, prosecution or damages therefor, and re-possess and enjoy said premises together with all additions, alterations and improvements. In any such case or in the event that this lease be "terminated" before the commencement of the term, as above provided, the Landlord may either re-let the demised premises or any part or parts thereof for the Landlord's own account, or may, at the Landlord's option, re-let the demised premises or any part or parts thereof as the agent of the Tenant, the Tenant being responsible for the payment of such expenses as the Landlord may incur and shall have incurred, and then to the fulfillment of the covenants of the Tenant herein, and the balance, if any, at the expiration of the term first above provided for, shall be paid to the Tenant. Landlord may rent the premises for a term extending beyond the term hereby granted without releasing Tenant from any liability. In the event that the term of this lease shall expire as above in this subdivision, or "Sixth" provided, or terminate by summary proceedings or otherwise, and if the Landlord shall not re-let the demised premises for the Landlord's own account; then, whether or not the premises are re-let, the Tenant shall remain liable for, and the Tenant hereby agrees to pay to the Landlord, until the time when this lease would have expired but for such termination or expiration, the equivalent of the amount of all of the rent and "additional rent" reserved herein, less the avails of reletting, if any, and the same shall be due and payable by the Tenant to the Landlord on the several rent days above specified, that is, upon each of such days as the Tenant shall be liable to pay to the Landlord the amount of deficiency then existing. The Tenant hereby expressly waives any and all right of redemption in case the Tenant shall be dispossessed by judgment or warrant of any court or judge, and the Tenant waives and will waive all right to trial by jury in any summary proceedings hereafter instituted by the Landlord against the Tenant in respect to the demised premises. The words "re-enter" and "re-entry" as used in this lease are not restricted to their technical legal meaning.

In the event of a breach or threatened breach by the Tenant of any of the covenants or provisions hereof, the Landlord shall have the right of injunction and the right to invoke any remedy allowed at law or in equity, as if re-entry, summary proceedings and other remedies were not herein provided for.

SEVENTH.—If the Tenant shall make default in the performance of any covenant herein contained, the Landlord may immediately, or at any time thereafter, without notice, perform the same for the account of the Tenant. If a notice of mechanic's lien be filed against the demised premises or against premises of which the demised premises are part, for or purporting to be for, labor or material alleged to have been furnished, or to be furnished to or for the Tenant at the demised premises, and if the Tenant shall fail to take such action as shall cause such lien to be discharged within fifteen days after the filing of such notice, the Landlord may pay the amount of such lien or discharge the same by deposit or by bonding proceedings, and in the event of such deposit or bonding proceedings, the Landlord may require the Tenant to prosecute an appropriate action to enforce the lienor's claim. In such case, the Landlord may pay any judgment recovered on such claim. Any amount paid or expense incurred by the Landlord as in this subdivision of this lease provided, and any amount as to which the Tenant shall at any time be in default for or in respect to the use of water, electric current, or sprinkler supervisory service, and any expense incurred or sum of money paid by the Landlord by reason of the failure of the Tenant to comply with any provision hereof, or in defending any such action, shall be deemed to be "additional rent" for the demised premises, and shall be due and payable by the Tenant to the Landlord on the first day of the next following month, or, at the option of the Landlord, on the first day of any succeeding month. The receipt by the Landlord of any installment of the regular stipulated rent hereunder or any of said "additional rent" shall not be a waiver of any other "additional rent" then due.

EIGHTH.—The failure of the Landlord to insist, in any one or more instances upon a strict performance of any of the covenants of this lease, or to exercise any option herein contained, shall not be construed as a waiver or a relinquishment for the future of such covenant or option, but the same shall continue and remain in full force and effect. The receipt by the Landlord of rent, with knowledge of the breach of any covenant hereof, shall not be deemed a waiver of such breach and no waiver by the Landlord of any provision hereof shall be deemed to have been made unless expressed in writing and signed by the Landlord. Even though the Landlord shall consent to an assignment hereof no further assignment shall be made without express consent in writing by the Landlord.

NINTH.—If this lease be assigned, or if the demised premises or any part thereof be underlet or occupied by anybody other than the Tenant the Landlord may collect rent from the assignee, under-tenant or occupant, and apply the net amount collected to the herein reserved, and no such collection shall be deemed a waiver of the covenant herein against assignment and underletting, or the acceptance of the assignee, under-tenant or occupant as tenant, or a release of the Tenant from the further performance by the Tenant of the covenants herein contained on the part of the Tenant.

TENTH.—This lease shall be subject and subordinate at all times, to the lien of the mortgages now on the demised premises, and to all advances made or hereafter to be made upon the security thereof, and subject and subordinate to the lien of any mortgage or mortgages which at any time may be made a lien upon the premises. The proceeds and delivery of such further instrument or instruments subordinating this lease to the lien of any such mortgage or mortgages as shall be desired by any mortgagee or proposed mortgagee. The Tenant hereby appoints the Landlord the attorney-in-fact of the Tenant, irrevocable, to execute and deliver any such instrument or instruments for the Tenant.

ELEVENTH.—All improvements made by the Tenant to or upon the demised premises, except said trade fixtures, shall when made, at once be deemed to be attached to the freehold, and become the property of the Landlord, and at the end or other expiration of the term, shall be surrendered to the Landlord in as good order and condition as they were when installed, reasonable wear and damages by the elements excepted.

TWELFTH.—Any notice or demand which under the terms of this lease or under any statute must or may be given or made by the parties hereto shall be in writing and shall be given or made by mailing the same by certified or registered mail addressed to the respective parties at the addresses set forth in this lease.

THIRTEENTH.—The Landlord shall not be liable for any failure of water supply or electrical current, sprinkler damage, or failure of sprinkler service, nor for injury or damage to person or property caused by the elements or by other tenants or persons in said building, or resulting from steam, gas, electricity, water, rain or snow, which may leak or flow from any part of said building, or from the pipes, appliances or plumbing works of the same, or from the street or sub-surface, or from any other place, nor for interference with light or other incorporeal hereditaments by anybody other than the Landlord, or caused by operations by or for a governmental authority in construction of any public or quasi-public work, neither shall the Landlord be liable for any latent defect in the building.

FOURTEENTH.—No diminution or abatement of rent, or other compensation shall be claimed or allowed for inconvenience or discomfort arising from the making of repairs or improvements to the building or to its appliances, nor for any space taken to comply with any law, ordinance or order of a governmental authority, in respect to the various "services," if any herein expressly or impliedly agreed to be furnished by the Landlord to the Tenant. It is agreed that there shall be no diminution or abatement of the rent, any other compensation, for interruption or curtailment of such "service" when such interruption or curtailment shall be due to accident, alterations or repairs desirable or necessary to be made or to inability or difficulty in securing supplies or labor for the maintenance of such "service" or to some other cause, not gross negligence on the part of the Landlord. No such interruption or curtailment of any such "service" shall be deemed a constructive eviction. The Landlord shall not be required to furnish and the Tenant shall not be entitled to receive any such "services" during any period wherein the Tenant shall be in default in respect to the payment of rent. Neither shall there be any abatement or diminution of rent because of making of repairs, improvements or decorations to the demised premises after the date above fixed for the commencement of the term, it being understood that rent shall, in any event, commence to run at such date as above fixed.

FIFTEENTH.—The Landlord may prescribe and regulate the placing of safes, machinery, quantities of merchandise and other things. The Landlord may also prescribe and regulate which elevator and other elevators shall be used by the Tenant's agents, and for the Tenant's shipping. The Landlord may make or cause to be made any further rules and regulations as, in the Landlord's judgment, may from time to time be useful for the safety, care or cleanliness of the building, and for the preservation of good order therein. The Tenant and the employees and agents of the Tenant will observe and conform to all such rules and regulations.

SIXTEENTH.—In the event that an excavation shall be made for building or other purposes upon land adjacent to the demised premises or shall be contemplated to be made, the Tenant shall afford to the person or persons causing or to cause such excavation, license to enter upon the demised premises for the purpose of doing such work as said person or persons shall deem to be necessary to preserve the wall or walls, structure or structures upon the demised premises from injury and to support the same by proper foundations.

SEVENTEENTH.—No vaults or space not within the property line of the building are leased hereunder. Landlord makes no representation as to the location of the property line of the building. Such vaults or space as Tenant may be permitted to use or occupy are to be used or occupied under a revocable license and if such license be revoked by the Landlord as to the use of part or all of the vaults or space Landlord shall not be subject to any liability; Tenant shall not be entitled to any compensation or reduction in rent nor shall this be deemed constructive or actual eviction. Any tax, fee or charge of municipal or other authorities for such vaults or space shall be paid by the Tenant for the period of the Tenant's use or occupancy thereof.

EIGHTEENTH.—That during seven months prior to the expiration of the term hereby granted, applicants shall be admitted at all reasonable hours of the day to view the premises until rented; and the Landlord and the Landlord's agents shall be permitted at any time during the term to visit and examine them at any reasonable hour of the day, and workmen may enter at any time, when authorized by the Landlord or the Landlord's agents, to make or cause repairs in any part of the building; and if the said Tenant shall not be personally present to open and permit an entry into said premises, at any time, when for any reason an entry therein shall be necessary or permissible hereunder, the Landlord or the Landlord's agents may forcibly enter the same without rendering the Landlord or such agents liable to any claim or cause of action for damages by reason thereof (if during such entry the Landlord shall accord reasonable care to the Tenant's property) and without in any manner affecting the obligations and covenants of this lease; it is, however, expressly understood that the right and authority hereby reserved, does not impose, nor does the Landlord assume, by reason thereof, any responsibility or liability whatsoever for the care or supervision of said premises, or any of the pipes, fixtures, appliances or appurtenances therein contained or therewith in any manner connected.

NINETEENTH.—The Landlord has made no representations or promises in respect to said building or to the demised premises except those contained herein, and those, if any, contained in some written communication to the Tenant, signed by the Landlord. This instrument may not be changed, modified, discharged or terminated orally.

TWENTIETH.—If the Tenant shall at any time be in default hereunder, and if the Landlord shall institute an action or summary proceedings against the Tenant based upon such default, then the Tenant will reimburse the Landlord for the expense of attorneys' fees and disbursements thereby incurred by the Landlord, so far as the same are reasonable in amount. Also so long as the Tenant shall be a tenant hereunder the amount of such expenses shall be deemed to be "additional rent" hereunder and shall be due from the Tenant to the Landlord on the first day of the month following the incurring of such respective expenses.

TWENTY-FIRST.—Landlord shall not be liable for failure to give possession of the premises upon commencement date by reason of the fact that premises are not ready for occupancy, or due to a prior Tenant wrongfully holding over any other person wrongfully in possession or for any other reason; in such event the rent shall not commence until possession is given or is available, but the term herein shall not be extended.



RS

THE TENANT FURTHER COVENANTS:

IF A FIRST FLOOR TWENTY-SECOND.—If the demised premises or any part thereof consist of a store or of a first floor or of any part thereof, the Tenant will keep the sidewalk and curb in front thereof clean at all times and free from snow and ice, and will keep insured in favor of the Landlord, all plate glass therein and furnish the Landlord with policies of insurance covering the same.

INCREASED FIRE INSURANCE RATE TWENTY-THIRD.—If by reason of the conduct upon the demised premises of a business not herein permitted, or if by reason of the improper or careless conduct of any business upon or use of the demised premises, the fire insurance rate shall at any time be higher than it otherwise would be, then the Tenant will reimburse the Landlord, as additional rent hereunder, for that part of all fire insurance premiums hereafter paid out by the Landlord which shall have been charged because of the conduct of such business not so permitted, or because of the improper or careless conduct of any business upon or use of the demised premises, and will make such reimbursement upon the first day of the month following such outlay by the Landlord; but this covenant shall not apply to a premium for any period beyond the expiration date of this lease, first above specified. In any action or proceeding wherein the Landlord and Tenant are parties, a schedule or "make up" of rate for the building on the demised premises, purporting to have been issued by New York Fire Insurance Exchange, or other body making fire insurance rates for the demised premises, shall be prima facie evidence of the facts therein stated and of the several items and charges included in the fire insurance rate then applicable to the demised premises.

WATER RENT TWENTY-FOURTH.—If a separate water meter be installed for the demised premises, or any part thereof, the Tenant will keep the same in repair and pay the charges made by the municipality or water supply company for or in respect to the consumption of water, as and when bills therefor are rendered. If the demised premises, or any part thereof, be supplied with water through a meter which supplies other premises, the Tenant will pay to the Landlord, as and when bills are rendered therefor, the Tenant's proportionate part of all charges which the municipality or water supply company shall make for all water consumed through said meter, as indicated by said meter. Such proportionate part shall be fixed by apportioning the respective charge according to floor area against all of the rentable floor area in the building (exclusive of the basement) which shall have been occupied during the period of the respective charges, taking into account the period that each part of such area was occupied. Tenant agrees to pay as additional rent the Tenant's proportionate part, determined as aforesaid, of the sewer rent or charge imposed or assessed upon the building of which the premises are a part.

SEWER TWENTY-FIFTH.—That the Tenant will purchase, from the appropriate utility company, directly from the appropriate utility company, that the Tenant requires at the demised premises, and will pay the Landlord for the same, as the amount of consumption shall be indicated by the meter furnished therefor. The price for said current shall be the same as that charged for consumption similar to that of the Tenant by the company supplying electricity in the same community. Payments shall be due as and when bills shall be rendered. The Tenant shall comply with the rules, regulations and contract provisions as those prescribed by said company for a consumption similar to that of the Tenant.

ELECTRIC CURRENT TWENTY-SIXTH.—If there now is or shall be installed in said building a "sprinkler system" the Tenant agrees to keep the appliances therein in the demised premises in repair and good working condition, and if the New York Board of Fire Underwriters or the New York Fire Insurance Exchange or any bureau, department or official of the State or local government requires or recommends that any changes, modifications, alterations or additional sprinkler heads or other equipment be made or supplied by reason of the Tenant's business, or the location of partitions, trade fixtures, or other contents of the demised premises, or if such changes, modifications, alterations, additional sprinkler heads or other equipment in the demised premises are necessary to prevent the imposition of a penalty or charge against the full allowance for a sprinkler system in the fire insurance rate as fixed by said Exchange, or by any Fire Insurance Company, the Tenant will at the Tenant's own expense, promptly make and supply such changes, modifications, alterations, additional sprinkler heads or other equipment. As additional rent hereunder the Tenant will pay to the Landlord, annually in advance, throughout the term \$....., toward the contract price for sprinkler ~~repairs and service.~~

SPRINKLER SYSTEM TWENTY-SEVENTH.—The sum of \$10,380..... Dollars is deposited by the Tenant herein with the Landlord herein as security for the faithful performance of all the covenants and conditions of the lease by the said Tenant. If the Tenant faithfully performs all the covenants and conditions on his part to be performed, then the sum deposited shall be returned to said Tenant.

SECURITY TWENTY-EIGHTH.—This lease is granted and accepted on the especially understood and agreed condition that the Tenant will conduct his business in such a manner, both as regards noise and kindred nuisances, as will in no wise interfere with, annoy, or disturb any other tenants, in the conduct of their several businesses, or the landlord in the management of the building; under penalty of forfeiture of this lease and consequential damages.

NUISANCE TWENTY-NINTH.—The Landlord hereby recognizes ARC ADVISORS, INC. as the broker who negotiated and consummated this lease with the Tenant herein, and agrees that if, as, and when the Tenant exercises the option, if any, contained herein to renew this lease, or fails to exercise the option, if any, contained therein to cancel this lease, the Landlord will pay to said broker a further commission in the event of a sale and commission rates of the Board of Brokers in the community. A sale, transfer, or other disposition of the Landlord's interest in said lease shall not operate to defeat the Landlord's obligation to pay the said commission to the said broker. The Tenant herein hereby represents to the Landlord that the said broker is the sole and only broker who negotiated and consummated this lease with the Tenant.

BROKERS COMMISSIONS THIRTIETH.—The Tenant agrees that it will not require, permit, suffer, nor allow the cleaning of any window, or windows, in the demised premises from the outside (within the meaning of Section 202 of the Labor Law) unless the equipment and safety devices required by law, ordinance, regulation or rule, including, without limitation, Section 202 of the New York Labor Law, are used, and unless the rules, or any supplemental rules of the Industrial Board of the State of New York are fully complied with; and the Tenant hereby agrees to indemnify the Landlord, Owner, Agent, Manager and/or Superintendent, as a result of the Tenant's requiring, permitting, suffering, or allowing any window, or windows in the demised premises to be cleaned from the outside in violation of the requirements of the aforesaid laws, ordinances, regulations and/or rules.

WINDOW CLEANING THIRTY-FIRST.—The invalidity or unenforceability of any provision of this lease shall in no way affect the validity or enforceability of any other provision hereof.

VALIDITY THIRTY-SECOND.—In order to avoid delay, this lease has been prepared and submitted to the Tenant for signature with the understanding that it shall not bind the Landlord unless and until it is executed and delivered by the Landlord, and Tenant.

EXECUTION & DELIVERY OF LEASE THIRTY-THIRD.—The Tenant will keep clean and polished all metal, trim, marble and stonework which are a part of the exterior of the premises, using such materials and methods as the Landlord may direct, and if the Tenant shall fail to comply with the provisions of this paragraph, the Landlord may cause such work to be done at the expense of the Tenant.

EXTERIOR OF PREMISES THIRTY-FOURTH.—The Landlord shall replace at the expense of the Tenant any and all broken glass in the skylights, doors and walls in and about the demised premises. The Landlord may insure and keep insured all plate glass in the skylights, doors and walls in the demised premises, for and in the name of the Landlord and bills for the premiums therefor shall be rendered by the Landlord to the Tenant at such times as the Landlord may elect, and shall be due from and payable by the Tenant when rendered, and the amount thereof shall be deemed to be, and shall be paid an additional rent.

PLATE GLASS THIRTY-FIFTH.—This lease and the obligation of Tenant to pay rent hereunder and perform all of the other covenants and agreements hereunder on part of Tenant to be performed shall in nowise be affected, impaired or excused because Landlord is unable to supply or is delayed in supplying any service expressly or impliedly to be supplied or is unable to make, or is delayed in making any repairs, additions, alterations or decorations or is unable to supply or is delayed in supplying any equipment or fixtures if Landlord is prevented or delayed from so doing by reason of governmental preemption in connection with a National Emergency declared by the President of the United States or in connection with any rule, order or regulation of any department or subdivision thereof of any government agency or by reason of the conditions of supply and demand which have been or are affected by war or other emergency.

WAR EMERGENCY

THE LANDLORD COVENANTS

QUIET POSSESSION FIRST.—That if and so long as the Tenant pays the rent and "additional rent" reserved hereby, and performs and observes the covenants and provisions hereof, the Tenant shall quietly enjoy the demised premises, subject, however, to the terms of this lease, and to the mortgages above mentioned, provided however, that this covenant shall be conditioned upon the retention of title to the premises by Landlord.

ELEVATOR SECOND.—Subject to the provisions of Paragraph "fourteenth" above the Landlord will furnish the following respective services: (a) Elevator service, if the building shall contain an elevator or elevators, on all days except SUNDAYS and holidays, from A.M. to P.M. and on Saturdays from A.M. to P.M.; (b) Heat, during the same hours on ~~the same days as the other seasons in each year.~~

HEAT

And it is mutually understood and agreed that the covenants and agreements contained in the within lease shall be binding upon the parties hereto and upon their respective successors, heirs, executors and administrators.

In Witness Whereof, the Landlord and Tenant have respectively signed and sealed these presents the day and year first above written.

PLAZA DEL CASTELLO DEVELOPMENT CORP.
 By: *[Signature]* [L. S.]
 Its: *[Signature]* Landlord

IN PRESENCE OF:
 THE CHILDREN'S AID SOCIETY
 By: *[Signature]* [L. S.]
 Its: *[Signature]* EXECUTIVE DIRECTOR Tenant

State of New York County of

ss.:

On before me, the undersigned, a Notary Public in and for said State, personally appeared personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person upon behalf of which the individual(s) acted, executed the instrument.

(signature and office of person taking acknowledgment)

State of New York County of

ss.:

On before me, the undersigned, a Notary Public in and for said State, personally appeared the subscribing witness(es) to the foregoing instrument, with whom I am personally acquainted, who, being by me duly sworn, did depose and say that he/she/they reside(s) in (if the place of residence is in a city, include the street and street number, if any, thereof);

that he/she/they know(s)

to be the individual(s) described in and who executed the foregoing instrument; that said subscribing witness(es) was (were) present and saw said

execute the same; and that said witness(es) at the same time subscribed his/her/their name(s) as a witness(es) thereto.

(signature and office of person taking acknowledgment)

BUILDING
Premises

Landlord

to

Tenant

LEASE

GUARANTY

In consideration of the letting of the premises within mentioned to the Tenant within named, and of the sum of One Dollar, to the undersigned in hand paid by the Landlord within named, the undersigned hereby guarantees to the Landlord and to the heirs, successors and/or assigns of the Landlord, the payment by the Tenant of the rent, within provided for, and the performance by the Tenant of all of the provisions of the within lease. Notice of all defaults is waived, and consent is hereby given to all extensions of time that any Landlord may grant.

Dated,

State of New York County of

ss.:

On before me, the undersigned, a Notary Public in and for said State, personally appeared personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person upon behalf of which the individual(s) acted, executed the instrument.

(signature and office of person taking acknowledgment)

SS
[Handwritten initials]

1	34'	33'-4"	1
2	34'	33'-4"	1
3	34'	33'-4"	1
4	34'	33'-4"	1

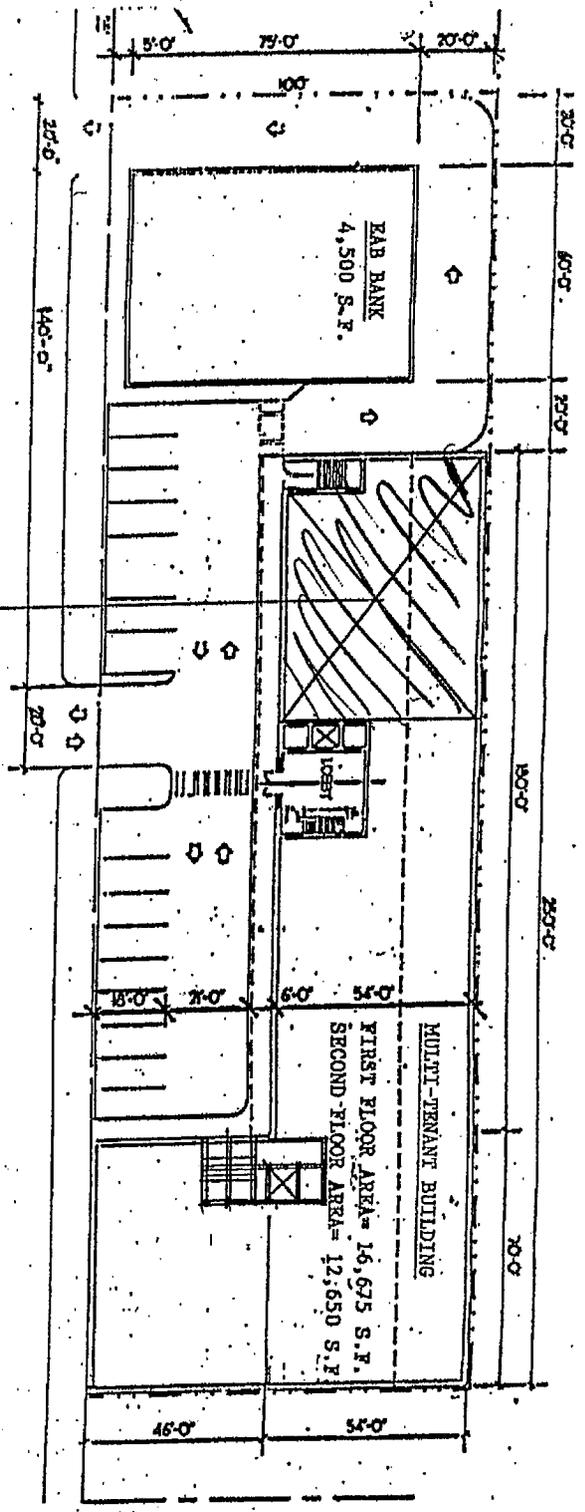
1ST FLOOR PLAN

F-95

517 E.B

SOUTHEAN BOULEVARD

THE CHILDREN'S AID SOCIETY
(FIRST FLOOR)



E 172 ST

ATTACHMENT 'A'

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COASTAL CONSTRUCTION AND DEVELOPMENT CORP.

2121 Matthews Avenue, Bronx, New York 10462 - Tel: 718-931-7575 - Fax: 718-931-7711

December 16, 1999

Mr. Douglas Marino, MBA
The Children's Aid Society
105 East 22nd. Street
New York, New York 10010

Re: PLAZA DEL CASTILLO
PROFESSIONAL BUILDING NO. 1
1515 Southern Boulevard
Bronx, New York 10460

Subject: TENANT LEASE AND CONSTRUCTION OF OFFICE SPACE 1A.

Dear Mr. Marino,

Pursuant to our field meeting today, after adjustment to the scope of work and the plans and specifications, we submit the following allowance of construction cost values, to complete the tenant space for The Children's Aid Society: (AS PER PLANS AND SPECIFICATIONS PREPARED BY GRUZEN SAMTON, ARCHITECTS, DATED DECEMBER 15, 1999).

CONSTRUCTION COST VALUES

<u>TRADE</u>	<u>BUDGET ALLOWANCE</u>	<u>ACTUAL COST</u>
01- FRAMING/DRYWALL	\$ 19,200.00	\$ 17,000.00
02- ACOUSTIC CEILINGS	9,980.00	8,500.00
03- HOLLOW METAL DOORS/FRAMES	5,700.00	4,850.00
04- HARDWARE	2,900.00	2,400.00
05- GLASS/GLAZING	-0-	495.00
06- CERAMIC TILE	2,500.00	2,800.00
07- VCT/CARPET	8,650.00	8,500.00
08- PAINTING	9,300.00	8,000.00
09- PLUMBING/HOT WATER TANK	8,500.00	8,500.00
10- TOILET ACCESSORIES	500.00	480.00
11- MILLWORK	10,000.00	12,000.00
12- ELECTRICAL	14,300.00	33,475.00
13- HVAC	<u>25,000.00</u>	<u>31,000.00</u>
14- SUBTOTAL COST	\$116,530.00	\$145,000.00
15- OVERHEAD/PROFIT	<u>-0-</u>	<u>-0-</u>
16- TOTAL COST ALLOWANCE	\$116,530.00	\$145,000.00

Very truly yours,
Coastal Construction and Development, Corp.

Robert C. Bianco
Robert C. Bianco, Vice President

Accepted by:
The Children's Aid Society

Douglas Marino
Douglas Marino, MBA

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RIDER TO LEASE DATED DECEMBER , 1999 FROM PLAZA DEL CASTILLO .
DEVELOPMENT, CORP. ("LANDLORD") TO THE CHILDREN'S AID SOCIETY
("TENANT") COVERING PREMISES AT 1515 SOUTHERN BOULEVARD, BETWEEN
JENNINGS STREET AND EAST 172ND STREET, BRONX, NEW YORK 10460.

36. Tenant's Specifications

Landlord is the developer of a certain parcel of land on the westerly side of Southern Boulevard, Bronx, New York. The portion of that property which is material to this agreement having been examined by the Tenant, and Tenant desires to lease from Landlord a portion of that property, and have Landlord at Landlord's expense erect a building thereon, and the demised premises consisting of six walls. Landlord to provide HVAC unit, controls, hook-up and commissioning. The demised premises will be located within Site B on map in Attachment A.

The work necessary to prepare the demised premises for Tenant's occupancy shall be performed by Landlord at Tenant's expense as hereinafter provided. The plans for the demised premises shall be designed, filed and approved by the Tenant's architect (using Landlord's expediter) and the the construction cost allowances for the demised premises shall be as set forth in the Landlord's letter to The Children's Aid Society, dated December 16, 1999 (the "Landlord's Letter"), a copy of which is attached hereto and made a part hereof.. Plans are subject to Tenant's approval. Work shall comply with all code requirements, including those applicable to fire and smoke detection systems. Said improvements are the property of Landlord.

Tenant shall provide, and pay for its furniture, office fixtures and equipment, including telephone equipment, data equipment and extra security alarm equipment (except code requirements) and any installation or work not expressly included in the construction cost values as set forth in the Landlord's Letter, but necessary to prepare the demised premises for Tenant's occupancy. The cost of such fixtures and equipment shall be Tenant's expense.

37. Term of Lease

The term of this lease shall be ten years from the date of commencement. Tenant shall have the option of renewing for ten additional years.

38. Schedule of Rents

The base rent shall be \$18.00 per square foot per annum. The area of the demised premises is not to exceed 3460 square feet resulting in a projected annual total rent of \$62,280.00. Said base rent shall be adjusted annually as described in Paragraph 40 below and common area maintenance

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shall also be paid by Tenant to Landlord as provided in Paragraph 44 below. Tenant shall pay to Landlord, upon execution of this lease, a deposit equal to two months' rent.

39. Rent Commencement Date

The term of this Lease shall commence upon the date the following are completed: (i) delivery by Landlord to Tenant of a temporary Certificate of Occupancy; (ii) delivery by Landlord to tenant of a fully signed lease; (iii) payment by tenant to Landlord of the security deposit required hereunder; and, (iv) Landlord's delivery of the demised premises to tenant free and clear of all leases and tenancies. Landlord will give Tenant its good faith estimate of the date of delivery of a temporary certificate of occupancy at least ten (10) days prior to its delivery. The foregoing shall not be a waiver of Landlord's obligation to complete any incomplete items of construction including punch list items and to obtain a permanent certificate of occupancy. The initial term of this Lease shall terminate on the last day of the month in which the tenth anniversary of the commencement date shall occur. Base rent and additional rent will commence on the commencement date. Rent shall be apportioned for the initial month if the rent commencement date be other than the first day of the month. Base rent and additional rent will be abated for the second, third and fourth months of the first year of the initial lease term

40. Rent Adjustment Keyed to Consumer Price Index

(a) The Tenant shall pay to the Landlord as additional rent, the rent adjustments based upon changes in the Consumer Price Index ("C.O.L.A.") computed as hereinafter provided.

(b) From the first month to the sixtieth month of this Lease there will be no C.O.L.A. adjustment.

(c) Commencing on the sixty first month of this Lease and continuing to termination, the C.O.L.A. adjustment payable will be as per The Consumer Price Index, New York, N.Y. - Northeastern, N.J. for All Urban Consumers 1982 - 100 published by the Bureau of Labor Statistics of the United States Department of Labor and as computed with the use of such conversion factor, formula or table for converting the Index. The first annual C.O.L.A. adjustment will be based upon the increase, if any, in the Consumer Price Index for the month following the month in which the fifth anniversary of the term commencement occurs over the month in which the fourth anniversary of the lease term occurs. Thereafter and through the balance of the initial lease term the C.O.L.A. adjustment shall be made annually based upon the increase, if any, in such consumer price index for the start of the subsequent lease year over the consumer price index for the month in which the previous anniversary occurred. Such C.O.L.A. adjustment shall only be applicable with regard to the minimum base rent. From the time the C.O.L.A. adjustment starts there shall be an annual cap of three percent (3%) on the percentage increase in minimum rent as a result of the increase in the Index.

41. Utilities - Gas and Electric Charges

Landlord shall install an electric meter and gas meter to serve the demised premises. Tenant shall pay the cost of all electric and gas charges in the demised premises as so determined.

42. Insurance and Restoration

Tenant, at its expense, shall maintain at all times during the term of this lease and any period, Landlord's protective liability insurance and public liability insurance in respect of the demised premises and the conduct of operation of business therein, with, its managing agent, if any, and any mortgages whose name and address shall previously have been furnished to Tenant, as additional named insureds, with limits of not less than \$1,000,000 for bodily injury or death to any number of persons in any one occurrence, and \$500,000 for property damage in any one occurrence. Tenant shall deliver to Landlord and any individual named insured such fully paid-for policies or certificates of insurance issued by the insurance company or its authorized agent, in form satisfactory to Landlord. The insurance shall be effective as of the date of the commencement date of this Lease. Tenant shall procure and pay for renewals of such insurance from time to time before the expiration thereof, and Tenant shall deliver to Landlord and any additional named insured such renewal policy at least twenty (20) days before the expiration of any existing policy. All such policies shall be issued by companies of recognized responsibility licensed to do business in New York State, and all such policies shall contain a provision whereby the same cannot be canceled or modified unless Landlord and any additional named insured are given at least twenty (20) days written notice of such cancellation or modification.

Landlord's obligation to restore the demised premises if partially damaged shall only extend to the building shell, common areas, and improvements constructed under Article 36 herein and shall not include Tenant's furnishings and equipment. Tenant shall insure such equipment and furnishings under its own fire and casualty policies for the replacement value thereof from time to time but in no event for less than their original cost.

43. Signs

Landlord shall, at Tenant's cost, provide a sign, logotype or lettering on the exterior of the building above the arcade directly above the demised premises. The sign must be uniform with the signs provided by the Landlord to the other tenants and must be approved by the Landlord.

44. Common Area Maintenance and Operating Expense

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(a) Tenant agrees to pay its proportionate share of the increase in real estate taxes for the Property in which the demised premises is located over and above the real estate taxes for the base year for such Property.

(b) The real estate taxes for the Property include the total amount of real estate taxes and assessments now or hereafter levied, imposed confirmed or assessed against the Property, including city, county, town, village, school transit taxes, water fees and sewer and refuse disposal charges, or taxes assessments or charges levied, imposed confirmed or assessed against, or a lien on, the Property by any taxing authority whether general or specific, ordinary or extraordinary, foreseen or unforeseen and whether public betterments of improvements or otherwise.

(c) Tenant's proportionate share means the proportion of the spaced leased by the tenant in relation to the total number of square feet in the development. This proportionate share will be the anticipated 3,460 square feet leased by the Tenant divided by the anticipated project size of 33,825 square feet or 10.22%. If the Tenant's space is less that 3,460 square feet, the proportion shall be adjusted.

(d) The term base year shall mean the first year in which taxes are fully assessed for the Property. The New York City Department of Finance, Industrial and Commercial Incentive Program has represented to Landlord that there is a twenty year tax abatement with respect to the Property.

(e) Tenant shall also pay monthly to Landlord as additional rent, common area rent in the sum of \$432.50 representing Tenant's liability for common area maintenance and operation expenses.

(f) Common area maintenance and operation expenses as shall be paid or incurred by or on behalf of Landlord in providing services to tenants leasing space in the building, and in the operation of the Property include, but are not limited to, cleaning, repair, security and maintenance of the exterior of the Property, social security, unemployment and other payroll taxes related thereto, disability and workers' compensation coverage, hospitalization, medical, surgical, union and general welfare benefits, pension, retirement or life insurance plans and other benefits or similar expenses.

(g) These expenses must be reasonable and necessary to the operation of the building. Land lord shall provide tenant with an audited copy of the project's financial statement and tenant shall have the right to audit said financial statements. Tenant's payment will be as per Tenant's proportionate share, subject to the limit in subparagraph (e) of this paragraph.

45. Landlord's Liability

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The term "Landlord" as used in this lease means only the current holder of the interest of the Landlord in the demised premises or, as the case may be, the successor thereto from time to time. In the event of any transfer at any time of the interest of the Landlord, the transferor shall be and is entirely freed and relieved of all covenants and obligations of the Landlord under this lease, and it shall be deemed and construed without further agreement between the parties of their respective successors in interest or between the parties and the transferee that the transferee of the Landlord's interest has assumed and agreed to carry out any and all covenants and obligations of the Landlord under this lease. Tenant shall look solely to the estate and interest of the transferee landlord or its successors in the Real Property or this lease, for the collection of any judgment recovered against Landlord based upon the breach by Landlord of any of the terms, conditions or covenants of this lease on the part of Landlord to be performed and no other property or assets of landlord shall be subject to levy, execution or other enforcement procedure for the satisfaction of Tenant's remedies under or with respect to either this lease, the relationship of Landlord and Tenant hereunder, or Tenant's use and occupancy of the demised premises.

46. Late Payments

If Tenant shall fail to pay an installment of rent or additional rent when first due hereunder, and such failure to pay shall continue for more than fourteen (14) days, then Tenant shall also pay with the delinquent amount a late payment charge of \$75.00. An additional \$75.00 late payment charge shall also accrue on any such delinquent sum with every further 30 days passing after the original due date. Late payment charges hereunder shall in any event not exceed the legal interest rate from time to time in effect.

47. Attorney's Fees

In case it shall be necessary for Landlord to institute any action or proceeding against Tenant for the non-payment of rent or for the violation of any of the covenants or provisions of this lease or for the recovery of possession of the demised premises or Landlord should be compelled to intervene in any action or proceeding wherein Tenant is a party in order to enforce or protect Landlord's interest or rights hereunder, then and in any such events, if Landlord shall be successful in such action or proceeding, Tenant shall be obligated to pay to Landlord a reasonable attorney's fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

In case it shall be necessary for Tenant to institute any action or proceeding against Landlord for the violation of any of the covenants or provisions of this lease or should be compelled to intervene in any action or proceeding wherein Landlord is a party in order to enforce or protect Tenant's interest or rights hereunder, then and in any such events, if Tenant shall be successful in such action or proceeding, Landlord shall be obligated to pay to Tenant a reasonable attorney's

fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

48. Assignment Subletting

If Tenant shall desire to assign or to sublet all or any portion of the demised premises, Tenant shall give notice thereof to Landlord and in said notice shall set forth all pertinent business terms of the proposed assignment or subletting as well as the name and address of the proposed assignee or sublessee, information as to financial condition of such assignee or sublessee and proposed use which assignee or sublessee desires to make of the demised premises. Said notice shall bear the signature of the proposed sublessee or assignee attesting to its accuracy. Tenant shall in addition, at Landlord's request, furnish such other further information as Land lord may reasonably request concerning such proposed assignment or subletting. As a condition to Landlord's consent to any assignment or subletting, it shall be necessary.

(a) That Tenant, at the time of requesting Landlord's consent, shall not be in default under this lease,

(b) That each assignee of this lease shall assume in writing all the terms, covenants and conditions of this lease on the part of Tenant hereunder to be performed and observed,

(c) That an original or duplicate original of the instrument of assignment and assumption of the sublease agreement shall be delivered to Landlord within ten days following the making thereof; and,

(d) That any instrument of sublease shall specifically state that each sublease is subject to all of the covenants and conditions of this lease.

Any assignment, sublease or agreement permitting the use and occupancy of the premises to which Landlord shall not have expressly consented in writing shall be deemed null and void and of no force and effect. However, such consent shall not unreasonably be withheld or delayed.

Nothing contained herein shall relieve Tenant of its obligations under the Lease or limit the scope of paragraph Ninth of this Lease.

49. Merchandise, Refuse, etc.

Tenant shall at no time leave any merchandise, supplies, materials or refuse in the hallways or other common portions of the building other than the demised premises. Tenant covenants that all garbage and refuse shall be kept in proper containers, securely covered at a controlled location, until removed from the building so as to prevent the escape of objectionable fumes and odors and the spread of vermin, and Tenant further covenants, that no refuse and/or garbage shall

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be permitted to remain on the sidewalks adjacent to the building. Landlord shall arrange for the removal of all waste in an approved manner from the demised premises and pay for such removal. The cost of which will be included as part of the common area maintenance. Monday through Friday, Landlord will pick up all refuse left outside the demised premises, provided it is securely tied in plastic garbage bags.

50. Arbitration

Landlord may at any time request arbitration, and Tenant may at any time when not in default in the payment of any minimum rent and additional rent request arbitration, of any matter in dispute where arbitration is expressly provided for in this lease. The party requesting arbitration shall do so by giving notice to that effect to the other party, specifying in said notice the nature of the dispute, and said dispute shall be determined in the City of New York, by a single arbitrator, in accordance with the rules then obtaining of the American Arbitration Association (or any organization which is the successor thereto). The award in such arbitration may be enforced on the application of either party by the order or judgment of a court of competent jurisdiction.

51. Rider to Prevail

The rider portions of this lease shall be read in conjunction with the above printed standard form of lease. If there should be an inconsistency or ambiguity between the terms of the rider portions of this lease and the standard form of lease, then the rider portions of this lease shall prevail.

52. No Other Representations, Construction, Governing Law

Tenant expressly acknowledges and agrees that Landlord and its agents have not made and are not making, and Tenant, in executing and delivering this lease, is not relying upon any warranties, representation, promises or statements, except to the extent that the same are expressly set forth in this lease or in any other written agreement which may be made between the parties concurrently with the execution and delivery of this lease and shall expressly refer to this lease. This lease shall be governed in all respects by the laws of the State of New York.

53. Provisions Severable

If any term or provision of this lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder to this lease, or the application of such term or provision to the persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term and provision of this lease shall be valid and be enforced to the fullest extent permitted by law.

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54. Notices

Any bill, statement, notice of communication which either party to this Lease may wish to serve pursuant to the terms of this Lease, may alternatively be served by overnight mail such as Express Mail, Federal Express or similar service, provided that the receipt of the recipient shall be requested and received.

55. Execution and Delivery of Lease

Submission by Landlord of the within lease for review and execution by Tenant shall confer to rights nor impose any obligations on either party unless and until both Landlord and Tenant shall have executed this Lease and duplicate originals thereof shall have been delivered to the respective parties hereto.

56. Renewal

Provided this lease is in full force and effect, Tenant shall have the right to extend the term of this lease for the demised premises at the end of the initial ten year term, for a renewal term of ten years, provided Tenant shall notify Landlord in writing not less than 6 months nor more than 16 months prior to the expiration of the initial term that Tenant desires such extension, and provided further that such extension shall be upon the same terms, provision, covenants, and conditions as are contained in this lease, except as to the duration of the term hereof, the rental rate and such provisions in this lease which by their terms are only applicable to the initial term. Any reference to "the term of this lease" of "the lease term" in this lease shall be deemed to include the renewal term. The renewal term shall contain no further renewal provisions.

Tenant shall accept the demised premises in the condition then existing as part of the commencement of the renewal term except for any repairs which are otherwise Landlord's obligation under the Lease, and shall not be responsible for performing any work or furnishing any materials to the demised premises, except that Landlord's services provided under the lease shall continue to be supplied.

The rental during the renewal term shall include the minimum rent under Paragraph 38, and which shall be adjusted pursuant to Paragraph 40 in each year of the renewal term.

The Landlord shall send a reminder notice to the Tenant of expiration of initial lease not more than ten months before expiration of the term lease.

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57. Indemnification

Tenant agrees not to do or permit to be done anything upon the leased space, building or project which may subject the City and Landlord to any liability for injury or damage to person or property or result in a violation of any legal or insurance requirement.

Tenant agrees to indemnify and hold the City and Landlord harmless from and against any and all costs and expenses (including without limitation, reasonable attorney's fees and disbursements), claims, demands, fines, suits, actions, proceedings, orders, decrees and judgements of any kind or nature arising out of any (a) act of omission of the Tenant or its employees, agents, contractors, licensees and/or invitees, (b) any breach, violation or nonperformance of any of the terms, conditions or covenants of the lease (including, without limitation, any legal and insurance requirements), or (c) any Leased Space, except to the extent that such personal injury or property damage is caused by the negligence or acts of the Landlord.

58. Amendments for Financing; Information for Mortgagees

(a) If, in connection with obtaining or renewing financing for the Real Property, an institutional lender shall request modifications in this lease as a condition to such financing, Tenant will not unreasonably withhold, delay or defer its consent thereto, provided that such modifications do not (i) increase the monetary obligations of Tenant; (ii) decrease the size of the demised premises; or, (iii) decrease the Landlord's obligations hereunder.

(b) Tenant agrees, within a reasonable time after being requested, to submit such financial information as may be reasonably required by Landlord's mortgages.

(c) Such modifications shall not modify the rights of Tenant.

59. Rules and Regulations

(a) Tenant and Tenant's invitees shall observe and comply with such Rules and Regulations as Landlord or Landlord's agents may from time to time adopt, Notice of additional Rules and Regulations shall be given to Tenant, Landlord shall have no duty or obligation to enforce the Rules and Regulations or the terms, covenants or conditions in any other lease, against any other tenant of the Building and Landlord shall not be liable to Tenant for violation of the same by any other tenant or its invitees. In the event of a conflict between the Rules and Regulations and the provisions of the lease, the provisions of the lease shall prevail.

(b) Supplementing paragraph 15 of this Lease and this paragraph such Rules and Regulations shall be reasonable and will be applied in a non-discriminatory manner.

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60. Tenants Options to Terminate Lease

In the event the premises occupied by the Children's Aid Society cease to be operated as a Children's Facility, Tenant shall have the option to terminate this lease. Such termination shall be effective at the time the Children's Facility ceases to function in that capacity. Landlord shall return security deposit at that time.

61. Destruction, Fire and Other Casualty.

(a) If the demised premises or any part thereof shall be damaged by fire or other casualty, Tenant shall give immediate notice thereof to Landlord and this lease shall continue in full force and effect except as hereinafter set forth.

(b) If the demised premises are partially damaged or rendered partially unusable by fire or other casualty, the damages thereto shall be repaired at the expense of Landlord and the rent, until such repair shall be substantially completed, shall be apportioned from the day following the casualty according to the part of the premises which is usable.

(c) If the demised premises are totally damaged or rendered wholly unusable by fire or other casualty, then the rent shall be proportionately paid up to the time of the casualty and thenceforth shall cease until the date when the premises shall have been repaired and restored by Landlord, subject to Landlord's right to elect not to restore same as hereinafter provided.

(d) If the demised premises are rendered wholly unusable or (whether or not the demised premises are damaged in whole or in part) if the building shall be so damaged that the Landlord shall decide to demolish it or to rebuild it, then, in any of such events, the Landlord may elect to terminate this lease by written notice to tenant, given within ninety (90) days after such fire or casualty, specifying a date for the expiration of the lease, which date shall not be made more than sixty (60) days after the giving of such notice, and upon the date specified in such notice the term of this lease shall expire as fully and completely as if such date were the date set forth above for the termination of the lease and Tenant shall forthwith quit surrender and vacate the premises without prejudice however, to Landlord's rights and remedies against Tenant under the lease provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent to such date shall be returned to Tenant. Unless Landlord shall serve a termination notice as provided for herein, Landlord shall make the repairs and restorations under the conditions of (b) and (c) hereof, with all reasonable expedition, subject to delays due to adjustment of insurance claims, labor troubles and causes beyond Landlord's control. After any such casualty, Tenant shall cooperate with Landlord's restoration by removing from the premises as promptly as reasonably possible, all of Tenant's salvageable inventory and movable equipment, furniture and other property. Tenant's liability for rent shall resume five (5) days after written notice from the

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Landlord that the premises are substantially ready for Tenant's occupancy, provided, however, that notwithstanding anything to the contrary set forth herein, if (i) more than seventy five percent (75%) of the demised premises shall be destroyed by fire or other casualty, then the Landlord shall cause an independent architect selected by Landlord to determine within forty-five (45) days after such fire or other casualty whether or not it will be possible to restore the portion of the demised premises affected within one year following such fire or other casualty and if such architect determines (a copy of such determination to be given to Tenant) that it will not be possible to so restore the damage; or (ii) after commencing the repair and restoration of the demised premises following a fire or other casualty, Landlord shall fail to complete same within one year, then in either of the foregoing events, either party may cancel this Lease and upon such cancellation this lease shall terminate and come to an end as of the date that is sixty (60) days after notice of such cancellation is given, as fully and completely as if such date were the date set forth above for the termination of this lease and Tenant shall forthwith quit, surrender and vacate the demised premises without prejudice, however, to Landlord's rights and remedies against Tenant under the Lease provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent of such date shall be returned to Tenant.

(e) Nothing contained hereinabove shall relieve Tenant from liability that may exist as a result of damage from fire or other casualty. Notwithstanding the foregoing, each party shall look first to any insurance in its favor before making any claim against the other party for recovery for loss or damage resulting from fire or other casualty, and to the extent that such insurance is in force and collectible and to the extent permitted by law, Landlord and Tenant each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise. The foregoing release and waiver shall be in force only if releasors' insurance policies contain a clause providing that such a release or waiver shall not invalidate the insurance. If, and to the extent, that such waiver can be obtained only by the payment of additional premiums, then the party benefitting from the waiver shall pay such premium within ten (10) days after written demand or shall be deemed to have agreed that the party obtaining insurance coverage shall be free of any further obligation under the provisions hereof with respect to waiver of subrogation. Tenant acknowledges that Landlord will not carry insurance on Tenant's furniture and/or furnishings or any fixtures or equipment, improvements or appurtenances or betterments made by or for the benefit of Tenant and agrees that Landlord will not be obligated to repair any damage thereto or replace the same.

(f) Tenant hereby waives the provisions of section 227 of the Real Property Law and agrees that the provisions of this article shall govern and control in lieu thereof.

62. Construction of Demised Premises

(a) Tenant's architect will prepare all plans for the demised premises. Tenant will file all such

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plans with, and obtain approval of such plans from, the appropriate government agency using Landlord's expediter.

(b) Landlord will obtain all permits necessary to complete construction of the demised premises in accordance with Tenant's plans. Landlord will complete the construction of the demised premises in accordance with Tenant's plans and in a manner necessary to deliver the demised premises in "turnkey" condition with at least a temporary certificate of occupancy. Landlord will deliver a temporary certificate of occupancy within three (3) months from the date hereof.

(c) Tenant will contribute and/or reimburse Landlord for the cost of construction of the demised premises in accordance with the Landlord's Letter in the aggregate amount of not more than \$145,000.00 as follows: (i) the sum of \$72,500 will be paid over a period of four consecutive weeks consisting of three weekly payments of \$20,000 each with a final payment of \$12,500 commencing one week after all permits for the job are obtained, and (ii) the sum of \$72,500 together with accrued interest thereon at the rate of nine percent (9%) per annum will be paid in equal monthly installments on the first day of each month as additional rent (together with the base rent) over the first five years of the term of this Lease in the amount of \$1,505.10 each commencing with the first payment of base rent.

63. Repairs

Notwithstanding the provisions of paragraph Second of this Lease:

(a) Landlord will make all repairs and replacements necessary with respect to the alterations and construction work performed by Landlord pursuant to paragraph 36 for a period of one (1) year. Once the Landlord delivers to Tenant the certificate of occupancy for the demised premises, Landlord shall only be obligated to make repairs to the structure of the Property except as otherwise provided;

(b) The provisions of paragraph Second of this Lease shall not obligate Tenant to make structural repairs, or repairs or replacements to electrical, plumbing, heating or air conditioning systems, unless the need therefor arises because of damage to such installations caused by Tenant, its agents, servants or employees;

(c) Any entry by Landlord or its representatives or contractors pursuant to paragraphs Second or Eighteenth of this Lease shall be only after prior written notice except in case of emergency where only such notice as is capable of being given will be given. Any work performed by Landlord or its representatives or contractors within the premises shall be performed in a manner not to unreasonably interfere with Tenant's operations. Any conduits or pipes installed by or for Landlord will be placed in concealed locations;

(d) Landlord will maintain the portions of the building outside of the demised premises, including the common areas of the building, roof, plumbing lines, heating, ventilating (and air

conditioning systems) in good order and repair; and,

(e) Nothing in paragraph 13 of this Lease shall relieve Landlord from its obligations to make the repairs as provided in this Lease.

64. Consent

Supplementing and notwithstanding the provisions of paragraphs Third and 48 of this Lease:

(a) Landlord's consent shall be required for the use of the demised premises by another agency or program related to Tenant's operations;

(b) Landlord's consent will not be unreasonably withheld or delayed for an assignment or subleasing by Tenant for a use permitted under this Lease; and

(c) Tenant may not make any structural alterations, including, but not limited to, any alterations which effect or impact upon any load bearing wall, electrical, heating, HVAC systems or plumbing, without Landlord's consent. Tenant shall be permitted to make non-structural alterations to the demised premises without Landlord's consent.

(d) In any instance where Landlord's consent or approval is required Landlord will not unreasonably withhold or delay such consent or approval.

65. Parking Spaces

Parking spaces will be provided on site in accordance with the New York City Building Regulations. Such spaces will not be dedicated for exclusive use by any tenants, except for the four spaces designated for use by customers of the European American Bank.

66. Real Estate Brokers

Each party represents to the other that it has dealt only with the broker designated in paragraph Twenty Ninth (whose commission, if any, shall be paid by Landlord pursuant to separate agreement) as broker, agent or finder in connection with this Lease, and each party agrees to indemnify and hold the other harmless from all claims, demands, damages, judgments, liabilities, and expenses (including reasonable attorneys' fees) arising in connection with a breach by a party of the representations made by a party in this paragraph and paragraph Twenty Ninth of this Lease. Landlord will defend, indemnify and hold Tenant harmless from any cost or claims (including attorneys fees) from or by the broker named in paragraph twenty-ninth of this Lease.

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67. Miscellaneous

(a) Supplementing paragraph Sixth of the Lease, Tenant shall not be in default in the payment of rent or additional rent unless Tenant shall have failed to make such payment within ten (10) days after written notice from Landlord specifying such non-payment. In addition, in the event of any default by Tenant as to which Landlord has given notice (other than in payment of rent or additional rent) and which is of a nature that cannot reasonably be cured by Tenant within the ten (10) day period provided for in paragraph Sixth of the Lease, then provided Tenant cures such default within thirty (30) days after written notice from Landlord specifying such default, Tenant will not be in default under the Lease.

(b) Supplementing paragraph Eighteenth, the provisions of paragraph Eighteenth shall be subject to the provisions of paragraph Second, as modified by paragraph 63 of this Additional Rider.

(c) Supplementing paragraph Twenty-fifth, the parties acknowledge that the demised premises will be separately metered by Landlord for electricity and gas and Tenant will pay such charges directly to the applicable utility company as billed by the applicable utility company.

PLAZA DEL CASTILLO DEVELOPMENT CORP.

By: [Signature]
Its: President

THE CHILDREN'S AID SOCIETY

By: [Signature]
Its: EXECUTIVE DIRECTOR

Lease

1515 Southern Boulevard - Suite 1B

APC

State of New York, County of
On the day of

ss:
19 , before me personally came
to me known, who, being by me duly sworn, did depose and say that he resides at
; that he is
the corporation described in and which executed the within
instrument; that he knows the seal of said corporation; that the seal affixed to said instrument is such corporate seal; that
it was so affixed by order of the Board of Directors of said corporation, and that he signed his name thereto by like order.

State of New York, County of
On the day of

ss:
19 , before me personally came
to me known, who, being by me duly sworn, did depose and say that he resides at
; that he is
the corporation described in and which executed the within
instrument; that he knows the seal of said corporation; that the seal affixed to said instrument is such corporate seal; that
it was so affixed by order of the Board of Directors of said corporation, and that he signed his name thereto by like order.

State of New York, County of
On the day of

ss:
19 , before me personally came
to me known and known to me to be the individual described in and who executed the foregoing instrument, and duly
acknowledged that he executed the same.

State of New York, County of
On the day of

ss:
19 , before me personally came
, subscribing witness to the foregoing instrument, with whom I am personally acquainted,
who, being by me duly sworn, did depose and say, that he resided, at the time of the execution of said instrument, and
still resides, in that he is and then was acquainted with
and knew to be the
individual described in and who executed the foregoing instrument; and that he, said subscribing witness, was present and
saw execute the same; and that he, said witness, thereupon at the same time subscribed his name
as witness thereto.

BUILDING
Premises

Landlord

Tenant

LEASE

GUARANTY

In consideration of the letting of the premises within mentioned to the Tenant within named, and of the sum of One
Dollar, to the undersigned in hand paid by the Landlord within named, the undersigned hereby guarantees to the Landlord
and to the heirs, successors and/or assigns of the Landlord, the payment by the Tenant of the rent, within provided for,
and the performance by the Tenant of all of the provisions of the within lease. Notice of all defaults is waived, and consent
is hereby given to all extensions of time that any Landlord may grant.

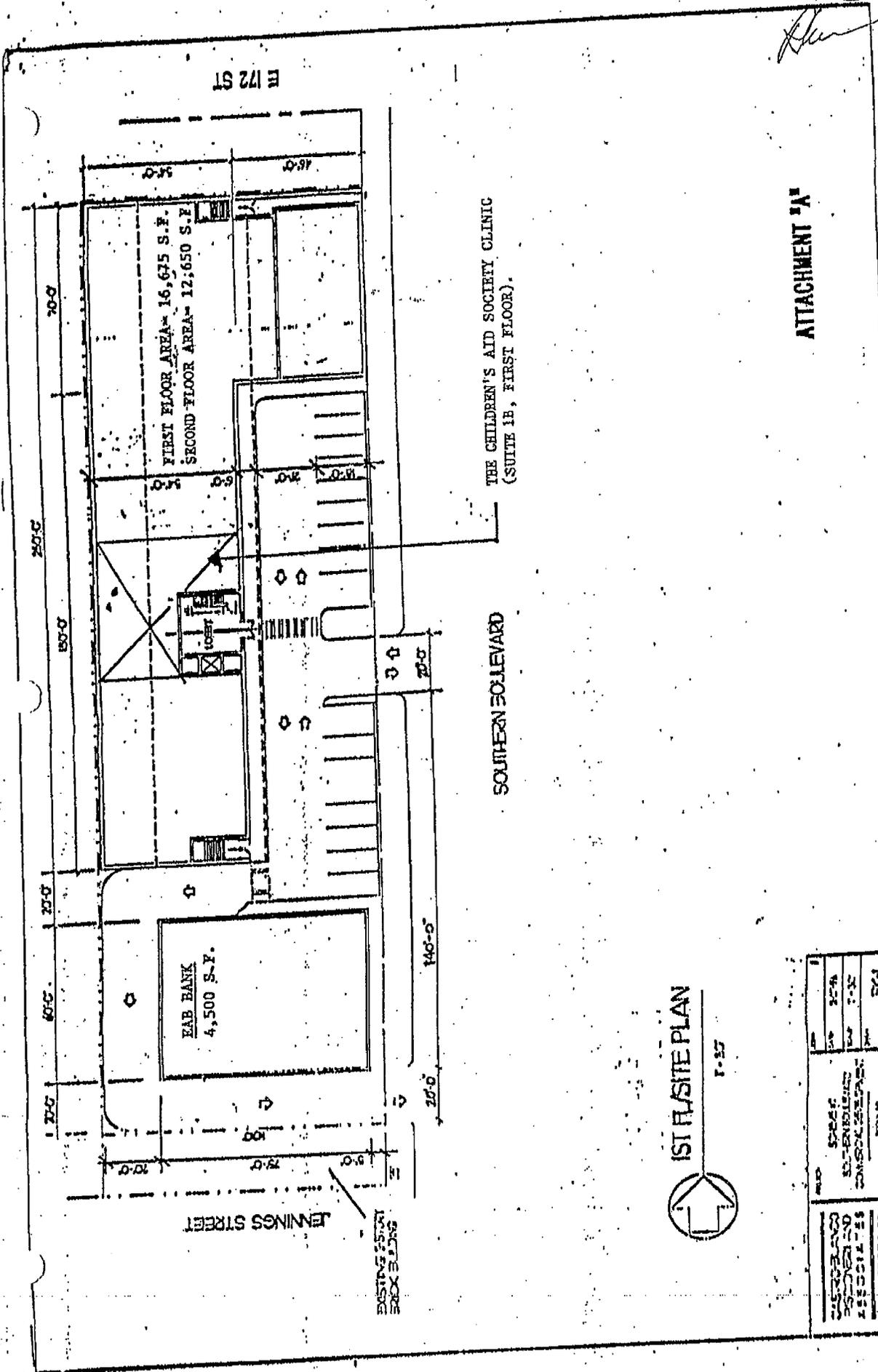
Dated, 19

STATE OF COUNTY OF

On this day of 19 , before me personally appeared

to me known and known to me to be the individual described in and who executed the foregoing instrument, and duly ac-
knowledged to me that he executed the same.

PK
Plan



THE CHILDREN'S AID SOCIETY CLINIC
(SUITE 1B, FIRST FLOOR).

SOUTHERN BOULEVARD

ATTACHMENT 'A'

1ST FLASITE PLAN

1-27



NO.	DATE	BY	REVISION
1	1-27	SK	ISSUED FOR PERMITTING
2	1-27	SK	ISSUED FOR CONSTRUCTION
3	1-27	SK	ISSUED FOR RECORD
4	1-27	SK	ISSUED FOR ARCHIVE

RC
M

**PLAZA DEL CASTILLO
DEVELOPMENT CORP.**

2121 Matthews Avenue, Bronx, New York 10462 Tel: 718-931-7575 Fax: 718-931-7711

April 6, 2000 (Updated April 25, 2000)
(Updated May 3, 2000)

VIA FAX AND MAIL

Mr. Gary Dawyot, Chief Engineer
The Children's Aid Society
219 Sullivan Street
New York, New York 10012

Re: PLAZA DEL CASTILLO/THE CHILDREN'S AID SOCIETY OFFICE AND CLINIC
1515 Southern Boulevard, Suite 1A and 1B
Bronx, New York 10460

Subject: CONSTRUCTION COST ALLOWANCE OF
CLINIC AND OFFICE RENOVATION

Dear Mr. Dawyot,

Pursuant to the "Clinic and Office Renovation" plan, dated April 20, 2000, prepared by Gruzen Samton, Architects, floor area of 2,225 S.F., Plaza provides the following allowance of construction cost values to complete the "Clinic" suite 1B and "Office Renovation" suite 1A:

CONSTRUCTION COST VALUES

<u>TRADE</u>	<u>1A AMOUNT</u>	<u>1B AMOUNT</u>
01- Layout	\$ 200.00	\$ 500.00
02- Demolition, Removal and Protection	2,000.00	2,500.00
03- Storefront Alteration	-0-	1,200.00
04- Masonry	-0-	1,000.00
05- Metal Stud Framing	950.00	3,800.00
06- Sound Insulation	150.00	1,800.00
07- Drywall	1,300.00	5,600.00
08- Drywall Repair	700.00	-0-
09- Glass Block	-0-	-0-
10- Finish Taping and Skimcoat	900.00	2,800.00
11- Black Iron Suspension	-0-	1,900.00
12- Ceiling Grid	-0-	2,200.00
13- Ceiling Tile	-0-	2,000.00
14- Ceiling Grid and Tile Repair	1,200.00	-0-
15- Frames, Doors and Hardware	1,800.00	8,000.00
16- Ceramic Tile	700.00	2,900.00
17- Painting	1,800.00	8,000.00
18- Carpet/VCT	-0-	9,000.00
19- Carpet Repair	800.00	-0-
20- Millwork/Receptionist	-0-	6,000.00

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April 6, 2000 (Updated April 25, 2000)
(Updated May 3, 2000)

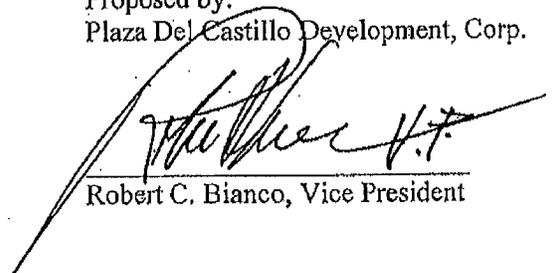
Page 2

Re: CONSTRUCTION COST ALLOWANCE OF
CLINIC AND OFFICE RENOVATION

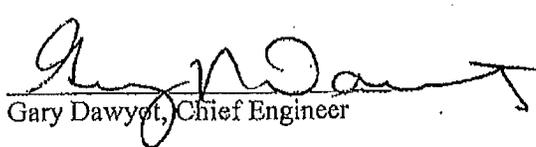
CONSTRUCTION COST VALUES

<u>TRADE</u>	<u>1A AMOUNT</u>	<u>1B AMOUNT</u>
20A- Millwork, Counter Tops/Cabinets	\$ -0-	\$ 22,000.00
20B- Curtain Track	\$ -0-	\$ 500.00
21- Alteration to Core Lobby	\$ -0-	\$ 2,500.00
22- Electrical	\$ 3,500.00	\$ 24,000.00
23- Plumbing	\$ -0-	\$ 25,500.00
24- HVAC	\$ 600.00	\$ 22,000.00
25- SUBTOTAL	\$ 16,600.00	\$155,700.00
26- SUBTOTAL 1A AND 1B.....	\$172,300.00	
27- GENERAL CONDITIONS 1A AND 1B...	\$ 10,000.00	
28- OVERHEAD 1A AND 1B	\$ 7,700.00	
29- PROFIT 1A AND 1B	\$ -0-	
30- TOTAL COST ALLOWANCE	\$ 190,000.00	

Proposed by:
Plaza Del Castillo Development, Corp.


Robert C. Bianco, Vice President

Accepted by:
The Children's Aid Society


Gary Dawyot, Chief Engineer

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RIDER TO LEASE DATED MAY 3, 2000 FROM PLAZA DEL CASTILLO DEVELOPMENT, CORP. ("LANDLORD") TO THE CHILDREN'S AID SOCIETY ("TENANT") COVERING PREMISES AT 1515 SOUTHERN BOULEVARD SUITE 1B, BETWEEN JENNINGS STREET AND EAST 172ND STREET, BRONX, NEW YORK 10460.

36. Tenant's Specifications

Landlord is the developer of a certain parcel of land on the westerly side of Southern Boulevard, Bronx, New York. The portion of that property which is material to this agreement having been examined by the Tenant, and Tenant desires to lease from Landlord a portion of that property, and have Landlord at Landlord's expense erect a building thereon, and the demised premises consisting of six walls. Landlord to provide HVAC unit, controls, hook-up and commissioning. The demised premises will be located within Site B on map in Attachment A.

The work necessary to prepare the demised premises for Tenant's occupancy shall be performed by Landlord at Tenant's expense as hereinafter provided. The plans for the demised premises shall be designed, filed and approved by the Tenant's architect (using Landlord's expediter) and the the construction cost allowances for the demised premises shall be as set forth in the Landlord's letter to The Children's Aid Society, updated May 3, 2000 (the "Landlord's Letter"), a copy of which is attached hereto and made a part hereof. Plans are subject to Tenant's approval. Work shall comply with all code requirements, including those applicable to fire and smoke detection systems. Said improvements are the property of Landlord.

Tenant shall provide, and pay for its furniture, office fixtures and equipment, including telephone equipment, data equipment and extra security alarm equipment (except code requirements) and any installation or work not expressly included in the construction cost values as set forth in the Landlord's Letter, but necessary to prepare the demised premises for Tenant's occupancy. The cost of such fixtures and equipment shall be Tenant's expense.

37. Term of Lease

The term of this lease shall be ten years from the date of commencement. Tenant shall have the option of renewing for ten additional years.

38. Schedule of Rents

The base rent shall be \$18.00 per square foot per annum. The area of the demised premises is not to exceed 2,225 square feet resulting in a projected annual total rent of \$40,050.00. Said base rent shall be adjusted annually as described in Paragraph 40 below and common area

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maintenance shall also be paid by Tenant to Landlord as provided in Paragraph 44 below. Tenant shall pay to Landlord, upon execution of this lease, a deposit equal to two months' rent.

39. Rent Commencement Date

The term of this Lease shall commence upon the date the following are completed: (i) delivery by Landlord to Tenant of a temporary Certificate of Occupancy; (ii) delivery by Landlord to tenant of a fully signed lease; (iii) payment by tenant to Landlord of the security deposit required hereunder; and, (iv) Landlord's delivery of the demised premises to tenant free and clear of all leases and tenancies. Landlord will give Tenant its good faith estimate of the date of delivery of a temporary certificate of occupancy at least ten (10) days prior to its delivery. The foregoing shall not be a waiver of Landlord's obligation to complete any incomplete items of construction including punch list items and to obtain a permanent certificate of occupancy. The initial term of this Lease shall terminate on the last day of the month in which the tenth anniversary of the commencement date shall occur. Base rent and additional rent will commence on the commencement date. Rent shall be apportioned for the initial month if the rent commencement date be other than the first day of the month. Base rent and additional rent will be abated for the second month, for the first three (3) years of the lease term.

40. Rent Adjustment Keyed to Consumer Price Index

(a) The Tenant shall pay to the Landlord as additional rent, the rent adjustments based upon changes in the Consumer Price Index ("C.O.L.A.") computed as hereinafter provided.

(b) From the first month to the sixtieth month of this Lease there will be no C.O.L.A. adjustment.

(c) Commencing on the sixty first month of this Lease and continuing to termination, the C.O.L.A. adjustment payable will be as per The Consumer Price Index, New York, N.Y. - Northeastern, N.J. for All Urban Consumers 1982 - 100 published by the Bureau of Labor Statistics of the United States Department of Labor and as computed with the use of such conversion factor, formula or table for converting the Index. The first annual C.O.L.A. adjustment will be based upon the increase, if any, in the Consumer Price Index for the month following the month in which the fifth anniversary of the term commencement occurs over the month in which the fourth anniversary of the lease term occurs. Thereafter and through the balance of the initial lease term the C.O.L.A. adjustment shall be made annually based upon the increase, if any, in such consumer price index for the start of the subsequent lease year over the consumer price index for the month in which the previous anniversary occurred. Such C.O.L.A. adjustment shall only be applicable with regard to the minimum base rent. From the time the C.O.L.A. adjustment starts there shall be an annual cap of three percent (3%) on the percentage increase in minimum rent as a result of the increase in the Index.

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41. Utilities - Gas and Electric Charges

Landlord shall install an electric meter and gas meter to serve the demised premises. Tenant shall pay the cost of all electric and gas charges in the demised premises as so determined.

42. Insurance and Restoration

Tenant, at its expense, shall maintain at all times during the term of this lease and any period, Landlord's protective liability insurance and public liability insurance in respect of the demised premises and the conduct of operation of business therein, with, its managing agent, if any, and any mortgages whose name and address shall previously have been furnished to Tenant, as additional named insureds, with limits of not less than \$1,000,000 for bodily injury or death to any number of persons in any one occurrence, and \$500,000 for property damage in any one occurrence. Tenant shall deliver to Landlord and any individual named insured such fully paid-for policies or certificates of insurance issued by the insurance company or its authorized agent, in form satisfactory to Landlord. The insurance shall be effective as of the date of the commencement date of this Lease. Tenant shall procure and pay for renewals of such insurance from time to time before the expiration thereof, and Tenant shall deliver to Landlord and any additional named insured such renewal policy at least twenty (20) days before the expiration of any existing policy. All such policies shall be issued by companies of recognized responsibility licensed to do business in New York State, and all such policies shall contain a provision whereby the same cannot be canceled or modified unless Landlord and any additional named insured are given at least twenty (20) days written notice of such cancellation or modification.

Landlord's obligation to restore the demised premises if partially damaged shall only extend to the building shell, common areas, and improvements constructed under Article 36 herein and shall not include Tenant's furnishings and equipment. Tenant shall insure such equipment and furnishings under its own fire and casualty policies for the replacement value thereof from time to time but in no event for less than their original cost.

43. Signs

Landlord shall, at Tenant's cost, provide a sign, logotype or lettering on the exterior of the building above the arcade directly above the demised premises. The sign must be uniform with the signs provided by the Landlord to the other tenants and must be approved by the Landlord.

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44. Common Area Maintenance and Operating Expense

(a) Tenant agrees to pay its proportionate share of the increase in real estate taxes for the Property in which the demised premises is located over and above the real estate taxes for the base year for such Property.

(b) The real estate taxes for the Property include the total amount of real estate taxes and assessments now or hereafter levied, imposed confirmed or assessed against the Property, including city, county, town, village, school transit taxes, water fees and sewer and refuse disposal charges, or taxes assessments or charges levied, imposed confirmed or assessed against, or a lien on, the Property by any taxing authority whether general or specific, ordinary or extraordinary, foreseen or unforeseen and whether public betterments of improvements or otherwise.

(c) Tenant's proportionate share means the proportion of the spaces leased by the tenant in relation to the total number of square feet in the development. This proportionate share will be the anticipated 2,225 square feet leased by the Tenant divided by the anticipated project size of 33,825 square feet or 6.57%. If the Tenant's space is less than 2,225 square feet, the proportion shall be adjusted.

(d) The term base year shall mean the first year in which taxes are fully assessed for the Property. The New York City Department of Finance, Industrial and Commercial Incentive Program has represented to Landlord that there is a twenty year tax abatement with respect to the Property.

(e) Tenant shall also pay monthly to Landlord as additional rent, common area rent in the sum of \$278.12 representing Tenant's liability for common area maintenance and operation expenses.

(f) Common area maintenance and operation expenses as shall be paid or incurred by or on behalf of Landlord in providing services to tenants leasing space in the building, and in the operation of the Property include, but are not limited to, cleaning, repair, security and maintenance of the exterior of the Property, social security, unemployment and other payroll taxes related thereto, disability and workers' compensation coverage, hospitalization, medical, surgical, union and general welfare benefits, pension, retirement or life insurance plans and other benefits or similar expenses.

(g) These expenses must be reasonable and necessary to the operation of the building. Landlord shall provide tenant with an audited copy of the project's financial statement and tenant shall have the right to audit said financial statements. Tenant's payment will be as per Tenant's proportionate share, subject to the limit in subparagraph (e) of this paragraph.

Handwritten signature
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45. Landlord's Liability

The term "Landlord" as used in this lease means only the current holder of the interest of the Landlord in the demised premises or, as the case may be, the successor thereto from time to time. In the event of any transfer at any time of the interest of the Landlord, the transferor shall be and is entirely freed and relieved of all covenants and obligations of the Landlord under this lease, and it shall be deemed and construed without further agreement between the parties or their respective successors in interest or between the parties and the transferee that the transferee of the Landlord's interest has assumed and agreed to carry out any and all covenants and obligations of the Landlord under this lease. Tenant shall look solely to the estate and interest of the transferee landlord or its successors in the Real Property or this lease, for the collection of any judgment recovered against Landlord based upon the breach by Landlord of any of the terms, conditions or covenants of this lease on the part of Landlord to be performed and no other property or assets of landlord shall be subject to levy, execution or other enforcement procedure for the satisfaction of Tenant's remedies under or with respect to either this lease, the relationship of Landlord and Tenant hereunder, or Tenant's use and occupancy of the demised premises.

46. Late Payments

If Tenant shall fail to pay an installment of rent or additional rent when first due hereunder, and such failure to pay shall continue for more than fourteen (14) days, then Tenant shall also pay with the delinquent amount a late payment charge of \$75.00. An additional \$75.00 late payment charge shall also accrue on any such delinquent sum with every further 30 days passing after the original due date. Late payment charges hereunder shall in any event not exceed the legal interest rate from time to time in effect.

47. Attorney's Fees

In case it shall be necessary for Landlord to institute any action or proceeding against Tenant for the non-payment of rent or for the violation of any of the covenants or provisions of this lease or for the recovery of possession of the demised premises or Landlord should be compelled to intervene in any action or proceeding wherein Tenant is a party in order to enforce or protect Landlord's interest or rights hereunder, then and in any such events, if Landlord shall be successful in such action or proceeding, Tenant shall be obligated to pay to Landlord a reasonable attorney's fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

In case it shall be necessary for Tenant to institute any action or proceeding against Landlord for the violation of any of the covenants or provisions of this lease or should be compelled to intervene in any action or proceeding wherein Landlord is a party in order to enforce or protect Tenant's interest or rights hereunder, then and in any such events, if Tenant shall be successful in

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such action or proceeding; Landlord shall be obligated to pay to Tenant a reasonable attorney's fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

48. Assignment Subletting

If Tenant shall desire to assign or to sublet all or any portion of the demised premises, Tenant shall give notice thereof to Landlord and in said notice shall set forth all pertinent business terms of the proposed assignment or subletting as well as the name and address of the proposed assignee or sublessee, information as to financial condition of such assignee or sublessee and proposed use which assignee or sublessee desires to make of the demised premises. Said notice shall bear the signature of the proposed sublessee or assignee attesting to its accuracy. Tenant shall in addition, at Landlord's request, furnish such other further information as Landlord may reasonably request concerning such proposed assignment or subletting. As a condition to Landlord's consent to any assignment or subletting, it shall be necessary,

(a) That Tenant, at the time of requesting Landlord's consent, shall not be in default under this lease,

(b) That each assignee of this lease shall assume in writing all the terms, covenants and conditions of this lease on the part of Tenant hereunder to be performed and observed,

(c) That an original or duplicate original of the instrument of assignment and assumption of the sublease agreement shall be delivered to Landlord within ten days following the making thereof; and,

(d) That any instrument of sublease shall specifically state that each sublease is subject to all of the covenants and conditions of this lease.

Any assignment, sublease or agreement permitting the use and occupancy of the premises to which Landlord shall not have expressly consented in writing shall be deemed null and void and of no force and effect. However, such consent shall not unreasonably be withheld or delayed.

Nothing contained herein shall relieve Tenant of its obligations under the Lease or limit the scope of paragraph Ninth of this Lease.

49. Merchandise, Refuse, etc.

Tenant shall at no time leave any merchandise, supplies, materials or refuse in the hallways or other common portions of the building other than the demised premises. Tenant covenants that all garbage and refuse shall be kept in proper containers, securely covered at a controlled location, until removed from the building so as to prevent the escape of objectionable fumes and

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odors and the spread of vermin, and Tenant further covenants, that no refuse and/or garbage shall be permitted to remain on the sidewalks adjacent to the building. Landlord shall arrange for the removal of all waste in an approved manner from the demised premises and pay for such removal. The cost of which will be included as part of the common area maintenance. Monday through Friday, Landlord will pick up all refuse left outside the demised premises, provided it is securely tied in plastic garbage bags.

50. Arbitration

Landlord may at any time request arbitration, and Tenant may at any time when not in default in the payment of any minimum rent and additional rent request arbitration, of any matter in dispute where arbitration is expressly provided for in this lease. The party requesting arbitration shall do so by giving notice to that effect to the other party, specifying in said notice the nature of the dispute, and said dispute shall be determined in the City of New York, by a single arbitrator, in accordance with the rules then obtaining of the American Arbitration Association (or any organization which is the successor thereto). The award in such arbitration may be enforced on the application of either party by the order or judgment of a court of competent jurisdiction.

51. Rider to Prevail

The rider portions of this lease shall be read in conjunction with the above printed standard form of lease. If there should be an inconsistency or ambiguity between the terms of the rider portions of this lease and the standard form of lease, then the rider portions of this lease shall prevail.

52. No Other Representations, Construction, Governing Law

Tenant expressly acknowledges and agrees that Landlord and its agents have not made and are not making, and Tenant, in executing and delivering this lease, is not relying upon any warranties, representation, promises or statements, except to the extent that the same are expressly set forth in this lease or in any other written agreement which may be made between the parties concurrently with the execution and delivery of this lease and shall expressly refer to this lease. This lease shall be governed in all respects by the laws of the State of New York.

53. Provisions Severable

If any term or provision of this lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder to this lease, or the application of such term or provision to the persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term and provision of this lease

shall be valid and be enforced to the fullest extent permitted by law.

54. Notices

Any bill, statement, notice of communication which either party to this Lease may wish to serve pursuant to the terms of this Lease, may alternatively be served by overnight mail such as Express Mail, Federal Express or similar service, provided that the receipt of the recipient shall be requested and received.

55. Execution and Delivery of Lease

Submission by Landlord of the within lease for review and execution by Tenant shall confer no rights nor impose any obligations on either party unless and until both Landlord and Tenant shall have executed this Lease and duplicate originals thereof shall have been delivered to the respective parties hereto.

56. Renewal

Provided this lease is in full force and effect, Tenant shall have the right to extend the term of this lease for the demised premises at the end of the initial ten year term, for a renewal term of ten years, provided Tenant shall notify Landlord in writing not less than 6 months nor more than 16 months prior to the expiration of the initial term that Tenant desires such extension, and provided further that such extension shall be upon the same terms, provision, covenants, and conditions as are contained in this lease, except as to the duration of the term hereof, the rental rate and such provisions in this lease which by their terms are only applicable to the initial term. Any reference to "the term of this lease" or "the lease term" in this lease shall be deemed to include the renewal term. The renewal term shall contain no further renewal provisions.

Tenant shall accept the demised premises in the condition then existing as part of the commencement of the renewal term except for any repairs which are otherwise Landlord's obligation under the Lease, and shall not be responsible for performing any work or furnishing any materials to the demised premises, except that Landlord's services provided under the lease shall continue to be supplied.

The rental during the renewal term shall include the minimum rent under Paragraph 38, and which shall be adjusted pursuant to Paragraph 40 in each year of the renewal term.

The Landlord shall send a reminder notice to the Tenant of expiration of initial lease not more than ten months before expiration of the term lease.

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57. Indemnification

Tenant agrees not to do or permit to be done anything upon the leased space, building or project which may subject the City and Landlord to any liability for injury or damage to person or property or result in a violation of any legal or insurance requirement.

Tenant agrees to indemnify and hold the City and Landlord harmless from and against any and all costs and expenses (including without limitation, reasonable attorney's fees and disbursements), claims, demands, fines, suits, actions, proceedings, orders, decrees and judgements of any kind or nature arising out of any (a) act of omission of the Tenant or its employees, agents, contractors, licensees and/or invitees, (b) any breach, violation or nonperformance of any of the terms, conditions or covenants of the lease (including, without limitation, any legal and insurance requirements), or (c) any Leased Space, except to the extent that such personal injury or property damage is caused by the negligence or acts of the Landlord.

58. Amendments for Financing: Information for Mortgagees

(a) If, in connection with obtaining or renewing financing for the Real Property, an institutional lender shall request modifications in this lease as a condition to such financing, Tenant will not unreasonably withhold, delay or defer its consent thereto, provided that such modifications do not (i) increase the monetary obligations of Tenant; (ii) decrease the size of the demised premises; or, (iii) decrease the Landlord's obligations hereunder.

(b) Tenant agrees, within a reasonable time after being requested, to submit such financial information as may be reasonably required by Landlord's mortgages.

(c) Such modifications shall not modify the rights of Tenant.

59. Rules and Regulations

(a) Tenant and Tenant's invitees shall observe and comply with such Rules and Regulations as Landlord or Landlord's agents may from time to time adopt, Notice of additional Rules and Regulations shall be given to Tenant, Landlord shall have no duty or obligation to enforce the Rules and Regulations or the terms, covenants or conditions in any other lease, against any other tenant of the Building and Landlord shall not be liable to Tenant for violation of the same by any other tenant or its invitees. In the event of a conflict between the Rules and Regulations and the provisions of the lease, the provisions of the lease shall prevail.

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(b) Supplementing paragraph 15 of this Lease and this paragraph such Rules and Regulations shall be reasonable and will be applied in a non-discriminatory manner.

60. Tenants Options to Terminate Lease

In the event the premises occupied by the Children's Aid Society cease to be operated as a Children's Facility, Tenant shall have the option to terminate this lease. Such termination shall be effective at the time the Children's Facility ceases to function in that capacity. Landlord shall return security deposit at that time.

61. Destruction, Fire and Other Casualty.

(a) If the demised premises or any part thereof shall be damaged by fire or other casualty, Tenant shall give immediate notice thereof to Landlord and this lease shall continue in full force and effect except as hereinafter set forth.

(b) If the demised premises are partially damaged or rendered partially unusable by fire or other casualty, the damages thereto shall be repaired at the expense of Landlord and the rent, until such repair shall be substantially completed, shall be apportioned from the day following the casualty according to the part of the premises which is usable.

(c) If the demised premises are totally damaged or rendered wholly unusable by fire or other casualty, then the rent shall be proportionately paid up to the time of the casualty and thenceforth shall cease until the date when the premises shall have been repaired and restored by Landlord, subject to Landlord's right to elect not to restore same as hereinafter provided.

(d) If the demised premises are rendered wholly unusable or (whether or not the demised premises are damaged in whole or in part) if the building shall be so damaged that the Landlord shall decide to demolish it or to rebuild it, then, in any of such events, the Landlord may elect to terminate this lease by written notice to tenant, given within ninety (90) days after such fire or casualty, specifying a date for the expiration of the lease, which date shall not be made more than sixty (60) days after the giving of such notice, and upon the date specified in such notice the term of this lease shall expire as fully and completely as if such date were the date set forth above for the termination of the lease and Tenant shall forthwith quit surrender and vacate the premises without prejudice however, to Landlord's rights and remedies against Tenant under the lease provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent to such date shall be returned to Tenant. Unless Landlord shall serve a termination notice as provided for herein, Landlord shall make the repairs and restorations under the conditions of (b) and (c) hereof, with all reasonable expedition, subject to delays due to adjustment of insurance claims, labor troubles and causes beyond Landlord's control. After any such casualty, Tenant

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shall cooperate with Landlord's restoration by removing from the premises as promptly as reasonably possible, all of Tenant's salvageable inventory and movable equipment, furniture and other property. Tenant's liability for rent shall resume five (5) days after written notice from the Landlord that the premises are substantially ready for Tenant's occupancy, provided, however, that notwithstanding anything to the contrary set forth herein, if (i) more than seventy five percent (75%) of the demised premises shall be destroyed by fire or other casualty, then the Landlord shall cause an independent architect selected by Landlord to determine within forty-five (45) days after such fire or other casualty whether or not it will be possible to restore the portion of the demised premises affected within one year following such fire or other casualty and if such architect determines (a copy of such determination to be given to Tenant) that it will not be possible to so restore the damage; or (ii) after commencing the repair and restoration of the demised premises following a fire or other casualty, Landlord shall fail to complete same within one year, then in either of the foregoing events, either party may cancel this Lease and upon such cancellation this lease shall terminate and come to an end as of the date that is sixty (60) days after notice of such cancellation is given, as fully and completely as if such date were the date set forth above for the termination of this lease and Tenant shall forthwith quit, surrender and vacate the demised premises without prejudice, however, to Landlord's rights and remedies against Tenant under the Lease provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent of such date shall be returned to Tenant.

(e) Nothing contained hereinabove shall relieve Tenant from liability that may exist as a result of damage from fire or other casualty. Notwithstanding the foregoing, each party shall look first to any insurance in its favor before making any claim against the other party for recovery for loss or damage resulting from fire or other casualty, and to the extent that such insurance is in force and collectible and to the extent permitted by law, Landlord and Tenant each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise. The foregoing release and waiver shall be in force only if releasors' insurance policies contain a clause providing that such a release or waiver shall not invalidate the insurance. If, and to the extent, that such waiver can be obtained only by the payment of additional premiums, then the party benefitting from the waiver shall pay such premium within ten (10) days after written demand or shall be deemed to have agreed that the party obtaining insurance coverage shall be free of any further obligation under the provisions hereof with respect to waiver of subrogation. Tenant acknowledges that Landlord will not carry insurance on Tenant's furniture and/or furnishings or any fixtures or equipment, improvements or appurtenances or betterments made by or for the benefit of Tenant and agrees that Landlord will not be obligated to repair any damage thereto or replace the same.

(f) Tenant hereby waives the provisions of section 227 of the Real Property Law and agrees that the provisions of this article shall govern and control in lieu thereof.

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62. Construction of Demised Premises

(a) Tenant's architect will prepare all plans for the demised premises. Tenant will file all such plans with, and obtain approval of such plans from, the appropriate government agency using Landlord's expediter.

(b) Landlord will obtain all permits necessary to complete construction of the demised premises in accordance with Tenant's plans. Landlord will complete the construction of the demised premises in accordance with Tenant's plans and in a manner necessary to deliver the demised premises in "turnkey" condition with at least a temporary certificate of occupancy. Landlord will deliver a temporary certificate of occupancy within three (3) months from the date hereof.

(c) Tenant will make payments to the Landlord for the cost of construction of the demised premises in accordance with the Landlord's Letter updated May 3, 2000 in the aggregate amount of not more than \$190,000. The construction cost allowance will be paid over a period of three (3) consecutive months consisting of bi-weekly payments commencing one (1) week after all permits for the job are obtained as inspected and approved for payment by the Tenant's chief engineer.

63. Repairs

Notwithstanding the provisions of paragraph Second of this Lease:

(a) Landlord will make all repairs and replacements necessary with respect to the alterations and construction work performed by Landlord pursuant to paragraph 36 for a period of one (1) year. Once the Landlord delivers to Tenant the certificate of occupancy for the demised premises, Landlord shall only be obligated to make repairs to the structure of the Property except as otherwise provided;

(b) The provisions of paragraph Second of this Lease shall not obligate Tenant to make structural repairs, or repairs or replacements to electrical, plumbing, heating or air conditioning systems, unless the need therefor arises because of damage to such installations caused by Tenant, its agents, servants or employees;

(c) Any entry by Landlord or its representatives or contractors pursuant to paragraphs Second or Eighteenth of this Lease shall be only after prior written notice except in case of emergency where only such notice as is capable of being given will be given. Any work performed by Landlord or its representatives or contractors within the premises shall be performed in a manner not to unreasonably interfere with Tenant's operations. Any conduits or pipes installed by or for Landlord will be placed in concealed locations;

(d) Landlord will maintain the portions of the building outside of the demised premises, including the common areas of the building, roof, plumbing lines, heating, ventilating (and air

conditioning systems) in good order and repair; and,

(e) Nothing in paragraph 13 of this Lease shall relieve Landlord from its obligations to make the repairs as provided in this Lease.

64. Consent

Supplementing and notwithstanding the provisions of paragraphs Third and 48 of this Lease:

(a) Landlord's consent shall be required for the use of the demised premises by another agency or program related to Tenant's operations;

(b) Landlord's consent will not be unreasonably withheld or delayed for an assignment or subleasing by Tenant for a use permitted under this Lease; and

(c) Tenant may not make any structural alterations, including, but not limited to, any alterations which effect or impact upon any load bearing wall, electrical, heating, HVAC systems or plumbing, without Landlord's consent. Tenant shall be permitted to make non-structural alterations to the demised premises without Landlord's consent.

(d) In any instance where Landlord's consent or approval is required Landlord will not unreasonably withhold or delay such consent or approval.

65. Parking Spaces

Parking spaces will be provided on site in accordance with the New York City Building Regulations. Such spaces will not be dedicated for exclusive use by any tenants, except for the four spaces designated for use by customers of the European American Bank.

66. Real Estate Brokers

Each party represents to the other that it has not dealt with a real estate broker as broker, agent or finder in connection with this Lease, and each party agrees to indemnify and hold the other harmless from all claims, demands, damages, judgments, liabilities, and expenses (including reasonable attorneys' fees) arising in connection with a breach by a party of the representations made by a party in this paragraph.

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67. Miscellaneous

(a) Supplementing paragraph Sixth of the Lease, Tenant shall not be in default in the payment of rent or additional rent unless Tenant shall have failed to make such payment within ten (10) days after written notice from Landlord specifying such non-payment. In addition, in the event of any default by Tenant as to which Landlord has given notice (other than in payment of rent or additional rent) and which is of a nature that cannot reasonably be cured by Tenant within the ten (10) day period provided for in paragraph Sixth of the Lease, then provided Tenant cures such default within thirty (30) days after written notice from Landlord specifying such default, Tenant will not be in default under the Lease.

(b) Supplementing paragraph Eighteenth, the provisions of paragraph Eighteenth shall be subject to the provisions of paragraph Second, as modified by paragraph 63 of this Additional Rider.

(c) Supplementing paragraph Twenty-fifth, the parties acknowledge that the demised premises will be separately metered by Landlord for electricity and gas and Tenant will pay such charges directly to the applicable utility company as billed by the applicable utility company.

Plaza Del Castillo Development Corp.

By: *[Signature]*

The Children's Aid Society

By: *[Signature]*

*The lease for suite 1B will be
contemporaneous with Suite 1A
~~also,~~*

Lease

1515 Southern Boulevard – Suite 2D

This Lease made the 11th. day of DECEMBER, 2000 between

PLAZA DEL CASTILLO DEVELOPMENT CORP., having an office at 1515 Southern Boulevard, Suite 2B, Bronx, New York 10460 hereinafter referred to as LANDLORD, and THE CHILDREN'S AID SOCIETY, having an office at 105 East 22nd. Street, New York, New York 10010 hereinafter jointly, severally and collectively referred to as TENANT.

Witnesseth, that the Landlord hereby leases to the Tenant, and the Tenant hereby hires and takes from the Landlord the demised premises shown in attachment A.

In the building known as PLAZA DEL CASTILLO a/k/a 1515 Southern Boulevard, Suite 2D, Bronx, New York 10460. to be used and occupied by the Tenant

See Rider

and for no other purpose, for a term to commence on See Rider and to end

on See Rider unless sooner terminated as hereinafter provided, at the ANNUAL RENT of

See Rider

all payable in equal monthly instalments in advance on the first day of each and every calendar month during said term, except the first instalment, which shall be paid upon the execution hereof.

THE TENANT JOINTLY AND SEVERALLY COVENANTS:

FIRST.—That the Tenant will pay the rent as above provided.

REPAIRS
ORDINANCES AND VIOLATIONS
ENTRY

SECOND.—That, throughout said term the Tenant will take good care of the demised premises, fixtures and appurtenances, and all alterations, additions and improvements to either; make all repairs in and about the same necessary to preserve them in good order and condition, which repairs shall be, in quality and class, equal to the original work; promptly pay the expense of such repairs; suffer no waste or injury; give prompt notice to the Landlord of any fire that may occur; execute and comply with all laws, rules, orders, ordinances and regulations at any time issued or in force (except those requiring structural alterations), applicable to the demised premises or to the Tenant's occupation thereof, of the Federal, State and Local Governments, and of each and every department, bureau and official thereof, and of the New York Board of Fire Underwriters; permit at all times during usual business hours, the Landlord and representatives of the Landlord to enter the demised premises for the purpose of inspection, and to exhibit them for purposes of sale or rental; suffer the Landlord to make repairs and improvements to all parts of the building, and to comply with all orders and requirements of governmental authority applicable to said building or to any occupation thereof; suffer the Landlord to erect, use, maintain, repair and replace pipes and conduits in the demised premises and to the floors above and below; forever indemnify and save harmless the Landlord for and against any and all liability, penalties, damages, expenses and judgments arising from injury during said term to person or property of any nature, occasioned wholly or in part by any act or acts, omission or omissions of the Tenant, or of the employees, guests, agents, assigns or undertakings of the Tenant and also for any matter or thing growing out of the occupation of the demised premises or of the streets, sidewalks or walks adjacent thereto; permit, during the six months next prior to the expiration of the term the usual notice "No Let" to be placed and to remain unmolested in a conspicuous place upon the exterior of the demised premises; repair, at or before the end of the term, all injury done by the installation or removal of furniture and property; and at the end of the term, to quit and surrender the demised premises with all alterations, additions and improvements in good order and condition, reasonable wear and tear excepted.

MOVING INJURY SURRENDER

THIRD.—That the Tenant will not disfigure or deface any part of the building, or suffer the same to be done, except so far as may be necessary to affix such trade fixtures as are herein consented to by the Landlord; the Tenant will not obstruct, or permit the obstruction of the street or the sidewalk adjacent thereto; will not do anything, or suffer anything to be done upon the demised premises which will increase the rate of fire insurance upon the building or any of its contents, or be liable to cause structural injury to said building; will not permit the accumulation of waste or refuse matter, and will not, without the written consent of the Landlord first obtained in each case, either sell, assign, mortgage or transfer this lease, underlet the demised premises or any part thereof, permit the same or any part thereof to be occupied by anybody other than the Tenant and the Tenant's employees, make any alterations in the demised premises, use the demised premises or any part thereof for any purpose other than the one first above stipulated, or for any purpose deemed extra hazardous on account of fire risk, nor in violation of any law or ordinance. That the Tenant will not obstruct or permit the obstruction of the light, halls, stairway or entrances to the building, and will not erect or inscribe any sign, signals or advertisements unless and until the style and location thereof have been approved by the Landlord; and if any is erected or inscribed without such approval, the Landlord may remove the same. No water-cooler, air conditioning unit or system or other apparatus shall be installed or used without the prior written consent of Landlord.

NEGATIVE COVENANTS

OBSTRUCTION SIGNS

AIR CONDITIONING

IT IS MUTUALLY COVENANTED AND AGREED, THAT

FIRE CLAUSE

FOURTH.—If the demised premises shall be partially damaged by fire or other cause, without the fault or neglect of Tenant, Tenant's servants, employees, agents, visitors or licensees, the damages shall be repaired by and at the expense of Landlord and the rent until such repairs shall be made shall be apportioned according to the part of the demised premises which is usable by Tenant. But if such partial damage is due to the fault or neglect of Tenant, Tenant's servants, employees, agents, visitors or licensees, without prejudice to any other rights and remedies of Landlord and without prejudice to the rights of appropriation of Landlord's insurer, the damages shall be repaired by Landlord but there shall be no apportionment or abatement of rent. No penalty shall accrue for reasonable delay in the repair of such damage or in the restoration of the demised premises to the original condition, and for restoration or are rendered wholly untenantable by fire or other cause, and if Landlord shall decide not to restore or not to rebuild the same, or if the building shall be so damaged that Landlord shall decide to demolish it or to rebuild it, then or in any of such events Landlord may, within ninety (90) days after such fire or other cause, give Tenant a notice in writing of such decision, which notice shall be given as in Paragraph Twelve hereof provided, and thereupon the term of this lease shall expire by lapse of time upon the third day after such notice is given, and Tenant shall vacate the demised premises and surrender the same to Landlord. If Tenant shall not be in default under this lease when, upon the termination of this lease under the conditions provided for in the sentence immediately preceding, Tenant's liability for rent shall cease as of the day following the casualty. Tenant hereby expressly waives the provisions of Section 227 of the Real Property Law and agrees that the foregoing provisions of this Article shall govern and control in lieu thereof. If the damage or destruction be due to the fault or neglect of Tenant the debris shall be removed by, and at

EMINENT DOMAIN

FIFTH.—If the whole or any part of the premises hereby demised shall be taken or condemned by any eminent authority for any public use or purpose then the term hereby granted shall cease from the time when possession of the part so taken shall be required for any such award, the current rent however, in such case to be apportioned.

LEASE NOT IN EFFECT

SIXTH.—If, before the commencement of the term, the Tenant be adjudicated a bankrupt, or make a "general assignment," or take the benefit of any insolvency act, or if a Receiver or Trustee be appointed for the Tenant's property, or if this lease or the estate of the Tenant hereunder be transferred or pass to or devolve upon any other person or corporation, or if the Tenant shall default in the performance of any agreement by the Tenant contained in any other lease to the Tenant by the Landlord or by any corporation of which an officer of the Landlord is a Director, this lease shall thereby, at the option of the Landlord, be terminated and in that case, neither the Tenant nor anybody claiming under the Tenant shall be entitled to go into possession of the demised premises. If after the commencement of the term, any of the events mentioned above in this subdivision shall occur, or if Tenant shall make default in fulfilling any of the covenants of this lease, other than the covenants for the payment of rent or "additional rent" or if the demised premises become vacant as aforesaid, the Landlord may give to the Tenant ten days' notice of intention to end the term of this lease, and thereupon at the expiration of said ten days' (if said condition which was the basis of said notice shall continue to exist) the term under this lease shall expire as fully and completely as if that day were the date herein definitely fixed for the expiration of the term and the Tenant will then quit and surrender the demised premises to the Landlord, but the Tenant shall remain liable as hereinafter provided.

DEFAULTS

TEN DAY NOTICE

[2nd Floor]

Handwritten initials

THE TENANT FURTHER COVENANTS:

IF A FIRST FLOOR
INCREASED FIRE INSURANCE RATE
WATER RENT
SEWER
ELECTRIC CURRENT
SPRINKLER SYSTEM
SECURITY
NUISANCE
BROKERS COMMISSIONS
WINDOW CLEANING
VALIDITY
EXECUTION & DELIVERY OF LEASE
EXTERIOR OF PREMISES
PLATE GLASS
WAR EMERGENCY
QUIET POSSESSION
ELEVATOR
HEAT

TWENTY-SECOND. If the demised premises or any part thereof consist of a store, or of a first floor, or of any part thereof, the Tenant will keep the sidewalk and curb in front thereof clean at all times and free from snow and ice, and will keep insured in favor of the Landlord, at plate glass therein and furnish the Landlord with policies of insurance covering the same.

TWENTY-THIRD. If by reason of the conduct upon the demised premises of a business not herein permitted, or if by reason of the improper or careless conduct of any business upon or use of the demised premises, the fire insurance rate shall at any time be higher than it otherwise would be, then the Tenant will reimburse the Landlord, as additional rent hereunder, for that part of all fire insurance premiums hereafter paid out by the Landlord which shall have been charged because of the conduct of such business not so permitted, or because of the improper or careless conduct of any business upon or use of the demised premises, and will make such reimbursement upon the first day of the month following such outlay by the Landlord; but this covenant shall not apply to a premium for any period beyond the expiration date of this lease, first above specified. In any action or proceeding wherein the Landlord and Tenant are parties, a schedule or "make up" of rate for the building on the demised premises, purporting to have been issued by New York Fire Insurance Exchange, or other body making fire insurance rates for the demised premises, shall be prima facie evidence of the facts therein stated and of the several items and charges included in the fire insurance rate then applicable to the demised premises.

TWENTY-FOURTH. If a separate water meter be installed for the demised premises, or any part thereof, the Tenant will keep the same in repair and pay the charges made by the municipality or water supply company for or in respect to the consumption of water, as and when bills therefor are rendered. If the demised premises, or any part thereof, be supplied with water through a meter which supplies other premises, the Tenant will pay to the Landlord, as and when bills are rendered therefor, the Tenant's proportionate part of all charges which the municipality or water supply company shall make for all water consumed through said meter, as indicated by said meter. Such proportionate part shall be fixed by apportioning the respective charge according to floor area against all of the rentable floor area in the building (exclusive of the basement) which shall have been occupied during the period of the respective charges, taking into account the period that each part of such area was occupied. Tenant agrees to pay as additional rent the Tenant's proportionate part, determined as aforesaid, of the sewer rent or charge imposed or assessed upon the building of which the premises are a part, directly from the appropriate utility company.

TWENTY-FIFTH. That the Tenant will purchase from the Landlord, if the Landlord shall so desire, all electricity consumed that the Tenant requires at the demised premises, and will pay the Landlord for the same, as the amount of consumption shall be indicated by the meter furnished therefor. The price for said current shall be the same as that charged for consumption similar to that of the Tenant by the company supplying electricity in the same community. Payments shall be due as and when bills shall be rendered. The Tenant shall comply with like rules, regulations and contract provisions as those prescribed by said company for a consumption similar to that of the Tenant.

TWENTY-SIXTH. If there now is or shall be installed in said building a "sprinkler system" the Tenant agrees to keep the appliances thereto in the demised premises in repair and good working condition, and if the New York Board of Fire Underwriters or the New York Fire Insurance Exchange or any bureau, department or official of the State or local government requires or recommends that any changes, modifications, alterations or additional sprinkler heads or other equipment be made or supplied by reason of the needs that any changes, modifications, alterations or additional sprinkler heads or other equipment of the demised premises, or if such changes, modifications, alterations, additional sprinkler heads or other equipment in the demised premises are necessary to prevent the imposition of a penalty or charge against the full allowance for a sprinkler system in the fire insurance rate as fixed by said Exchange, or by any Fire Insurance Company, the Tenant will at the Tenant's own expense, promptly make and supply such changes, modifications, alterations, additional sprinkler heads or other equipment. As additional rent hereunder the Tenant will pay to the Landlord, annually in advance, throughout the term \$..... toward the contract price for sprinkler supervisory service.

TWENTY-SEVENTH. The sum of \$25,800.00 Dollars is deposited by the Tenant herein with the Landlord herein as security for the faithful performance of all the covenants and conditions of the lease by the said Tenant. If the Tenant faithfully performs all the covenants and conditions on his part to be performed, then the sum deposited shall be returned to said Tenant.

TWENTY-EIGHTH. This lease is granted and accepted on the especially understood and agreed condition that the Tenant will conduct his business in such a manner, both as regards noise and kindred nuisances, as will in no wise interfere with, annoy, or disturb any other tenants, in the conduct of their several businesses, or the landlord in the management of the building; under penalty of forfeiture of this lease and consequential damages.

TWENTY-NINTH. The Landlord hereby recognizes who negotiated and consummated this lease with the Tenant herein, and agrees that if, as and when the Tenant exercises the option, if any contained herein to renew this lease, or fails to exercise the option, if any, contained therein to cancel this lease, the Landlord will, to said broker, or his further assignee, in accordance with the rules and commission rates of the Real Estate Board in the community, a sale, transfer, or other disposition of the Landlord's interest in said lease, shall not operate to defeat the Landlord's obligation to pay the said commission to the said broker. The Tenant herein hereby represents to the Landlord that the said broker is the sole and only broker who negotiated and consummated this lease with the Tenant.

THIRTIETH. The Tenant agrees that it will not require, permit, suffer, nor allow the cleaning of any window, or windows, in the demised premises from the outside (within the meaning of Section 202 of the Labor Law) unless the equipment and safety devices required by law, ordinance, regulation or rule, including, without limitation, Section 202 of the New York Labor Law, are provided and used, and unless the rules, or any supplemental rules of the Industrial Board of the State of New York are fully complied with; and the Tenant hereby agrees to indemnify the Landlord, Owner, Agent, Manager and/or Superintendent, as a result of the Tenant's requiring, permitting, suffering, or allowing any window, or windows in the demised premises to be cleaned from the outside in violation of the requirements of the aforesaid laws, ordinances, regulations and/or rules.

THIRTY-FIRST. The invalidity or unenforceability of any provision of this lease shall in no way affect the validity or enforceability of any other provision hereof.

THIRTY-SECOND. In order to avoid delay, this lease has been prepared and submitted to the Tenant for signature with the understanding that it shall not bind the Landlord unless and until it is executed and delivered by the Landlord and Tenant.

THIRTY-THIRD. The Tenant will keep clean and polished all metal trim, marble and stone work which are a part of the exterior of the premises, using such materials and methods as the Landlord may direct, and if the Tenant shall fail to comply with the provisions of this paragraph, the Landlord may cause such work to be done at the expense of the Tenant.

THIRTY-FOURTH. The Landlord shall replace at the expense of the Tenant any and all broken glass in the skylights, doors and walls in and about the demised premises. The Landlord may insure and keep insured all plate glass in the skylights, doors and walls in the demised premises, for and in the name of the Landlord, and bills for the premiums thereon shall be rendered by the Landlord to the Tenant at such times as the Landlord may elect and shall be due from and payable by the Tenant when rendered, and the amount thereof shall be deemed to be and shall be paid as additional rent.

THIRTY-FIFTH. This lease and the obligation of Tenant to pay rent hereunder and perform all of the other covenants and agreements hereunder on part of Tenant to be performed shall in nowise be affected, impaired or excused because Landlord is unable to supply or is delayed in supplying any service expressly or impliedly to be supplied or is unable to make, or is delayed in making any repairs, additions, alterations or decorations or is unable to supply or is delayed in supplying any equipment or fixtures if Landlord is prevented or delayed from so doing by reason of governmental preemption in connection with a National Emergency declared by the President of the United States or in connection with any rule, order or regulation of any department or subdivision thereof of any government agency or by reason of the conditions of supply and demand which have been or are affected by war or other emergency.

THE LANDLORD COVENANTS

FIRST. That if and so long as the Tenant pays the rent and "additional rent" reserved hereby, and performs and observes the covenants and provisions hereof, the Tenant shall quietly enjoy the demised premises, subject, however, to the terms of this lease, and to the mortgages above mentioned, provided however, that this covenant shall be conditioned upon the retention of title to the premises by Landlord.

SECOND. Subject to the provisions of Paragraph "Fourteenth" above the Landlord will furnish the following respective services: (a) Elevator service, if the building shall contain an elevator or elevators, on all days except Sundays and holidays, from A.M. to P.M. and on Saturdays from A.M. to P.M.; (b) Heat, during the same hours on the same days in the said season in each year.

And it is mutually understood and agreed that the covenants and agreements contained in the within lease shall be binding upon the parties hereto and upon their respective successors, heirs, executors and administrators.

In Witness Whereof, the Landlord and Tenant have respectively signed and sealed these presents the day and year first above written.

PLAZA DEL CASTILLO DEVELOPMENT CORP.
By: *[Signature]* [L.S.]
Its: VICE PRESIDENT Landlord

ROBERT C. BIANCO, VICE PRESIDENT
THE CHILDREN'S AID SOCIETY
By: *[Signature]* [L.S.]
Its: BUSINESS MANAGER Tenant

State of New York, County of _____ ss:
On the _____ day of _____, 19____, before me personally came _____, to me known, who, being by me duly sworn, did depose and say that he resides at _____; that he is _____ of _____, the corporation described in and which executed the within instrument; that he knows the seal of said corporation; that the seal affixed to said instrument is such corporate seal; that it was so affixed by order of the Board of Directors of said corporation, and that he signed his name thereto by like order.



State of New York, County of _____ ss:
On the _____ day of _____, 19____, before me personally came _____, to me known, who, being by me duly sworn, did depose and say that he resides at _____; that he is _____ of _____, the corporation described in and which executed the within instrument; that he knows the seal of said corporation; that the seal affixed to said instrument is such corporate seal; that it was so affixed by order of the Board of Directors of said corporation, and that he signed his name thereto by like order.

State of New York, County of _____ ss:
On the _____ day of _____, 19____, before me personally came _____ to me known and known to me to be the individual described in and who executed the foregoing instrument, and duly acknowledged that he executed the same.

State of New York, County of _____ ss:
On the _____ day of _____, 19____, before me personally came _____, subscribing witness to the foregoing instrument, with whom I am personally acquainted, who, being by me duly sworn, did depose and say, that he resided, at the time of the execution of said instrument, and still resides, in _____ that he is and then was acquainted with _____, and knew _____ to be _____ the individual described in and who executed the foregoing instrument; and that he, said subscribing witness, was present and saw _____ execute the same; and that he, said witness, thereupon at the same time subscribed his name as witness thereto.

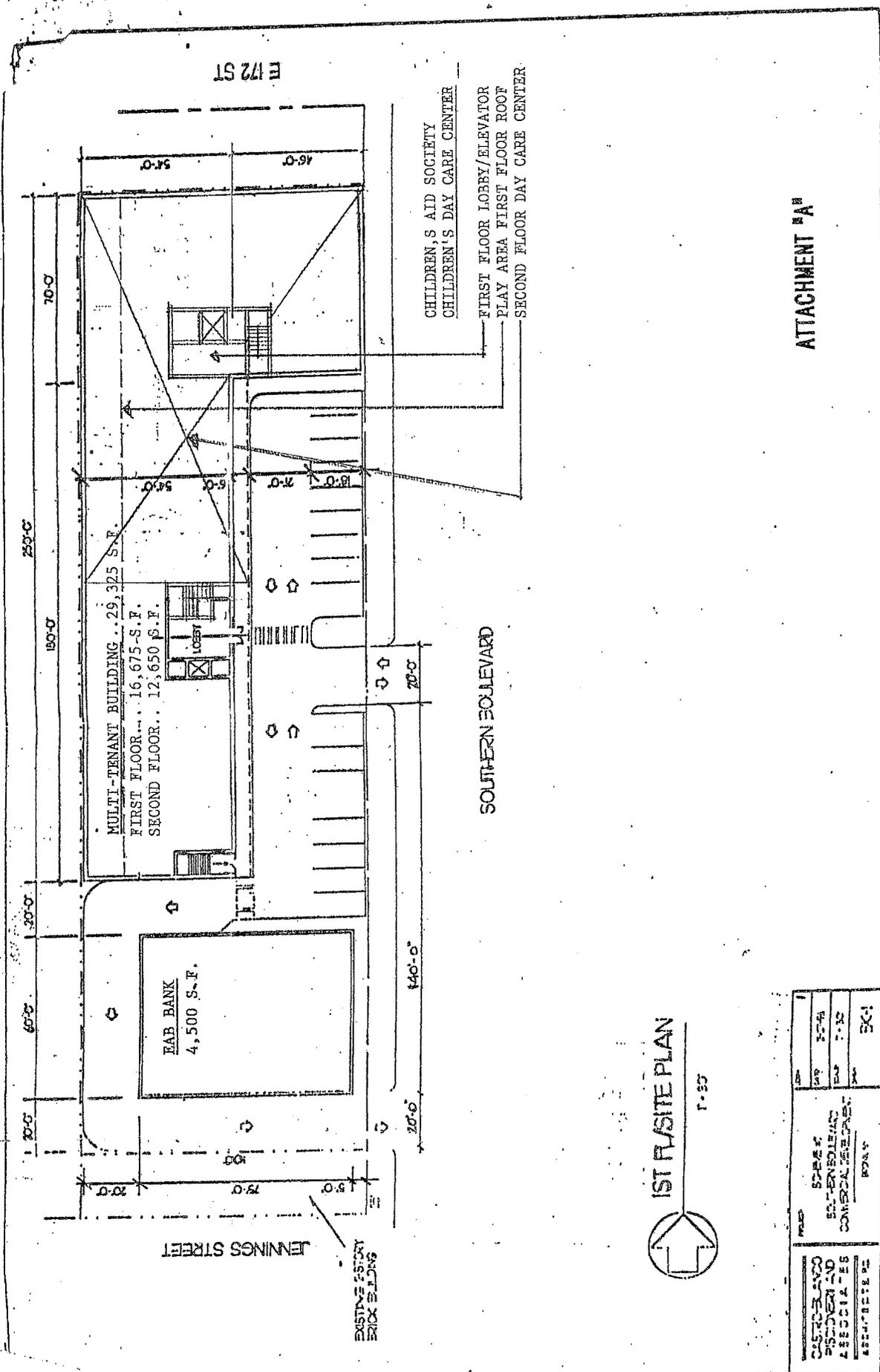
BUILDING.....
Premises.....
|||
Landlord
to
Tenant
|||
LEASE
|||

GUARANTY

In consideration of the letting of the premises within mentioned to the Tenant within named, and of the sum of One Dollar, to the undersigned in hand paid by the Landlord within named, the undersigned hereby guarantees to the Landlord and to the heirs, successors and/or assigns of the Landlord, the payment by the Tenant of the rent, within provided for, and the performance by the Tenant of all of the provisions of the within lease. Notice of all defaults is waived, and consent is hereby given to all extensions of time that any Landlord may grant.

Dated, _____ 19____
STATE OF _____ COUNTY OF _____ ss:
On this _____ day of _____, 19____, before me personally appeared _____
to me known and known to me to be the individual described in and who executed the foregoing instrument, and duly acknowledged to me that he executed the same.

Att



ATTACHMENT "A"

1ST FLOOR PLAN
 1-85

COSTER AND PARTNER AND ASSOCIATES ARCHITECTS	PROJECT SCHAFF COMMERCIAL CENTER	SHEET NO. 1-85	DATE 1-85
	DRAWN BY SKI		

RIDER TO LEASE DATED DECEMBER 11, 2000 FROM PLAZA DEL CASTILLO DEVELOPMENT CORP. ("LANDLORD") TO THE CHILDREN'S AID SOCIETY ("TENANT") COVERING PREMISES AT 1515 SOUTHERN BOULEVARD SUITE 2D, BETWEEN JENNINGS STREET AND EAST 172ND STREET, BRONX, NEW YORK 10460.

36. Tenant's Specifications

Landlord is the developer of a certain parcel of land on the westerly side of Southern Boulevard, Bronx, New York. The portion of that property which is material to this agreement having been examined by the Tenant, and Tenant desires to lease from Landlord a portion of that property, and have Landlord at Landlord's expense erect a building thereon, and the demised premises consisting of six walls. Landlord to provide HVAC unit, controls, hook-up and commissioning. The demised premises will be located within Site B on map in Attachment A.

The work necessary to prepare the demised premises for Tenant's occupancy shall be performed by Landlord at Tenant's expense as hereinafter provided. The plans for the demised premises shall be designed, filed and approved by the Landlord's architect (using Landlord's expediter) and the construction and development cost allowances for the demised premises shall be as set forth in the Landlord's letter to The Children's Aid Society, dated December 11, 2000 (the "Landlord's Letter"), a copy of which is attached hereto and made a part hereof. Plans are subject to Tenant's approval. Work shall comply with all code requirements, including those applicable to fire and smoke detection systems. Said improvements are the property of Landlord.

Tenant shall provide, and pay for its furniture, office fixtures and equipment, including telephone equipment, data equipment and extra security alarm equipment (except code requirements) and any installation or work not expressly included in the construction cost values as set forth in the Landlord's Letter, but necessary to prepare the demised premises for Tenant's occupancy. The cost of such fixtures and equipment shall be Tenant's expense.

37. Term of Lease

The term of this lease shall be ten years from the date of commencement. Tenant shall have the option of renewing for ten additional years.

38. Schedule of Rents

The base rent shall be \$18.00 per square foot per annum. The area of the demised premises is not to exceed 8,600 square feet resulting in a projected annual total rent of \$154,800.00. Said base rent shall be adjusted annually as described in Paragraph 40 below and common area maintenance shall also be paid by Tenant to Landlord as provided in Paragraph 44 below. Tenant shall pay to Landlord, upon execution of this lease, a deposit equal to two month's rent.

39. Rent Commencement Date

The term of this Lease shall commence upon the date the following are completed: (i) delivery by Landlord to Tenant of a temporary Certificate of Occupancy; (ii) delivery by Landlord to tenant of a fully signed lease; (iii) payment by tenant to Landlord of the security deposit required hereunder; and, (iv) Landlord's delivery of the demised premises to tenant free and clear of all leases and tenancies. Landlord will give Tenant its good faith estimate of the date of delivery of a temporary certificate of occupancy at least ten (10) days prior to its delivery. The foregoing shall not be a waiver of Landlord's obligation to complete any incomplete items of construction including punch list items and to obtain a permanent certificate of occupancy. The initial term of this Lease shall terminate on the last day of the month in which the tenth anniversary of the commencement date shall occur. Base rent and additional rent will commence on the commencement date. Rent shall be apportioned for the initial month if the rent commencement date be other than the first day of the month.

40. Rent Adjustment Keyed to Consumer Price Index

(a) The Tenant shall pay to the Landlord as additional rent; the rent adjustments based upon changes in the Consumer Price Index ("C.O.L.A.") computed as hereinafter provided.

(b) From the first month to the sixtieth month of this Lease there will be no C.O.L.A. adjustment.

(c) Commencing on the sixty first month of this Lease and continuing to termination, the C.O.L.A. adjustment payable will be as per The Consumer Price Index, New York, N.Y. - Northeastern, N.J. for All Urban Consumers 1982 - 100 published by the Bureau of Labor Statistics of the United States Department of Labor and as computed with the use of such conversion factor, formula or table for converting the Index. The first annual C.O.L.A. adjustment will be based upon the increase, if any, in the Consumer Price Index for the month following the month in which the fifth anniversary of the term commencement occurs over the month in which the fourth anniversary of the lease term occurs. Thereafter and through the balance of the initial lease term the C.O.L.A. adjustment shall be made annually based upon the increase, if any, in such consumer price index for the start of the subsequent lease year over the consumer price index for the month in which the previous anniversary occurred. Such C.O.L.A. adjustment shall only be applicable with regard to the minimum base rent. From the time the C.O.L.A. adjustment starts there shall be an annual cap of three percent (3%) on the percentage increase in minimum rent as a result of the increase in the Index.

41. Utilities - Gas and Electric Charges

Landlord shall install an electric meter and gas meter to serve the demised premises. Tenant shall pay the cost of all electric and gas charges in the demised premises as so determined.

42. Insurance and Restoration

Tenant, at its expense, shall maintain at all times during the term of this lease and any period, Landlord's protective liability insurance and public liability insurance in respect of the demised premises and the conduct of operation of business therein, with, its managing agent, if any, and any mortgages whose name and address shall previously have been furnished to Tenant, as additional named insureds, with limits of not less than \$1,000,000 for bodily injury or death to any number of persons in any one occurrence, and \$500,000 for property damage in any one occurrence. Tenant shall deliver to Landlord and any individual named insured such fully paid-for policies or certificates of insurance issued by the insurance company or its authorized agent, in form satisfactory to Landlord. The insurance shall be effective as of the date of the commencement date of this Lease. Tenant shall procure and pay for renewals of such insurance from time to time before the expiration thereof, and Tenant shall deliver to Landlord and any additional named insured such renewal policy at least twenty (20) days before the expiration of any existing policy. All such policies shall be issued by companies of recognized responsibility licensed to do business in New York State, and all such policies shall contain a provision whereby the same cannot be canceled or modified unless Landlord and any additional named insured are given at least twenty (20) days written notice of such cancellation or modification.

Landlord's obligation to restore the demised premises if partially damaged shall only extend to the building shell, common areas, and improvements constructed under Article 36 herein and shall not include Tenant's furnishings and equipment. Tenant shall insure such equipment and furnishings under its own fire and casualty policies for the replacement value thereof from time to time but in no event for less than their original cost.

43. Signs

Landlord shall, at Tenant's cost, provide a sign, logotype or lettering on the exterior of the building above the arcade directly above the demised premises. The sign must be uniform with the signs provided by the Landlord to the other tenants and must be approved by the Landlord.

44. Common Area Maintenance and Operating Expense

(a) Tenant agrees to pay its proportionate share of the increase in real estate taxes for the Property in which the demised premises is located over and above the real estate taxes for the base year for such Property.

(b) The real estate taxes for the Property include the total amount of real estate taxes and assessments now or hereafter levied, imposed confirmed or assessed against the Property, including city, county, town, village, school transit taxes, water fees and sewer and refuse disposal charges, or taxes assessments or charges levied, imposed confirmed or assessed against, or a lien on, the Property by any taxing authority whether general or specific, ordinary or extraordinary, foreseen or unforeseen and whether public betterments of improvements or otherwise.

(c) Tenant's proportionate share means the proportion of the space leased by the tenant in relation to the total number of square feet in the development. This proportionate share will be the anticipated 8,600 square feet leased by the Tenant divided by the anticipated project size of 33,825 square feet or 25.42%. If the Tenant's space is less than 8,600 square feet, the proportion shall be adjusted.

(d) The term base year shall mean the first year in which taxes are fully assessed for the Property. The New York City Department of Finance, Industrial and Commercial Incentive Program has represented to Landlord that there is a twenty year tax abatement with respect to the Property.

(e) Tenant shall also pay monthly to Landlord as additional rent, common area rent in the sum of \$1,254.00 (or \$1.75 per square foot of Tenant Lease), representing Tenant's liability for common area maintenance and operation expenses.

(f) Common area maintenance and operation expenses as shall be paid or incurred by or on behalf of Landlord in providing services to tenants leasing space in the building, and in the operation of the Property include, but are not limited to, cleaning, repair, security and maintenance of the exterior of the Property, social security, unemployment and other payroll taxes related thereto, disability and workers' compensation coverage, hospitalization, medical, surgical, union and general welfare benefits, pension, retirement or life insurance plans and other benefits or similar expenses.

(g) These expenses must be reasonable and necessary to the operation of the building. Landlord shall provide tenant with an audited copy of the project's financial statement and tenant shall have the right to audit said financial statements. Tenant's payment will be as per Tenant's proportionate share, subject to the limit in subparagraph (e) of this paragraph.

45. Landlord's Liability

The term "Landlord" as used in this lease means only the current holder of the interest of the Landlord in the demised premises or, as the case may be, the successor thereto from time to time. In the event of any transfer at any time of the interest of the Landlord, the transferor shall be and is entirely freed and relieved of all covenants and obligations of the Landlord under this lease, and it shall be deemed and construed without further agreement between the parties of their respective successors in interest or between the parties and the transferee that the transferee of the Landlord's interest has assumed and agreed to carry out any and all covenants and obligations of the Landlord under this lease. Tenant shall look solely to the estate and interest of the transferee landlord or its successors in the Real Property or this lease, for the collection of any judgment recovered against Landlord based upon the breach by Landlord of any of the terms, conditions or covenants of this lease on the part of Landlord to be performed and no other property or assets of landlord shall be subject to levy, execution or other enforcement procedure for the satisfaction of Tenant's remedies under or with respect to either this lease, the relationship of Landlord and Tenant hereunder, or Tenant's use and occupancy of the demised premises.

46. Late Payments

If Tenant shall fail to pay an installment of rent or additional rent when first due hereunder, and such failure to pay shall continue for more than fourteen (14) days, then Tenant shall also pay with the delinquent amount a late payment charge of \$75.00. An additional \$75.00 late payment charge shall also accrue on any such delinquent sum with every further 30 days passing after the original due date. Late payment charges hereunder shall in any event not exceed the legal interest rate from time to time in effect.

47. Attorney's Fees

In case it shall be necessary for Landlord to institute any action of proceeding against Tenant for the non-payment of rent or for the violation of any of the covenants or provisions of this lease or for the recovery of possession of the demised premises or Landlord should be compelled to intervene in any action of proceeding wherein Tenant is a party in order to enforce or protect Landlord's interest or rights hereunder, then and in any such events, if Landlord shall be successful in such action or proceeding, Tenant shall be obligated to pay to Landlord a reasonable attorney's fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

In case it shall be necessary for Tenant to institute any action or proceeding against Landlord for the violation of any of the covenants or provisions of this lease or should be compelled to intervene in any action or proceeding wherein Landlord is a party in order to enforce or protect Tenant's interest or rights hereunder, then and in any such events, if Tenant shall be successful in such action or proceeding, Landlord shall be obligated to pay to Tenant a reasonable attorney's fee, incurred for the institution and prosecution of any such action, proceeding or intervention.

48. Assignment Subletting

If Tenant shall desire to assign or to sublet all or any portion of the demised premises, Tenant shall give notice thereof to Landlord and in said notice shall set forth all pertinent business terms of the proposed assignment or subletting as well as the name and address of the proposed assignee or sublessee, information as to financial condition of such assignee or sublessee and proposed use which assignee or sublessee desires to make of the demised premises. Said notice shall bear the signature of the proposed sublessee or assignee attesting to its accuracy. Tenant shall in addition, at Landlord's request, furnish such other further information as Landlord may reasonably request concerning such proposed assignment or subletting. As a condition to Landlord's consent to any assignment or subletting, it shall be necessary.

- (a) That Tenant, at the time of requesting Landlord's consent, shall not be in default under this lease,
- (b) That each assignee of this lease shall assume in writing all the terms, covenants and conditions of this lease on the part of Tenant hereunder to be performed and observed,
- (c) That an original or duplicate original of the instrument of assignment and assumption of the sublease agreement shall be delivered to Landlord within ten days following the making thereof, and,
- (d) That any instrument of sublease shall specifically state that each sublease is subject to all of the covenants and conditions of this lease.

Any assignment, sublease or agreement permitting the use and occupancy of the premises to which Landlord shall not have expressly consented in writing shall be deemed null and void and of no force and effect. However, such consent shall not unreasonably be withheld or delayed.

Nothing contained herein shall relieve Tenant of its obligations under the Lease or limit the scope of paragraph Ninth of this Lease.

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49. Merchandise, Refuse, etc.

Tenant shall at no time leave any merchandise, supplies, materials or refuse in the hallways or other common portions of the building other than the demised premises. Tenant covenants that all garbage and refuse shall be kept in proper containers, securely covered at a controlled location, until removed from the building so as to prevent the escape of objectionable fumes and odors and the spread of vermin, and Tenant further covenants, that no refuse and/or garbage shall be permitted to remain on the sidewalks adjacent to the building. Landlord shall arrange for the removal of all waste in an approved manner from the demised premises and pay for such removal. The cost of which will be included as part of the common area maintenance. Monday through Friday, Landlord will pick up all refuse left outside the demised premises, provided it is securely tied in plastic garbage bags.

50. Arbitration

Landlord may at any time request arbitration, and Tenant may at any time when not in default in the payment of any minimum rent and additional rent request arbitration, of any matter in dispute where arbitration is expressly provided for in this lease. The party requesting arbitration shall do so by giving notice to that effect to the other party, specifying in said notice the nature of the dispute, and said dispute shall be determined in the City of New York, by a single arbitrator, in accordance with the rules then obtaining of the American Arbitration Association (or any organization which is the successor thereto). The award in such arbitration may be enforced on the application of either party by the order or judgment of a court of competent jurisdiction.

51. Rider to Prevail

The rider portions of this lease shall be read in conjunction with the above printed standard form of lease. If there should be an inconsistency or ambiguity between the terms of the rider portions of this lease and the standard form of lease, then the rider portions of this lease shall prevail.

52. No Other Representations, Construction, Governing Law

Tenant expressly acknowledges and agrees that Landlord and its agents have not made and are not making, and Tenant, in executing and delivering this lease, is not relying upon any warranties, representation, promises or statements, except to the extent that the same are expressly set forth in this lease or in any other written agreement which may be made between the parties concurrently with the execution and delivery of this lease and shall expressly refer to this lease. This lease shall be governed in all respects by the laws of the State of New York.

53. Provisions Severable

If any term or provision of this lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder to this lease, or the application of such term or provision to the persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term and provision of this lease shall be valid and be enforced to the fullest extent permitted by law.

54. Notices

Any bill, statement, notice of communication which either party to this Lease may wish to serve pursuant to the terms of this Lease, may alternatively be served by overnight mail such as Express Mail, Federal Express or similar service, provided that the receipt of the recipient shall be requested and received.

55. Execution and Delivery of Lease

Submission by Landlord of the within lease for review and execution by Tenant shall confer no rights nor impose any obligations on either party unless and until both Landlord and Tenant shall have executed this Lease and duplicate originals thereof shall have been delivered to the respective parties hereto.

56. Renewal

Provided this lease is in full force and effect, Tenant shall have the right to extend the term of this lease for the demised premises at the end of the initial ten year term, for a renewal term of ten years, provided Tenant shall notify Landlord in writing not less than 6 months nor more than 16 months prior to the expiration of the initial term that Tenant desires such extension, and provided further that such extension shall be upon the same terms, provision, covenants, and conditions as are contained in this lease, except as to the duration of the term hereof, the rental rate and such provisions in this lease which by their terms are only applicable to the initial term. Any reference to "the term of this lease" or "the lease term" in this lease shall be deemed to include the renewal term. The renewal term shall contain no further renewal provisions.

Tenant shall accept the demised premises in the condition then existing as part of the commencement of the renewal term except for any repairs which are otherwise Landlord's obligation under the Lease, and shall not be responsible for performing any work or furnishing any materials to the demised premises, except that Landlord's services provided under the lease shall continue to be supplied.

The rental during the renewal term shall include the minimum rent under Paragraph 38, and which shall be adjusted pursuant to Paragraph 40 in each year of the renewal term.

The Landlord shall send a reminder notice to the Tenant of expiration of initial lease not more than ten months before expiration of the term lease.

57. Indemnification

Tenant agrees not to do or permit to be done anything upon the leased space, building or project which may subject the City and Landlord to any liability for injury or damage to person or property or result in a violation of any legal or insurance requirement.

Tenant agrees to indemnify and hold the City and Landlord harmless from and against any and all costs and expenses (including without limitation, reasonable attorney's fees and disbursements), claims, demands, fines, suits, actions, proceedings, orders, decrees and judgements of any kind or nature arising out of any (a) act of omission of the Tenant or its employees, agents, contractors, licensees and/or invitees, (b) any breach, violation or nonperformance of any of the terms, conditions or covenants of the lease (including, without limitation, any legal and insurance requirements), or (c) any Leased Space, except to the extent that such personal injury or property damage is caused by the negligence or acts of the Landlord.

58. Amendments for Financing: Information for Mortgagees

(a) If, in connection with obtaining or renewing financing for the Real Property, an institutional lender shall request modifications in this lease as a condition to such financing, Tenant will not unreasonably withhold, delay or defer its consent thereto, provided that such modifications do not (i) increase the monetary obligations of Tenant; (ii) decrease the size of the demised premises; or, (iii) decrease the Landlord's obligations hereunder.

(b) Tenant agrees, within a reasonable time after being requested, to submit such financial information as may be reasonably required by Landlord's mortgages.

(c) Such modifications shall not modify the rights of Tenant.

59. Rules and Regulations

(a) Tenant and Tenant's invitees shall observe and comply with such Rules and Regulations as Landlord or Landlord's agents may from time to time adopt, Notice of additional Rules and Regulations shall be given to Tenant, Landlord shall have no duty or obligation to enforce the Rules and Regulations or the terms, covenants or conditions in any other lease, against any other tenant of the Building and Landlord shall not be liable to Tenant for violation of the same by any other tenant or its invitees. In the event of a conflict between the Rules and Regulations and the provisions of the lease, the provisions of the lease shall prevail.

(b) Supplementing paragraph 15 of this Lease and this paragraph such Rules and Regulations shall be reasonable and will be applied in a non-discriminatory manner

60. Tenant's Option to Terminate Lease

In the event the premises occupied by the Children's Aid Society cease to be operated as a Children's Facility, Tenant shall have the option to terminate this lease. Such termination shall be effective at the time the Children's Facility ceases to function in that capacity. Landlord shall return security deposit at that time.

61. Destruction, Fire and Other Casualty.

(a) If the demised premises or any part thereof shall be damaged by fire or other casualty, Tenant shall give immediate notice thereof to Landlord and this lease shall continue in full force and effect except as hereinafter set forth.

(b) If the demised premises are partially damaged or rendered partially unusable by fire or other casualty, the damages thereto shall be repaired at the expense of Landlord and the rent, until such repair shall be substantially completed, shall be apportioned from the day following the casualty according to the part of the premises which is usable.

(c) If the demised premises are totally damaged or rendered wholly unusable by fire or other casualty, then the rent shall be proportionately paid up to the time of the casualty and thenceforth shall cease until the date when the premises shall have been repaired and restored by Landlord, subject to Landlord's right to elect not to restore same as hereinafter provided.

(d) If the demised premises are rendered wholly unusable or (whether or not the demised premises are damaged in whole or in part) if the building shall be so damaged that the Landlord shall decide to demolish it or to rebuild it, then, in any of such events, the Landlord may elect to terminate this lease by written notice to tenant, given within ninety (90) days after such fire or casualty, specifying a date for the expiration of the lease, which date shall not be made more than sixty (60) days after the giving of such notice, and upon the date specified in such notice the term of this lease shall expire as fully and completely as if such date were the date set forth above for the termination of the lease and Tenant shall forthwith quit surrender and vacate the premises without prejudice however, to Landlord's rights and remedies against Tenant under the lease, provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent to such date shall be returned to Tenant. Unless Landlord shall serve a termination notice as provided for herein, Landlord shall make the repairs and restorations under the conditions of (b) and (c) hereof, with all reasonable expedition, subject to delays due to adjustment of insurance claims, labor troubles and causes beyond Landlord's control. After any such casualty, Tenant shall cooperate with Landlord's restoration by removing from the premises as promptly as reasonably possible, all of Tenant's salvageable inventory and movable equipment, furniture and other property. Tenant's liability for rent shall resume five (5) days after written notice from the Landlord that the premises are substantially ready for Tenant's occupancy, provided, however, that notwithstanding anything to the contrary set forth herein, if (i) more than seventy five percent (75%) of the demised premises shall be destroyed by fire or other casualty, then the Landlord shall cause an independent architect selected by Landlord to determine within forty-five (45) days after such fire or other casualty whether or not it will be possible to restore the portion of the demised premises affected within one year following such fire or other casualty and if such architect determines (a copy of such determination to be given to Tenant) that it will not be possible to so restore the damage; or (ii) after commencing the repair and restoration of the demised premises following a fire or other casualty, Landlord shall fail to complete same within one year, then in either of the foregoing events, either party may cancel this Lease and upon such cancellation this lease shall terminate and come to an end as of the date that is sixty (60) days after notice of such cancellation is given, as fully and completely as if such date were the date set forth above for the termination of this lease and Tenant shall forthwith quit, surrender and vacate the demised premises without prejudice, however, to Landlord's

rights and remedies against Tenant under the Lease provisions in effect prior to such termination, and any rent owing shall be paid up to such date and any payments of rent made by Tenant which were on account of any period subsequent of such date shall be returned to Tenant.

(e) Nothing contained hereinabove shall relieve Tenant from liability that may exist as a result of damage from fire or other casualty. Notwithstanding the foregoing, each party shall look first to any insurance in its favor before making any claim against the other party for recovery for loss or damage resulting from fire or other casualty, and to the extent that such insurance is in force and collectible and to the extent permitted by law, Landlord and Tenant each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise. The foregoing release and waiver shall be in force only if releasers' insurance policies contain a clause providing that such a release or waiver shall not invalidate the insurance. If, and to the extent, that such waiver can be obtained only by the payment of additional premiums, then the party benefitting from the waiver shall pay such premium within ten (10) days after written demand or shall be deemed to have agreed that the party obtaining insurance coverage shall be free of any further obligation under the provisions hereof with respect to waiver of subrogation. Tenant acknowledges that Landlord will not carry insurance on Tenant's furniture and/or furnishings or any fixtures or equipment, improvements or appurtenances or betterments made by or for the benefit of Tenant and agrees that Landlord will not be obligated to repair any damage thereto or replace the same.

(f) Tenant hereby waives the provisions of section 227 of the Real Property Law and agrees that the provisions of this article shall govern and control in lieu thereof.

62. Construction of Demised Premises

(a) Landlord's architect will prepare all plans for the demised premises. Landlord will file all such plans with, and obtain approval of such plans from, the appropriate government agency using Landlord's expediter.

(b) Landlord will obtain all permits necessary to complete construction of the demised premises in accordance with Landlord's plans approved by the Tenant as part of the "Construction and Development Cost Allowance". Landlord will complete the construction of the demised premises in accordance with the plans and in a manner necessary to deliver the demised premises in "turnkey" condition with at least a temporary certificate of occupancy. Landlord will deliver a temporary certificate of occupancy within ten (10) months from the date hereof.

(c) Tenant will make payments to the Landlord for the "Construction and Development Cost Allowance" of the demised premises in accordance with the Landlord's Letter, dated December 11, 2000, in the aggregate amount of not more than \$600,000.00. The "Construction Cost Allowance" will be paid over a period of five (5) consecutive months consisting of bi-weekly payments commencing one week after all permits for the demised premises are obtained, as inspected and approved for payment by the Tenant's Chief Engineer. The "Development Cost Allowance" for architectural and engineering services will commence in accordance with the "Development Schedule", dated December 11, 2000. Payments by the Tenant will be invoiced by the Architect and Engineer through the Landlord for services rendered for each period of work completed.

63. Repairs

Notwithstanding the provisions of paragraph Second of this Lease:

(a) Landlord will make all repairs and replacements necessary with respect to the alterations and construction work performed by Landlord pursuant to paragraph 36 for a period of one (1) year. Once the Landlord delivers to Tenant the certificate of occupancy for the demised premises, Landlord shall only be obligated to make repairs to the structure of the Property except as otherwise provided;

(b) The provisions of paragraph Second of this Lease shall not obligate Tenant to make structural repairs, or repairs or replacements to electrical, plumbing, heating or air conditioning systems, unless the need therefor arises because of damage to such installations caused by Tenant, its agents, servants or employees;

(c) Any entry by Landlord or its representatives or contractors pursuant to paragraphs Second or Eighteenth of this Lease shall be only after prior written notice except in case of emergency where only such notice as is capable of being given will be given. Any work performed by Landlord or its representatives or contractors within the premises shall be performed in a manner not to unreasonably interfere with Tenant's operations. Any conduits or pipes installed by or for Landlord will be placed in concealed locations;

(d) Landlord will maintain the portions of the building outside of the demised premises, including the common areas of the building, roof, plumbing lines, heating, ventilating (and air conditioning systems) in good order and repair; and,

(e) Nothing in paragraph 13 of this Lease shall relieve Landlord from its obligations to make the repairs as provided in this Lease.

64. Consent

Supplementing and notwithstanding the provisions of paragraphs Third and 48 of this Lease:

(a) Landlord's consent shall be required for the use of the demised premises by another agency or program related to Tenant's operations;

(b) Landlord's consent will not be unreasonably withheld or delayed for an assignment or subleasing by Tenant for a use permitted under this Lease; and

(c) Tenant may not make any structural alterations, including, but not limited to, any alterations which effect or impact upon any load bearing wall, electrical, heating, HVAC systems or plumbing, without Landlord's consent. Tenant shall be permitted to make non-structural alterations to the demised premises without Landlord's consent.

(d) In any instance where Landlord's consent or approval is required Landlord will not unreasonably withhold or delay such consent or approval.

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65. Parking Spaces

Parking spaces will be provided on site in accordance with the New York City Building Regulations. Such spaces will not be dedicated for exclusive use by any tenants, except for the four spaces designated for use by customers of the European American Bank.

66. Real Estate Brokers

Each party represents to the other that it has not dealt with a real estate broker as broker, agent or finder in connection with this Lease, and each party agrees to indemnify and hold the other harmless from all claims, demands, damages, judgments, liabilities, and expenses (including reasonable attorneys' fees) arising in connection with a breach by a party of the representations made by a party in this paragraph.

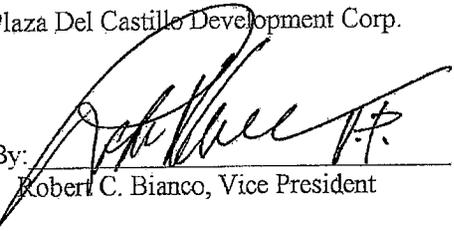
67. Miscellaneous

(a) Supplementing paragraph Sixth of the Lease, Tenant shall not be in default in the payment of rent or additional rent unless Tenant shall have failed to make such payment within ten (10) days after written notice from Landlord specifying such non-payment. In addition, in the event of any default by Tenant as to which Landlord has given notice (other than in payment of rent or additional rent) and which is of a nature that cannot reasonably be cured by Tenant within the ten (10) day period provided for in paragraph Sixth of the Lease, then provided Tenant cures such default within thirty (30) days after written notice from Landlord specifying such default, Tenant will not be in default under the Lease.

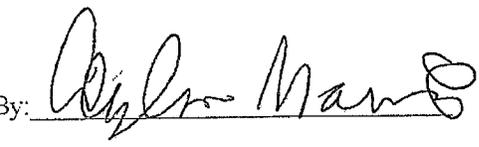
(b) Supplementing paragraph Eighteenth, the provisions of paragraph Eighteenth shall be subject to the provisions of paragraph Second, as modified by paragraph 63. of this Additional Rider.

(c) Supplementing paragraph Twenty-fifth, the parties acknowledge that the demised premises will be separately metered by Landlord for electricity and gas and Tenant will pay such charges directly to the applicable utility company as billed by the applicable utility company.

Plaza Del Castillo Development Corp.

By: 
Robert C. Bianco, Vice President

The Children's Aid Society

By: 

January 9, 2001

ADDENDUM TO RIDER TO LEASE, DATED DECEMBER 11, 2000 FROM PLAZA DEL CASTILLO DEVELOPMENT CORP. ("LANDLORD") TO THE CHILDREN'S AID SOCIETY ("TENANT") COVERING DEMISED PREMISES AT 1515 SOUTHERN BOULEVARD, SUITE 2D, BETWEEN JENNINGS STREET AND EAST 172nd STREET, BRONX, NEW YORK 10460.

39. Rent Commencement Date (Include the following)

Base rent only, for the demised premises, will be abated for the month of July in the years 2003, 2005 and 2007. Lease payments for the demised premises will commence, during the construction phase, in part (50% of the base monthly rent) on June 1, 2001. If the construction of the demised premises is completed and approved for occupancy prior to the scheduled rent commencement date, the "Tenant" will commence payment of monthly rent, in full, on the construction completion and approval date to occupy.

60. Tenant Options to Terminate Lease (Include the following)

On February 21, 2001, if "Tenant" does not receive approval to operate Children's Day Care Facility by governing authorities, "Tenant" has the option on February 21, 2001, to terminate lease of the demised premises. "Landlord will return security deposit in full. Architect and Engineering fees rendered to that date will be adjusted for payment by the "Tenant".

NEW ADDITION TO RIDER TO LEASE

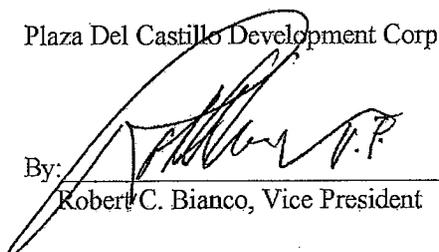
68. Right of First Refusal; Excluded Transfers; Extinguishment of Right

If at any time during the term of this lease, the "Landlord" shall receive a bona fide offer from any person to purchase the "Plaza Del Castillo", the "Landlord" shall send the "Tenant" a copy of the proposed contract (except for the name of the buyer) and notify the "Tenant" of the intention of the "Landlord" to accept the same. The "Tenant" shall have the right within ten (10) days to accept the terms of the said contract in writing and within thirty (30) days thereafter to purchase the "Plaza Del Castillo" in its own name or in the name of a nominee, for the gross purchase price and all of the terms and conditions specified in said contract. If the "Tenant" shall not so elect within the said period, the "Landlord" may then sell the "Plaza Del Castillo" to the said buyer provided the said sale is on the said terms and conditions and for the price set forth in the said contract sent to the "Tenant".

The provision shall not apply to transfers between the "Landlord", or corporations controlled by him, but this right of first refusal shall remain in effect after any such transfer.

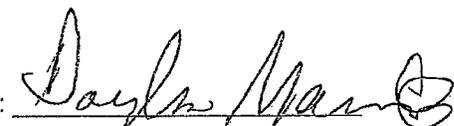
In the event the "Tenant" fails to execute the aforesaid right of first refusal in connection with a proposed sale, then such right shall be extinguished upon the consummation of said sale; however, if such sale is not consummated, the right of first refusal shall remain in effect.

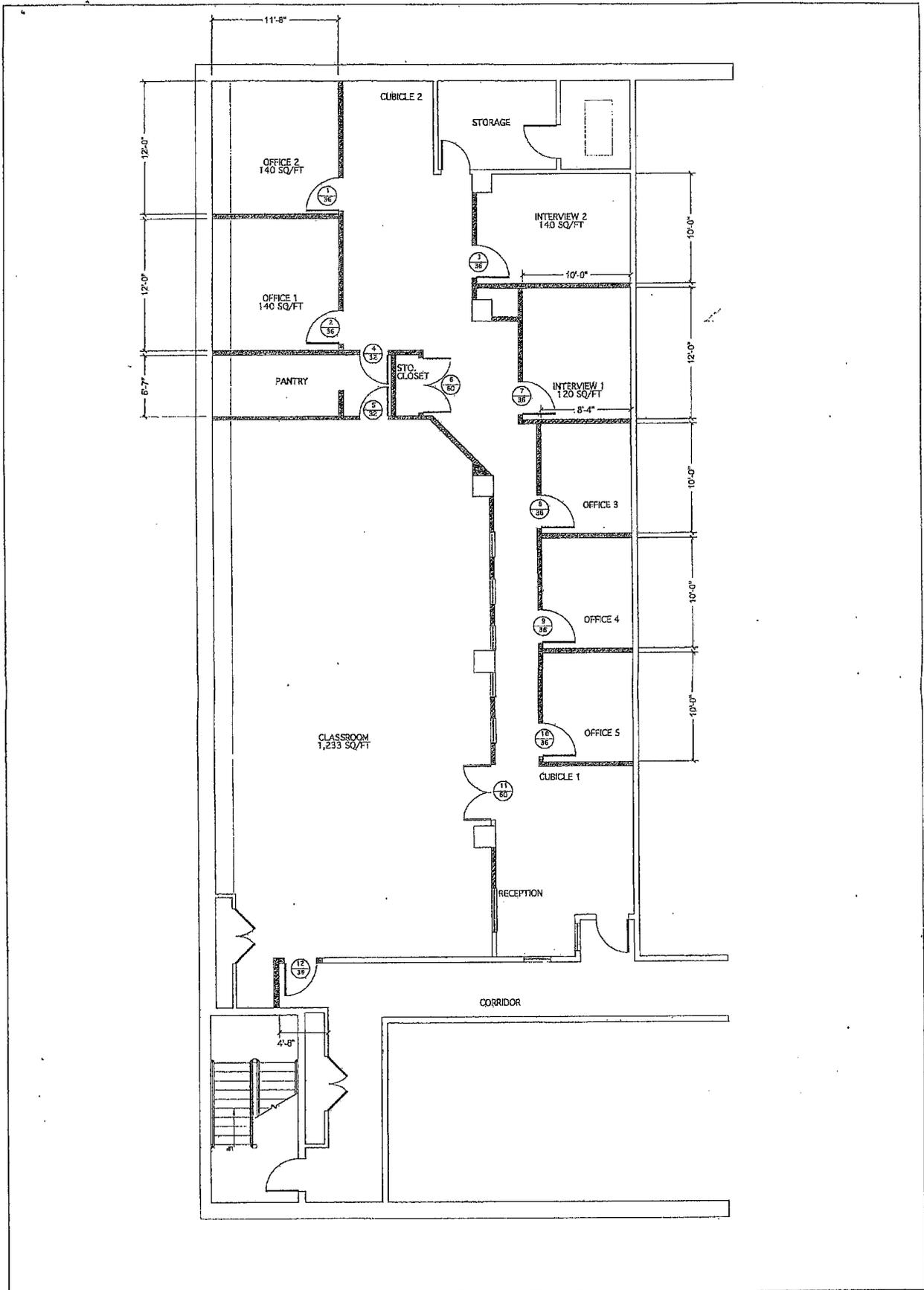
Plaza Del Castillo Development Corp.

By: 

Robert C. Bianco, Vice President

The Children's Aid Society

By: 



Handwritten initials and a circular stamp.

Architect:
Studio A+T Inc. Architects
 118 West 22nd Street, 20
 New York, New York 10011
 Tel (212) 691-3224
 Fax (212) 681-7155

THE CHILDREN AID SOCIETY

Project Name		FLOOR PLAN	
Scale	Date	Project No.	Sheet No.
1/8"	0CT. 11/2008		SK-2A
Architect	Client	Designer	Checker
CA			

**PLAZA DEL CASTILLO
DEVELOPMENT CORP.**

1515 Southern Boulevard, Suite 2B, Bronx, New York 10460-5957 – Phone: (718) 860-6800 – Fax: (718) 860-6868
e-mail: plazaccdc@aol.com

July 16, 2002

Ms. Cynthia Gonzalez, Director of The Bronx Early Childhood Ctr.
The Children's Aid Society
1515 Southern Boulevard, Suite 2D
Bronx, New York 10460

Re: The Children's Aid Society/Day Care Center
1515 Southern Boulevard, Suite 2D
Bronx, New York 10460

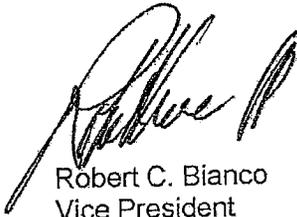
Subject: RENT DUE AUGUST 1, 2002

Dear Ms. Gonzalez:

Pursuant to your tenant lease, dated January 9, 2001, for the above mentioned demised premises, the following payment is due on or before August 1, 2002:

- Period from August 1, 2002 thru August 31, 2002 \$14,341.80
- Base Rent (8,714 S.F. @ \$18.00/S.F.)..... \$13,071.00
- Roof Deck Play Area (2,775 S.F.)\$ -0-
- Common Area Maintenance (\$1.75/S.F.) \$ 1,270.80
- Total Rent Due \$14,341.80

Very truly yours,
Plaza Del Castillo Development Corp.



Robert C. Bianco
Vice President

File.

Attachment 26 – Food Services

The Children's Aid Society Community Charter School 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, CAS-CCS reserves the right to determine which meals and/or snacks to serve in compliance with federal guidelines.

CAS-CCS will receive its meals for students through the Office of School Food and Nutrition Services (OSNFS) of the NYCDOE. All students attending CAS-CCS 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 take part in the school lunch program. Where meals are prepared and served will be determined when the facility is secured.

Although CAS-CCS has outlined a plan to utilize the food services provided by OSNFS, this does not preclude CAS-CCS from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals. As have other NYC charter schools which have chosen to contract for food outside of the DOE, CAS-CCS 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 CAS-CCS'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.

CAS-CCS expects that the many of its students will be eligible to receive free and reduced price meals based on their parents' income levels. 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) and CAS-CCS will provide parents with this application upon enrollment. The application, which can be found online at <http://www.opt-osfns.org> is available in many different languages. Parents will return the form to CAS-CCS where it will be reviewed by the Operations Director or his/her designee for approval. CAS-CCS 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.

CAS-CCS recognizes that the SD 1041 form can be difficult to collect from parents who are concerned about confidentiality, but CAS-CCS will assure parents that the information is personal and confidential and will remain at CAS-CCS. While the forms will not leave CAS-CCS, OSFNS can and will randomly audit the applications to make sure they are coded correctly.

Attachment 27 – Health Services

The Children's Aid Society Community Charter School shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. CAS-CCS shall provide on-site health care services similar to those available to children attending other public schools in CSD 12. This will be accomplished through the hiring of a nurse on staff by CAS for the School, and through a contractual arrangement with the regional office to supplement the level of health services mandated by §2853(4)(a) and §912 of the Education Law.

Staff: CAS-CCS 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 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: CAS-CCS, in accordance with NYS law, requires that each student entering CAS-CCS 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 CAS-CCS, 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: CAS-CCS, 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 CAS-CCS and at any CAS-CCS-sponsored events at other locations.

Medication Delivery System Procedures: CAS-CCS will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the HOS, will communicate to parents, students and staff the requirements for the administration of medications in the school. CAS-CCS will avoid misunderstandings by widely circulating the requirements. 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) shall 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 CAS-CCS 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:* CAS-CCS 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) 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 the CAS-CCS's medication protocols is an ongoing responsibility of CAS-CCS.
- *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 CAS-CCS 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, CAS-CCS 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 compliance problem, so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication; (4) Ongoing communication and collaboration between CAS-CCS 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, CAS-CCS will send a confirmation to the parent with a copy to the prescriber of CAS-CCS'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 CAS-CCS 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 CAS-CCS. 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 the CAS-CCS 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: CAS-CCS 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.

Attachment 28 – Transportation

The NYCDOE is responsible for providing transportation services to the CAS Community Charter School's students. CAS-CCS students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation (OPT). After CAS-CCS 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 CAS-CCS'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, CAS-CCS will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT.

Special education students eligibility for transportation is dictated by their Individual Education Program (IEP) and provided in accordance with all applicable State and Federal laws, including 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 the CAS-CCS will be in session on days when other NYC public schools are not, the School may seek arrangements with the NYC DOE, 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 getting to school.

Attachment 29 – Programmatic Audits

The Children's Aid Society Community Charter School's programmatic audit shall consist of annual submission of an Annual 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 CAS-CCS 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 the CAS-CCS's achievement goals.

CAS-CCS 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 the CAS-CCS'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 CAS-CCS.

CAS-CCS 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 the CAS-CCS's educational goals, the affordability of such a contractual arrangement, and other factors.

As described in Attachment 17, CAS-CCS also will finalize the proposed draft Accountability Plan which includes the academic performance measures, including norm-reference and criterion-referenced assessments, organizational viability, and measures of progress on CAS-CCS's unique program features.

Attachment 30 – School Partnerships

Nearly 20 years ago, our partner organization, The Children’s Aid Society, began an unprecedented collaboration with the NYC Department of Education by establishing the first CAS community school in a middle school located in the Washington Heights neighborhood of Northern Manhattan. Since that collaboration began, Children’s Aid has established 22 community school partnerships throughout high need neighborhoods in NYC. The success of these programs requires an ongoing collaboration between CAS and each school principal and their leadership teams. Meetings are held throughout the year, including a bi-annual CAS sponsored Principal’s Dinner, which brings together 22 community school principals and CAS program staff. These events offer a forum for sharing best practices across school programs.

In 1994, Children's Aid founded the *National Center for Community Schools* in response to demand for information and advice about community schools implementation. Since then, the Center has facilitated the development of over 15,000 community school adaptations nationally and internationally, and offers learning opportunities that draw on community schools practice in New York City and lessons learned from across the nation.

This history of sharing best practices will be deeply rooted in the partnerships that the CAS Community Charter School will establish with local schools. We expect to create a network between local schools to share best practices through Principal Councils, newsletters, professional development, retreats and other ongoing networking opportunities. Schools in the network will include Bronx CAS Community School Programs, lower performing local public elementary schools, and possibly other Bronx-based organizations.

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
October 1, 2011 to June 30, 2012**

Total Revenue	225,000
Total Expenses	223,450
Net Income	1,551
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	225,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	225,000

The Children's Aid Society is committed to fund raising and writing grant proposals on behalf of the CASCCS

**Children's Aid Society Community Charter School
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 October 1, 2011 to June 30, 2012**

Total Revenue	225,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	223,450	
Net Income	1,551	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
TOTAL REVENUE	225,000	

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
October 1, 2011 to June 30, 2012**

Total Revenue	225,000
Total Expenses	223,450
Net Income	1,551
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	75,000	Head of School will work half time between October (est. date of hire) and December; FT thereafter
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	62,500	HOS will hire Operations Officer by November 2011
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	137,500	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

2.00	137,500
------	---------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	18,288	
Fringe / Employee Benefits	16,662	Fringes are relatively high based on enrollment of both employees on October 1 2011
Retirement / Pension	-	3% pension contribution commences after one full year of employment and a vesting period. Contributions are made at end of year.
TOTAL PAYROLL TAXES AND BENEFITS	34,950	

TOTAL PERSONNEL SERVICE COSTS

2.00	172,450
------	---------

CONTRACTED SERVICES

Accounting / Audit	-	Children's Aid Society to provide back office support, including payroll, benefits and administrative support
Legal	-	Pro Bono counsel during start up period from CAS General Counsel
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	20,000	Selection and development of curriculum and School Instructional Materials; consultant

Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
October 1, 2011 to June 30, 2012

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	225,000	
Total Expenses	223,450	
Net Income	1,551	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
TOTAL CONTRACTED SERVICES	20,000	
SCHOOL OPERATIONS		
Board Expenses	500	initial board training
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	3,500	Variety of instructional materials reviewed
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	6,000	Web design for school and small local network, server, desk tops, lap tops and software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	10,000	Ads and outreach
Student Recruitment / Marketing	5,000	Ads and outreach
School Meals / Lunch	-	
Travel (Staff)	3,500	conferences
Fundraising	-	CAS Development Office and CEO dedicated to providing grant application and fund raising support
Other	2,500	CAS main and local offices to provide office support and operations as in kind contribution
TOTAL SCHOOL OPERATIONS	31,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Staff will be located in CAS facility located within CSD #12; space provided as in kind contribution.
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	223,450	
NET INCOME	1,551	

**Children's Aid Society Community Charter School
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 October 1, 2011 to June 30, 2012**

Total Revenue	225,000
Total Expenses	223,450
Net Income	1,551
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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**Children's Aid Society Community Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
October 1, 2011 to June 30, 2012**

Total Revenue	100,000	25,000	25,000	25,000	25,000	25,000	225,000
Total Expenses	79,604	29,989	29,964	27,364	26,864	29,665	223,449
Net Income	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551

		January	February	March	April	May	June	TOTAL
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
	No. of Positions							
Executive Management	1.00	25,000	10,000	10,000	10,000	10,000	10,000	75,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	20,833	8,333	8,333	8,333	8,333	8,333	62,500
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	45,833	18,333	18,333	18,333	18,333	18,333	137,500
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	45,833	18,333	18,333	18,333	18,333	18,333	137,500
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		8,128	2,032	2,032	2,032	2,032	2,032	18,288
Fringe / Employee Benefits		7,404	1,851	1,851	1,851	1,851	1,851	16,661
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		15,532	3,883	3,883	3,883	3,883	3,883	34,949
TOTAL PERSONNEL SERVICE COSTS	2.00	61,366	22,217	22,217	22,217	22,217	22,217	172,449
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-

**Children's Aid Society Community Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
October 1, 2011 to June 30, 2012**

Total Revenue	100,000	25,000	25,000	25,000	25,000	25,000	225,000
Total Expenses	79,604	29,989	29,964	27,364	26,864	29,665	223,449
Net Income	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551
	January	February	March	April	May	June	TOTAL
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	79,604	29,989	29,964	27,364	26,864	29,665	223,449
NET INCOME	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	20,396	(4,989)	(4,964)	(2,364)	(1,864)	(4,665)	1,551

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,865,867	522,821	86,841	-	-	2,475,528
Total Expenses	977,214	567,968	561,841	2,000	366,183	2,475,206
Net Income	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323
Actual Student Enrollment	101	19				120
Total Paid Student Enrollment	-	-				-

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

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	13,527	1,363,522	259,718	-	-	1,623,240
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil)	-	1,363,522	259,718	-	-	1,623,240
Special Education Revenue		263,102	-	-	-	263,102
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other						
TOTAL REVENUE FROM STATE SOURCES		1,363,522	522,821	-	-	1,886,342

WE ASSUME FULL ENROLLMENT OF 120 STUDENTS IN GRADES K AND 1

SEE REVENUE PAGE FOR ASSUMPTIONS

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	NA YR 1	-	-	-	-
Title I	159,638	-	-	-	-	159,638
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	86,841	-	-	86,841
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other						
TOTAL REVENUE FROM FEDERAL SOURCES	159,638	-	86,841	-	-	246,479

IDEA FUNDING STARTS IN YEAR 2

ASSUMES 92% OF STUDENTS ARE IN FRL- THIS SHOULD BE SPREAD OVER GEN AND SPEC POPULATIONS

LOCAL and OTHER REVENUE

Contributions and Donations	100,000	-	-	-	-	100,000
Fundraising	200,000	-	-	-	-	200,000
Erate Reimbursement	33,172.80	-	-	-	-	33,173
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	9,534	-	-	-	-	9,534
OTHER	-	-	-	-	-	-

CAS PROVIDES START UP

THE CAS EXEC AND DEVELOPMENT OFFICE HAS BEEN ACTIVELY ENGAGED IN FUND RAISING. CAS IS COMMITTED TO MAKE UP FOR SHORTFALLS AS NECESSARY

Text book, software, and library per pupil funding

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,865,867	522,821	86,841	-	-	2,475,528
Total Expenses	977,214	567,968	561,841	2,000	366,183	2,475,206
Net Income	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323
Actual Student Enrollment	101	19				120
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	342,707	-	-	-	-	342,707
TOTAL REVENUE	1,865,867	522,821	86,841	-	-	2,475,528

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,865,867	522,821	86,841	-	-	2,475,528
Total Expenses	977,214	567,968	561,841	2,000	366,183	2,475,206
Net Income	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323
Actual Student Enrollment	101	19				120
Total Paid Student Enrollment	-	-				-

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions						
Executive Management	1.00	43,750	40,000	-	-	41,250	125,000
Instructional Management	1.00	24,000	16,000	-	-	-	40,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	45,000	45,000
Operation / Business Manager	1.00	-	-	-	-	100,000	100,000
Administrative Staff	1.00	-	-	-	-	30,000	30,000
TOTAL ADMINISTRATIVE STAFF	5.00	67,750	56,000	-	-	216,250	340,000

Principal
Data analyst starts in year 1
Business Manager receiving support from CAS Fiscal Office
Operations Director

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	390,000	130,000	-	-	-	520,000
Teachers - SPED	2.00	-	138,000	-	-	-	138,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	1.00	51,000	17,000	-	-	-	68,000
Aides	4.00	90,000	30,000	-	-	-	120,000
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	531,000	315,000	-	-	-	846,000

Two teachers per classroom including 2 lead teachers for each grade,
1 Sped teacher per grade
Lead ELL teacher
one per class in K-2
Incentive Awards

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-						

Nurse, supported by CAS Health Division, School Clinics Programs
Rolled up into Lease costs
Rolled up into Lease costs

SUBTOTAL PERSONNEL SERVICE COSTS

	20.00	598,750	371,000	-	-	216,250	1,186,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		79,634	49,343	-	-	28,761	157,738
Fringe / Employee Benefits		145,006	89,849	-	-	52,372	287,227
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		224,640	139,192	-	-	81,133	444,965

FICA, unemployment and short term disability
Medical, dental obtained as stand alone plans, Life, LTD, STD part of CAS plans

TOTAL PERSONNEL SERVICE COSTS

	20.00	823,390	510,192	-	-	297,383	1,630,965
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CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	20,000	20,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		500	500	-	-	-	1,000
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	28,800	-	-	-	28,800
Titlement Services (i.e. Title I)		10,000	-	-	-	-	10,000

\$10,000 external auditing fee and \$10,000 fee for fiscal, payroll, accounts payable
\$1500 per special ed student for additional supportive services, OT PT

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,865,867	522,821	86,841	-	-	2,475,528
Total Expenses	977,214	567,968	561,841	2,000	366,183	2,475,206
Net Income	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323
Actual Student Enrollment	101	19				120
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Other Purchased / Professional / Consulting	3,000	2,500	-	-	-	5,500
TOTAL CONTRACTED SERVICES	13,500	31,800	-	-	25,000	70,300
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials	12,600	2,400	-	-	-	15,000
Special Ed Supplies & Materials	-	10,000	-	-	-	10,000
Textbooks / Workbooks	20,160	3,840	-	-	-	24,000
Supplies & Materials other	7,500	2,500	-	-	-	10,000
Equipment / Furniture	20,000	-	-	-	-	20,000
Telephone	2,000	2,000	-	-	4,000	8,000
Technology	24,000	-	-	-	24,000	48,000
Student Testing & Assessment	2,000	500	-	-	-	2,500
Field Trips	900	100	-	-	-	1,000
Transportation (student)	5,000	-	-	-	-	5,000
Student Services - other	-	-	-	-	-	-
Office Expense	5,040	960	-	-	10,000	16,000
Staff Development	2,500	2,500	-	-	-	5,000
Staff Recruitment	400	400	-	-	200	1,000
Student Recruitment / Marketing	-	-	-	-	2,500	2,500
School Meals / Lunch	-	-	86,841	-	1,000	87,841
Travel (Staff)	200	200	-	-	100	500
Fundraising	-	-	-	2,000	-	2,000
Other	3,024	576	-	-	-	3,600
TOTAL SCHOOL OPERATIONS	105,324	25,976	86,841	2,000	43,800	263,941
FACILITY OPERATION & MAINTENANCE						
Insurance	35,000	-	-	-	-	35,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	375,000	-	-	375,000
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	75,000	-	-	75,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	35,000	-	450,000	-	-	485,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	25,000	-	-	25,000
TOTAL EXPENSES	977,214	567,968	561,841	2,000	366,183	2,475,206
NET INCOME	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323

\$125 per student for art, music and class supplies, extra supports, books, visuals, training materials

\$5000 per class

\$6000 per class room, 5 desk tops and 10 lap tops, cabling, server, network

\$500 per class for assessments and data collection

early grades will have local field trips

to be determined by standard DOE bus routes and addresses of students

postage, , paper, and office supplies, \$50 per student and \$10,000 copier lease

Training, meetings, ads

ads, community outreach, newspapers, mailings, meetings

DOE breakfast and lunch reimb for students at FRL rates

uniforms for students

estimate from AON including workmans comp

Leasing classroom space from CAS, all inclusive

JANITORIAL, MAINT AND REPAIRS, AS IN KIND CONTRIB

INCLUDED IN LEASE

INCLUDED IN LEASE

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,865,867	522,821	86,841	-	-	2,475,528
Total Expenses	977,214	567,968	561,841	2,000	366,183	2,475,206
Net Income	888,653	(45,147)	(475,000)	(2,000)	(366,183)	323
Actual Student Enrollment	101	19				120
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	101	19	-			120
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	101	19	-			120
REVENUE PER PUPIL	18,511	27,230	-			20,629
EXPENSES PER PUPIL	9,695	29,582	-			20,627

**Children's Aid Society Community Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

Total Revenue	423,924	7,895	322,285	7,895	322,285	12,634	386,964	72,573	386,964	72,573	386,964	72,573	2,475,528
Total Expenses	353,380	188,203	193,236	190,178	190,236	195,353	195,611	192,203	196,361	193,578	191,661	195,203	2,475,206
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
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REVENUE * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	13,527	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	1,623,240
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Fund)	-	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	270,540	1,623,240
Special Education Revenue	43,850	-	43,850	-	43,850	-	43,850	-	43,850	-	43,850	-	263,102
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	314,390	-	314,390	-	314,390	-	314,390	-	314,390	-	314,390	-	1,886,342
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	26,606	26,606	26,606	26,606	26,606	26,606	159,638
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	86,841
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	7,895	7,895	7,895	7,895	7,895	34,501	34,501	34,501	34,501	34,501	34,501	246,479
LOCAL and OTHER REVENUE													
Contributions and Donations	100,000	-	-	-	-	-	-	-	-	-	-	-	100,000
Fundraising	-	-	-	-	-	-	33,333	33,333	33,333	33,333	33,333	33,333	200,000
Erate Reimbursement	-	-	-	-	-	4,739	4,739	4,739	4,739	4,739	4,739	4,739	33,173
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	9,534	-	-	-	-	-	-	-	-	-	-	-	9,534
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	109,534	-	-	-	-	4,739	38,072	38,072	38,072	38,072	38,072	38,072	342,707
TOTAL REVENUE	423,924	7,895	322,285	7,895	322,285	12,634	386,964	72,573	386,964	72,573	386,964	72,573	2,475,528

Children's Aid Society Community Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	423,924	7,895	322,285	7,895	322,285	12,634	386,964	72,573	386,964	72,573	386,964	72,573	2,475,528
Total Expenses	353,380	188,203	193,236	190,178	190,236	195,353	195,611	192,203	196,361	193,578	191,661	195,203	2,475,206
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Special Ed Supplies & Materials	5,000	455	455	455	455	455	455	455	455	455	455	455	10,000
Textbooks / Workbooks	20,000	-	-	-	500	500	500	500	500	500	500	500	24,000
Supplies & Materials other	8,000	182	182	182	182	182	182	182	182	182	182	182	10,000
Equipment / Furniture	18,000	-	-	-	-	-	2,000	-	-	-	-	-	20,000
Telephone	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Technology	43,000	-	-	-	-	-	2,500	-	-	2,500	-	-	48,000
Student Testing & Assessment	-	227	227	227	227	227	227	227	227	227	227	227	2,500
Field Trips	-	-	-	-	250	-	250	-	-	250	-	250	1,000
Transportation (student)	-	455	455	455	455	455	455	455	455	455	455	455	5,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000
Staff Development	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Staff Recruitment	-	-	-	-	-	-	250	250	250	250	-	-	1,000
Student Recruitment / Marketing	-	-	-	-	-	-	625	625	625	625	-	-	2,500
School Meals / Lunch	-	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	87,841
Travel (Staff)	42	42	42	42	42	42	42	42	42	42	42	42	500
Fundraising	-	-	-	600	-	400	-	-	500	-	500	-	2,000
Other	2,800	-	200	-	200	-	200	-	200	-	-	-	3,600
TOTAL SCHOOL OPERATIONS	104,425	12,838	13,038	13,438	13,788	13,738	19,163	14,213	14,913	16,963	13,838	13,588	263,941
FACILITY OPERATION & MAINTENANCE													
Insurance	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	375,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	75,000	-	-	-	-	-	-	-	-	-	-	-	75,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	109,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	34,167	485,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	353,380	188,203	193,236	190,178	190,236	195,353	195,611	192,203	196,361	193,578	191,661	195,203	2,475,206
NET INCOME	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323

Children's Aid Society Community Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	423,924	7,895	322,285	7,895	322,285	12,634	386,964	72,573	386,964	72,573	386,964	72,573	2,475,528
Total Expenses	353,380	188,203	193,236	190,178	190,236	195,353	195,611	192,203	196,361	193,578	191,661	195,203	2,475,206
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	70,544	(180,308)	129,049	(182,283)	132,049	(182,719)	191,352	(119,630)	190,602	(121,005)	195,302	(122,630)	323

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900
Total Expenses	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
Net Income (Before Cash Flow Adjustments)	323	1,732	35	1,625	72
Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-

Year 1	Year 2	Year 3	Year 4	Year 5
2013	2014	2015	2016	2017

*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5

REVENUE

REVENUES FROM STATE SOURCES

		Per Pupil Revenue Percentage Increase				
		0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	13,527	1,623,240	2,367,225	3,002,994	3,584,655	4,112,208
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts F	-	1,623,240	2,367,225	3,002,994	3,584,655	4,112,208
Special Education Revenue		263,102	383,691	486,739	581,018	666,526
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,886,342	2,750,916	3,489,733	4,165,673	4,778,734

WE ASSUME FULL ENROLLMENT OF 120 STUDENTS IN GRADES K AND 1

Special Ed population estimates based on District 13

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	36,036	45,714	54,569	62,600
Title I	159,638	232,806	295,331	352,535	404,417
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	86,841	126,643	160,655	191,773	219,996
Grants					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	246,479	395,485	501,700	598,877	687,013

LOCAL and OTHER REVENUE

Contributions and Donations	100,000	-	-	-	-
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DESCRIPTION OF ASSUMPTIONS

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
Total Revenue	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900
Total Expenses	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
Net Income (Before Cash Flow Adjustments)	323	1,732	35	1,625	72
Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-
Fundraising	200,000	150,000	150,000	150,000	150,000
Erate Reimbursement	33,173	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	9,534	13,904	17,638	21,054	24,153
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	342,707	163,904	167,638	171,054	174,153
TOTAL REVENUE	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900

DESCRIPTION OF ASSUMPTIONS

THE CAS EXEC AND DEVELOPMENT OFFICE HAS BEEN ACTIVELY ENGAGED IN FUND RAISING. CAS IS COMMITTED TO MAKE UP FOR SHORTFALLS AS NECESSARY

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900
Total Expenses	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
Net Income (Before Cash Flow Adjustments)	323	1,732	35	1,625	72
Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-

Year 1	Year 2	Year 3	Year 4	Year 5
2013	2014	2015	2016	2017

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
Executive Management	1.00	125,000	128,750	132,613	136,591	140,689
Instructional Management	1.00	40,000	41,200	42,436	43,709	45,020
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	1.00	45,000	46,350	47,741	49,173	50,648
Operation / Business Manager	1.00	100,000	103,000	106,090	109,273	112,551
Administrative Staff	1.00	30,000	30,900	31,827	32,782	33,765
TOTAL ADMINISTRATIVE STAFF	5.00	340,000	350,200	360,706	371,527	382,673

Base Year plus 3% growth
Data analyst starts in year 1
Business Manager receiving support from CAS Fiscal Office
Operations Director

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	520,000	936,000	1,196,000	1,456,000	1,716,000
Teachers - SPED	2.00	138,000	203,000	268,000	333,000	398,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	68,000	98,000	128,000	188,000	188,000
Aides	4.00	120,000	180,000	240,000	300,000	360,000
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	50,370	63,720	80,310	91,860
TOTAL INSTRUCTIONAL	15.00	846,000	1,467,370	1,895,720	2,357,310	2,753,860

includes Instructional leader added in year 2
Year 2 another half time ELL is added

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-

services

SUBTOTAL PERSONNEL SERVICE COSTS

20.00	1,186,000	1,817,570	2,256,426	2,728,837	3,136,533
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		157,738	139,044	172,617	208,756	239,945
Fringe / Employee Benefits		287,227	408,641	555,023	704,684	833,887
Retirement / Pension		-	-	67,693	81,865	94,096
TOTAL PAYROLL TAXES AND BENEFITS		444,965	547,685	795,332	995,305	1,167,928

FICA, unemployment and short term disability
Medical, dental obtained as stand alone plans, Life, LTD, STD part of CAS plans
two year wait, for 3% contribution

TOTAL PERSONNEL SERVICE COSTS

20.00	1,630,965	2,365,255	3,051,758	3,724,142	4,304,461
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CONTRACTED SERVICES

Accounting / Audit		20,000	20,000	20,000	20,000	20,000
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\$10,000 external auditing fee and \$10,000 fee for fiscal, payroll, accounts payable

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected
Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900
Total Expenses	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
Net Income (Before Cash Flow Adjustments)	323	1,732	35	1,625	72
Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
Legal	5,000	5,000	5,000	5,000	5,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	1,000	1,000	1,000	1,000	1,000
Payroll Services	-	-	-	-	-
Special Ed Services	28,800	42,000	53,280	63,600	72,960
Titlement Services (i.e. Title I)	10,000	10,000	10,000	10,000	10,000
Other Purchased / Professional / Consulting	5,500	6,000	6,000	6,000	6,000
TOTAL CONTRACTED SERVICES	70,300	84,000	95,280	105,600	114,960

SCHOOL OPERATIONS

Board Expenses	2,000	2,000	2,000	2,000	2,000
Classroom / Teaching Supplies & Materials	15,000	23,625	26,770	40,775	41,000
Special Ed Supplies & Materials	10,000	10,000	10,000	10,000	10,000
Textbooks / Workbooks	24,000	12,000	12,000	12,000	22,000
Supplies & Materials other	10,000	10,000	10,000	10,000	10,000
Equipment / Furniture	20,000	10,000	10,000	10,000	10,000
Telephone	8,000	8,000	8,000	8,000	8,000
Technology	48,000	8,000	9,000	17,000	17,000
Student Testing & Assessment	2,500	2,500	2,500	2,500	2,500
Field Trips	1,000	1,000	1,000	1,000	1,000
Transportation (student)	5,000	5,000	5,000	5,000	5,000
Student Services - other	-	-	-	-	-
Office Expense	16,000	17,600	19,360	21,296	23,426
Staff Development	5,000	5,000	5,000	5,000	5,000
Staff Recruitment	1,000	1,000	1,000	1,000	1,000
Student Recruitment / Marketing	2,500	2,500	2,500	2,500	2,500
School Meals / Lunch	87,841	126,643	160,655	191,773	219,996
Travel (Staff)	500	500	500	500	500
Fundraising	2,000	2,000	2,000	2,000	2,000
Other	3,600	4,375	5,550	6,625	7,600
TOTAL SCHOOL OPERATIONS	263,941	251,743	292,835	348,969	390,522

FACILITY OPERATION & MAINTENANCE

Insurance	35,000	35,700	36,414	37,142	37,885
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	375,000	546,875	657,750	718,125	792,000
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	75,000	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	485,000	582,575	694,164	755,267	829,885

DEPRECIATION & AMORTIZATION

	-	-	-	-	-
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\$1500 per special ed student for additional supportive services, OT PT

\$125 per student for art, music and class supplies, extra supports, books, visuals, training materials
First year includes bulk purchases of workbooks and instructional material

\$5000 per class

\$6000 per class room, 5 desk tops and 10 lap tops, cabling, server, network
\$500 per class for assessments and data collection
early grades will have local field trips
to be determined by standard DOE bus routes and addresses of students

postage, , paper, and office supplies, \$50 per student and \$10,000 copier lease
Training, meetings,
ads
ads, community outreach, newspapers, mailings, meetings
DOE breakfast and lunch reimb for students at FRL rates

uniforms for students. \$25/student

estimate from AON including workmans comp

Leasing classroom space from CAS, all inclusive
JANITORIAL, MAINT AND REPAIRS, AS IN KIND CONTRIB

INCLUDED IN LEASE
INCLUDED IN LEASE

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,475,528	3,310,304	4,159,072	4,935,604	5,639,900
Total Expenses	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
Net Income (Before Cash Flow Adjustments)	323	1,732	35	1,625	72
Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013	2014	2015	2016	2017
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000		
TOTAL EXPENSES	2,475,206	3,308,573	4,159,037	4,933,979	5,639,828
NET INCOME	323	1,732	35	1,625	72

DESCRIPTION OF ASSUMPTIONS

**Children's Aid Society Community Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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DESCRIPTION OF ASSUMPTIONS

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Actual Student Enrollment	120	175	222	265	304
Total Paid Student Enrollment	-	-	-	-	-

Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
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ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	120	175	222	265	304
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	120	175	222	265	304
REVENUE PER PUPIL	20,629	18,916	18,735	18,625	18,552
EXPENSES PER PUPIL	20,627	18,906	18,734	18,619	18,552

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	323	1,732	35	1,625	72
Beginning Cash Balance	-	323	2,054	2,089	3,714
ENDING CASH BALANCE	323	2,054	2,089	3,714	3,786

Grand Total	\$2,045,981	\$3,019,758	\$3,830,779	\$4,572,776	\$5,245,751
YTY \$ increase		\$973,777	\$811,021	\$741,998	\$672,975
YT % increase		48%	27%	19%	15%

Total Revenue PP	17,050	17,256	17,256	17,256	17,256
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	Year One	Year 2	Year 3	Year 4	Year 5
State	1,886,342	2,750,916	3,489,733	4,165,673	4,778,734
Federal	159,638	268,842	341,045	407,104	467,017
	2,045,981	3,019,758	3,830,779	4,572,776	5,245,751

	Per Student	Year One	Year 2	Year 3	Year 4	Year 5
TEXTBOOKS	58.25					
software	14.95					
library books	6.25					
	79.45	9,534	13,904	17,638	21,054	24,153
ERATE	\$275	33,000	0	0	0	0
or erate	24.2					

Free and reduced lunch revenue project daily 92% of students will receive breakfast and lunches, per DOE

breakfast	1.46
lunch	2.68
	4.14

# school days from DOE		190	190	190	190	190
annual DOE reimbursed amt		786.6	786.6	786.6	786.6	786.6
#students 92%		110.4	161	204.24	243.8	279.68
perent RFL LUNCHES		86,841	126,643	160,655	191,773	219,996

Students Per Year	120	175	222	265	304
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Teacher : student ratio	8.00	7.45	6.94	6.63	6.47
Total staff: student ratio	6.0	6	6	6	6

Projected

Staff Positions	Annual Salary FTE	Year 1	Year 2	Year 3	Year 4	Year 5:
-Grade Cohort Instructional Leader 75-80k	78,000	0	1	2	2	2
-Grade Level Lead Teachers 65-70k	68,000	2	3	4	5	6
-Two teachers per class per grade 60-65k	64,000	6	9	12	15	18
Sp Ed 1 per grade, and Lead Sp Ed Teacher	65,000	1	2	3	4	5
SP Ed Lead Teacher	73,000	1	1	1	1	1
ELL Staff	60,000	0	0.5	1	2	2
Lead ELL	68,000	1	1	1	1	1
School Aides (1 per class, K-2) 30k	30,000	4	6	8	10	12
Total Teaching Staff		15	23.5	32	40	47
Principal/Head Of School	125,000	1	1	1	1	1
Data Analyst	41,000	1	1	1	1	1
Operations Director	100,000	1	1	1	1	1
Business Manager (working w CAS admin)	45,000	1	1	1	1	1
Admin Staff	30,000	1	1	2	3	3
Nurse* provided by CAS Health by Year 4	85,000	0	0	0	0	0
Total Professional Staff		5	5	6	7	7
Total Staff		20	28.5	38	47	54



Staff Positions	Annual Salary FTE	Year 1	Year 2	Year 3	Year 4	Year 5:	FTE
-Grade Cohort Instructional Leader 75-80k	78,000	0	78,000	156,000	156,000	156,000	1
-Grade Level Lead Teachers 65-70k	68,000	136,000	204,000	272,000	340,000	408,000	
-Two teachers per class per grade 60-65k	64,000	384,000	576,000	768,000	960,000	1,152,000	
Sp Ed 1 per grade, and Lead Sp Ed Teacher	65,000	65,000	130,000	195,000	260,000	325,000	
SP Ed Lead Teacher	73,000	73,000	73,000	73,000	73,000	73,000	
ELL Staff	60,000	-	30,000	60,000	120,000	120,000	
Lead ELL	68,000	68,000	68,000	68,000	68,000	68,000	
School Aides (1 per class, K-2) 30k	30,000	120,000	180,000	240,000	300,000	360,000	
Total Teaching Staff		846,000	1,339,000	1,832,000	2,277,000	2,662,000	
			1,389,370	1,895,720	2,357,310	2,753,860	
Principal/Head Of School	125,000	125,000	125,000	125,000	125,000	125,000	
Data Analyst	40,000	40,000	40,000	40,000	40,000	40,000	
Operations Director	100,000	100,000	100,000	100,000	100,000	100,000	
Business Manager (working w CAS admin)	45,000	45,000	45,000	45,000	45,000	45,000	
Admin Staff	30,000	30,000	30,000	60,000	90,000	90,000	
Total Professional Staff		340,000	340,000	370,000	400,000	400,000	
Total Staff		1,186,000	1,679,000	2,202,000	2,677,000	3,062,000	
POTENTIAL COST OF 3% PERFORMANCE AWARDS			50,370	63,720	80,310	91,860	

Fringes and Payroll Taxes

Annual Med and Dental premium		10,833.00
minimum of two staff on policy starts in Jan 2012		2.00
		21,666.00
	half year	16,249.50
Life and LTD	0.30%	412.5
Total Fringes without payroll taxes		16,662.00
FICA and unemployment	13.30%	18,288
		18,288
Annual percentage of salaries		36,575
<u>Total Fringes</u>	-	<u>34,949.50</u>
Fringe benefit rate		25%

Staff Positions	Annual Salary	FTE	Year 1
-Grade Cohort Instructional Leader 75-80k	80,000	-	0
-Grade Level Lead Teachers 65-70k	70,000	2	140,000
-Two teachers per class per grade 60-65k	65,000	6	390,000
Specials - Arts, PE/Health, Communication (60,000	-	-
Sp Ed 1 per grade, and Lead Sp Ed Teacher	65,000	1	65,000
SP Ed Lead Teacher	75,000	1	75,000
ELL Staff	55,000	-	-

Lead ELL	65,000	1	65,000
School Aides (1 per class, K-2) 30k	30,000	4	120,000
Total Teaching Staff		15	855,000
Principal/Head Of School	110,000	1	110,000
	45,000	0	-
	55,000	0	-
Assessment Director (Year 2) 75-80k	80,000	0	-
Data Analyst	40,000	1	40,000
Operations Director	50,000	1	50,000
Business Manager (working w CAS admin)	45,000	1	45,000
Admin Staff	30,000	1	30,000
Nurse* provided by CAS Health by Year 4	85,000	0	-
Total Professional Staff		5	275,000
Total Staff		20	1,130,000

Year 1

Staff Totals	20
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175	222	265	304
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Year 2	Year 3	Year 4	Year 5:
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80,000	80,000	160,000	160,000
210,000	280,000	350,000	420,000
585,000	780,000	975,000	1,170,000
-	-	-	-
130,000	195,000	260,000	325,000
75,000	75,000	75,000	75,000
27,500	55,000	110,000	110,000

65,000	65,000	65,000	65,000
180,000	240,000	300,000	360,000
1,352,500	1,770,000	2,295,000	2,685,000
110,000	110,000	110,000	110,000
-	-	-	-
-	-	-	-
80,000	80,000	80,000	80,000
40,000	40,000	40,000	40,000
50,000	50,000	50,000	50,000
45,000	45,000	45,000	45,000
30,000	60,000	90,000	90,000
-	-	-	-
355,000	385,000	415,000	415,000
1,707,500	2,155,000	2,710,000	3,100,000

Year 2	Year 3	Year 4	Year 5:
29.5	38	48	55

Attachment 31 (b) – Budget Narrative

The budget assumptions and projections for The Children’s Aid Society Community Charter School (“CAS-CCC”) are conservative and based upon the educational elements and design of the school, and the working budgets of established charter schools. The startup, 1 year, 5 year and cash flow projections include the following 4 major assumptions:

- (1). The President and CEO of Children’s Aid, Richard Buery, is committed to using the resources of Children’s Aid, including its Development Department, to raise the startup funds needed during the initial development of the school. CAS is committed to make up for shortfalls as necessary to cover the fundraising assumptions.
- (2). The Fiscal Department of Children’s Aid will serve as a fiscal support and operational system during the schools initial development. Financial decisions and approvals will remain with CAS-CSS at all times. Until the School receives its charter and incorporation, the payroll, accounts payable, cash management and office supports will be provided by Children’s Aid.
- (3). Prior to the school’s opening, the Principal and Operations Officer will carry the primary responsibility for development of the school's instructional and human infrastructure. The major expenses during this phase will be salaries and fringes for the two staff, outreach and advertising for students and teachers as well as instructional development with professional organizations selected to match the school’s model of success.
- (4). The five year operating plan assumes that the Children’s Aid Society will provide in-kind services to enhance the instructional program and provide needed family supports to insure academic success. These services are key to the ability of the child to succeed in school and include case workers, medical and dental services.

The financial plan for the school assumes successful fund raising efforts over the five years, but does not assume State, local or Federal funding beyond the enrollment based categorical aid provided for by law. Children’s Aid is committed to the success of the CAS Community Charter School. If fundraising efforts fall below expectations, Children’s Aid is committed to offsetting these losses during the school's development.

Revenue and Expense Projections

The revenue assumptions are conservative. During the first year NYC DOE per pupil funding is assumed to remain flat at 2009-10 levels and continues at this flat rate through the five year period.

Excess cost aid related to the special education population is also based on 2009-10 levels that are frozen during the 5 year period. The school’s enrollment process will intentionally target at risk children and families. The number of special education students, although likely to be higher than CSD 12's, is projected at the district’s current rate of 16%. The majority of these students (61%) are assumed to require less intensive services, while the remainder would require special educational support services for more than 60% of their instructional time.

While the Children’s Aid Society has a strong track record in obtaining governmental grants from a variety of sources, including State and City DOE, DYCD and OCFS, the budget assumes no such funding. For example, CAS-CCS will apply for a Charter School Program (CSP) grant for start-up and initial years’ operations, but the budget does not include any funds from CSP as anticipated revenue. If awarded, the

budget will be modified to assign expenditures allowed under this source and to reallocate other available funds to educational components of CQA's design (e.g. additional instructional and instructional support staff).

Expenses

Expenses are based the academic program, facilities costs, and salaries which are designed to attract and retain the best teachers. Each classroom will be staffed with two full time, certified teachers. Fringe benefits will include a generous medical and dental plan, with no matching premium payments required of the employees.

A defined contribution pension plan will be offered after a full year's service, at 3 percent of salary. This contribution will be made at the end of the school year. The budget includes funding for incentives and

Attachment 31 (c) – Financial Planning

The Children’s Aid Society Community Charter School

Fiscal Policies and Operating Procedures

INTRODUCTION

This manual has been prepared to document the internal accounting procedures for The Children’s Aid Society Community Charter School (the “CAS Charter School” or “School”). Its purpose is to ensure that finances are managed with responsible stewardship, that financial statements are in conformity with generally accepted accounting principles, and that assets are safeguarded.

All personnel with a role in the management of CAS Charter School’s fiscal operations are expected to uphold the policies in this manual. It is the intention of CAS Charter School that this accounting manual serve as our commitment to proper, accurate financial management and reporting.

ACCOUNTING AND REPORTING

CAS Charter School uses a fully integrated computerized accounting and financial management system developed by Great Plains for use by nonprofit organizations and government agencies. Included in this system is a general ledger module that produces profit & loss statements, balance sheets, trial balances, journals and ledgers, a fixed asset module that generates fixed asset reports and calculates depreciation, and an accounts payable module that produces checks after invoices are entered and authorized for payment. The system also produces cash receipts, cash disbursements, and expense journals and posts them to the general ledger.

CAS Charter School operates on a fiscal year ending June 30. All accounting records for the School are maintained on the accrual basis of accounting.

During each month, the School’s fiscal staff are responsible for posting the period’s transactions to the general ledger and preparing the financial statements. In preparation for the monthly financial closings, fiscal staff will ensure that the following tasks have been completed:

- The Accounts Payable ledger for the prior month is closed;

- All payroll entries have been booked;
- Required expense and/or revenue accruals are established;
- Monthly journal entries are prepared;
- Bank accounts and other general ledger accounts are reconciled;
- General ledger activity and posting adjusting journal entries have been reviewed; and
- Financial statements can be generated.

Within 45 days of the end of a fiscal quarter, fiscal staff will issue financial reports that include:

1. Profit and Loss (P&L) statements that compare budget to actual results on a year-to-date basis for CAS Charter School;
2. A balance sheet; and
3. A narrative that includes highlights of the prior quarter and fiscal year-to-date, as well as analysis of critical fiscal operating areas.

BUDGETING

The CAS Charter School will develop an annual operating budget, typically beginning in the third quarter of the fiscal year. The budget will establish the school's spending priorities and the spending authority needed to operate the school. The budget will be based on reasonable assumptions and will realistically anticipate the timing of actual cash flows and outflows. Major assumptions for the budget include: projected enrollment and student needs, academic program support, staffing, the level of wages and benefits, and facility costs. Other essentials and program priorities will also be considered.

The budget will be developed by members of CAS Charter School's Operations Director, Principal, fiscal and program staff, and it will be reviewed and approved by its board of trustees.

REVENUE

The accounting system has been designed to ensure that all revenues and receipts are controlled and recorded. The system includes processes for:

- Receiving and securely handling cash receipts;
- Making deposits;
- Recording cash receipts in the general ledger and subsidiary records; and
- Performing month-end reconciliation procedures.

Cash Receipts

All checks are delivered directly to CAS Charter School's offices. The Administrative Assistant opens the mail and delivers any checks to the Director, who immediately restrictively endorses each check, using a stamp that indicates "For Deposit Only," with the School's name and bank account number. The Director then prepares a deposit ticket and makes a copy for the files, along with a copy of each check received, which is attached to all supporting documentation. The Director assigns the appropriate account number based on funding source and funding restrictions and updates the check deposit log.

The Administrative Assistant takes the completed deposit slip and endorsed check to the bank within twenty-four hours of receipt. Deposits that cannot be taken to the bank are kept in a locked safe, access to which is restricted to the Director.

The Administrative Assistant receives a validated deposit slip that is then returned to the Director, who compares it to the duplicate deposit slip amount to ensure that the entire deposit was in fact deposited. The validated deposit slip is then filed in the month's cash receipts binder and a copy is forwarded to fiscal staff at the end of the month so that it can be recorded in the general ledger. Fiscal staff will review the documentation and coding to ensure that it is recorded to the appropriate cost centers.

Fiscal and program staff will determine whether there are any restrictions on funds received from foundations, corporations and/or individuals. Together they will review any contracts or other documentation to confirm any donor-imposed restrictions such as passage of time or specific use. If there are restrictions, the revenue will be considered Temporarily Restricted and recorded as such in the P&L Statements and the Balance Sheet. When the restrictions are met, the contributions will be reclassified from temporarily restricted to unrestricted and recorded as earned revenue.

Government Funding

Most government funds are received electronically (EFT) and go directly into the School's bank account. These amounts are subsequently recorded in Great Plains by journal entry using the appropriate account codes.

When government checks are received by mail, they are given to fiscal staff who reviews them and determines the appropriate account codes. These codes are marked on the copies of the checks, and the checks are included in the daily cash deposits. Receipts are deposited into the School's operating account unless a separate bank account is maintained.

PURCHASES, ACCOUNTS PAYABLE, AND DISBURSEMENTS

Invoices and all other required documentation for purchases are processed by fiscal staff after the invoices are coded and approved by program staff. If any of the fiscal staff receive an invoice directly from a vendor, the invoice will not be directed to program staff

- The appropriate paperwork attached (PO, receiving report and original invoice)
- The appropriate signatures on the paperwork, including at least two signatures on the invoice
- Invoices should be original (no copies or faxes) and may not be "Statements"
- The expense must be appropriate for the program and include the correct coding
- Checks to employees are only for reimbursement of expenses
- Individuals who are paid must provide their social security number so that a 1099 can be issued at year-end

If these requirements are met, the invoice will be entered into Great Plains, which means that the invoice will become a payable in the system. However, the entry is not posted to the relative accounts in Great Plains until the accounts payable department "posts" the entry when the batches are run.

Checks are generally issued by the end of the day, generally in batches of 10 to 15 invoices per batch. After check production, check stubs are attached to the backup and invoices are perforated with a "PAID"

imprint. The check stubs and invoices are given a final review by a senior member of the fiscal staff before the checks are mailed.

Manual payments include checks, cash and credit card payments. These payments are entered in the Great Plains system using the manual payment entry. The authorized fiscal staff enters a payment number, a vendor ID, a payment method and date (the date the payables records are updated). The creation of batches is optional for manual payments. Appropriate backup and authorization must be reviewed before the manual payments are posted to the system. All manual payments by check, cash and credit card should be entered in the system to ensure that duplicate payments are not made during a computer check run.

Petty Cash

A petty cash fund may be established in order to create flexibility to meet emergencies or small expenditures (less than \$50 per item). As a rule, individuals who do not have access to cash receipts or other accounting records maintain the petty cash funds. Petty cash custodians must sign a certificate acknowledging the amount of the fund and their responsibility for any mishandling of funds.

The fund's cash balance is established with an amount sufficient to cover one month of expenses. The fund is typically replenished when the balance drops below 40% of the initial amount. To request that funds be replenished, the custodian prepares a petty cash expense form. A receipt that is dated and itemized must accompany all purchases listed on this form.

When an employee requests a petty cash reimbursement, the petty cash voucher must be signed by the custodian and the individual receiving the money. Petty cash custodians must get a supervisor's signature on the petty cash voucher for their own reimbursements. Receipts must support the petty cash voucher.

FIXED/CAPITAL ASSETS

- Acquisitions of fixed assets exceeding \$500 are deemed to be fixed assets.
- All fixed assets are to be identified, tagged, and entered into the detailed fixed asset ledger.

- On an annual basis, fiscal staff will perform a physical inventory of all capital assets, and the books and records will be reconciled to the results of the physical inventory.
- Leases meeting the criteria for capitalization will be capitalized and depreciated on an annual basis.
- Depreciable assets are carried at the original net acquisition cost. Non-depreciable capital assets (e.g., land) are carried at the original net cost.
- Depreciation guidelines are based on the expected useful life of the asset.
- Disposal of fixed assets occurs only after proper authorization has been given by the Director and funding agency, if applicable.
- Fully depreciated assets remain on the property records with the related accumulated depreciation as long as the property is still in use.

PAYROLL

The payroll process consists of processing payroll and remitting amounts due to employees, the government, and other agencies such as health insurers, retirement plan trustees, etc. CAS Charter School has established a process that:

- Authorizes new employee wages and other payment adjustments to existing employees;
- Prepares payroll checks and ensures the depositing of payroll taxes (via a payroll service);
- Performs month-end reconciliations;
- Prepares quarterly payroll tax returns (payroll service); and
- Prepares W-2s, W-3, and other annual payroll tax returns (payroll service).

CAS Charter School is responsible for ongoing communication with its payroll service (provider to be determined). The payroll service will provide a copy of all the reports along with an electronic file with payroll data to the fiscal staff. The payroll vendor is responsible for calculating and making the electronic deposit of all federal, state and city taxes, preparation of quarterly payroll tax returns and preparation of the annual W-3 Form and W-2 statements. The payroll service is also responsible for submitting documentation supporting all of the payments.

Based on these payroll reports, fiscal staff will prepare payroll journal entries within three business days of the payroll date. In addition, fiscal staff will reconcile quarterly and year-end payroll reports to the payroll expenses in the general ledger.

In addition, all School staff will:

- Ensure all personnel files, salary levels, garnishments, legal judgments, etc., are kept both secure and confidential;
- Every position is supported by a job description and, in the case of a full time position, an employment agreement or offer of employment;
- Completed and signed W-4 forms are retained for four years after the annual employment tax returns are filed;
- All deductions from the employees' payroll are supported by appropriate documentation to authorize each deduction;
- Upon hiring, School staff examines and maintains all required information verifying the individual's immigration status in the United States;
- Require all employees to prepare time sheets which reflect time and effort;
- Payroll expense per the accounting records is reconciled to payroll as reported on the quarterly payroll tax returns;
- Information regarding newly hired employees is remitted to New York State as required; and
- Fiscal staff will monitor the School's fringe rate and each component to ensure proper deductions, budgeting, accruals, etc.

INSURANCE COVERAGE

On an annual basis, School staff will review with the Board Treasurer the adequacy of the following types of insurance coverage:

- Director and Officers liability
- General liability
- Business travel

- Fire/theft
- Employee fidelity bond
- Hired and non-owned auto
- Professional liability
- Employment practices
- Business interruption insurance

In performing this review, the School's fiscal staff will also review governmental grants and contracts in effect to ensure compliance with any limits stipulated.

Attachment 31 (d) – Fiscal Impact

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)^	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)*	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2012 – 2013	120	13,527	1,623,240	552,288	2,175,528	\$19,133,649,770	0.011%
2013 – 2014	175	13,527	2,367,225	397,595	2,764,820	\$19,707,659,263	0.014%
2014 – 2015	222	13,527	3,002,994	1,009,494	4,012,488	\$20,298,889,041	0.020%
2015 – 2016	265	13,527	3,584,655	1,200,949	4,785,604	\$20,907,855,712	0.023%
2016 – 2017	304	13,527	4,112,208	1,377,692	5,489,900	\$21,535,091,383	0.025%

^Assumes on increase in per pupil allocation.

*Assumes a 3 % annual increase from the 2012-2013 New York City DOE budget base of approximately \$19 billion.



THE CHILDREN'S AID SOCIETY COMMUNITY CHARTER SCHOOL

Pro-Forma insurance estimate - Year 1



Subject to completed applications and data and full underwriting review. Carrier TBD, but A-rated

Date Prepared: 02/04/2011

COVERAGES	LIMITS	ESTIMATED PREMIUMS
Commercial Property		\$1,500
- Business Personal Property	\$250,000	
- Business Interruption	Actual Loss Sustained	
- EDP Equipment	\$100,000	
- Replacement Cost		
- Agreed Valuation		
- Special Form		
- Enhancement Endt		
Commercial Automobile		\$800
- Hired & Non-Owned Liability	\$1,000,000	
- Hired Car Physical Damage	\$35,000	
- \$1,000 Deductible; Comp / Coll		
Commercial General Liability		\$6,500
- Per Occurrence	\$1,000,000	
- Annual Aggregate	\$2,000,000	
- Personal / Advertising Injury	\$1,000,000	
- Medical Payments	\$10,000	
- Tenant's Legal Liability	\$1,000,000	
- Employee Benefits Liability		
- Each Claim	\$1,000,000	
- Aggregate	\$1,000,000	
- Deductible / per claim	\$1,000	
- Abuse & Molestation	\$1,000,000	
- Deductible / per claim	TBD, if any	
- Educator's Legal Liability	\$1,000,000	
- Deductible / per claim	TBD, if any	
- Rating Basis	100 enrollees, K-1	
Umbrella Liability		\$14,500
- Per Occurrence	\$10,000,000	
- Annual Aggregate	\$10,000,000	
- Self-Insured Retention	\$10,000	
- Schedule of Underlying Coverages		
	- General Liability	
	- Employers Liability	
	- Sexual Abuse / Molestation	
	- Professional Liability	
	- Commercial Automobile	

Note: Objective would be to have \$10M limit fully available to Abuse & Molestation and Professional Liability coverages



THE CHILDREN'S AID SOCIETY COMMUNITY CHARTER SCHOOL

Pro-Forma insurance estimate - Year 1



Subject to completed applications and data and full underwriting review. Carrier TBD, but A-rated

Date Prepared: 02/04/2011

COVERAGES	LIMITS	ESTIMATED PREMIUMS
Worker's Compensation		
	Statutory	\$2,600
- Employers Liability	\$1M / \$1M / \$1M	
- Volunteers as Employees		
- Rating Basis (10 employees x \$50,000 annual salary)	\$500,000 payroll	
Director's & Officer's Liability		
		\$5,500
- D&O Liability	\$3,000,000	
- Employment Practices Liability	Included	
- Retention	\$25,000	
Commercial Crime		
	\$1,000,000	\$1,000
Fiduciary / Pension Trust Liability		
	\$1,000,000	\$1,000
Student Accident Coverage		
		\$500
- Accidental Medical Expense	\$25,000	
- Accidental Dental	Included	
- Deductible	Nil	
- Accidental Death	\$15,000	
- Accidental Dismemberment	\$50,000	
- AD&D Aggregate	\$500,000	
- Benefit Period	3 years	
- Type of Coverage	Excess	
- Emergency Medical Evacuation	\$25,000	
- Repatriation	\$25,000	
Student Accident - Catastrophic		
		\$750
- Medical Expense	\$1,000,000	
- Home Health Care	\$25,000	
- Accidental Dental Expense	Included	
- Deductible	Excess of \$25,000 Primary	
- Benefit Period	10 years	
TOTALS		\$34,650

This estimate does not constitute an insurance contract, nor does it amend, extend or alter coverage afforded under any other policies.

Attachment 33 – Fiscal Audits

The Children's Aid Society Community Charter School will hire an independent, certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement, and income statement, pursuant to Education Law § 2854(1)(c). This audit shall be included in the School's Annual Report. Additionally, the CPA will audit the School's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General. Funding for auditing services is included in the School's financial plan.

Attachment 34 – Board By-Laws

ARTICLE I

NAME

The name of the not-for-profit corporation is The Children’s Aid Society Community Charter School (hereinafter the “Corporation”).

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members pursuant to applicable law shall vest in the Corporation’s board of directors, to be known as the Board of Trustees (hereinafter, the “Board”). Actions which would otherwise require approval by a majority of all members pursuant to applicable law shall instead require approval by a majority of the Voting Trustees (as defined below) of the Board. Actions which would otherwise require approval of all members pursuant to applicable law shall instead require approval by all of the Voting Trustees.

ARTICLE III

BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise all powers of the Corporation, subject to the limitations of the Corporation’s Charter, these By-laws and applicable law, including, without limitation, the New York Education Law, as amended from time to time (the “Education Law”), and the New York Not-for-Profit Corporation Law, as amended from time to time (the “N-PCL”). The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the limitations set forth in the immediately preceding paragraph, the Board shall have the power to, among other things:

1. To remove Trustees and fill vacancies on the Board of Trustees;
2. To appoint and remove officers, agents and employees of the Organization; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Organization, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Organization;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Organization may engage;
6. To act as trustee under any trust incidental to the Organization's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Organization Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not less than 5, nor more than 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these By-laws. The Board shall also fix the exact number of the Trustees who shall be designated as voting Trustees and entitled to vote on issues before the Board or any Board Committee (as defined below) (subject to Section F of Article IV of these By-laws) (each, a "Voting Trustee"); provided that at least five (5) Trustees must be Voting Trustees.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Voting 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.
2. Parent. One Trustee position on the Board is reserved for a parent.
3. Qualifications. All Trustees must be qualified for office in accordance with the written standards of the Organization, these Bylaws, and applicable provisions of the Education Law and the Not-for-Profit Corporation Law.
4. Eligibility. The Board may elect any person, who is at least eighteen (18) years old and who the Board believes will serve the interests of the Corporation effectively.
5. Interested Persons. Not more than forty percent (40%) of the Voting Trustees may be interested persons. As used in these By-laws, "interested person" shall mean: Any person currently being compensated by the Corporation, whether as a full-time or part-time employee, independent contractor or otherwise.
6. Term of Office.
 - a. The Trustees elected or appointed shall be divided into two (2) classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - b. The terms of office of the Trustees initially classified shall be as follows: (i) that of the first class shall expire at the next Annual Meeting of the Board; and (ii) that of the second class at the second succeeding Annual Meeting of the Board. Following the expiration of these designated terms, the term of each Trustee shall begin on the date of the Trustee's election or such other date agreed upon by a majority of the Board and shall continue for two (2) years, except the term of any Trustee who is a parent or legal guardian of a child enrolled in the Corporation shall be one (1) year.
 - c. The term of office of a Trustee elected to fill a vacancy in these By-laws shall begin on the date of the Trustee's election or such other date agreed upon by a majority of the Board and shall continue: (1) for the balance of the unexpired term in the case of a

vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or these By-laws or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected, whether by amendment of the Corporation's Charter or these By-laws or other Board action.
 - f. Subject to Section F of Article IV of these By-laws, if a Trustee is designated as a Voting Trustee, such Trustee shall not be reclassified as a non-voting Trustee during such Trustee's term of office, whether by amendment of the Corporation's Charter or these By-laws or other Board action.
5. Time of Elections. The Voting Trustees of the Board shall elect Trustees (a) at the Annual Meeting, (b) at a Regular Meeting designated for that purpose, or (c) at a Special Meeting called for that purpose.

D. Removal of Trustees. Any Trustee may be removed in accordance with the applicable provisions of the Education Law and Not-for-Profit Corporate Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair (as defined below) or Secretary (as defined below). Such resignation shall become effective on the date specified in such notice, but not more than sixty (60) days from the date upon which the notice is given. No resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled in accordance with these By-laws.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. The Board of Trustees may elect Trustees to fill any vacancy on the Board, in accordance with these Bylaws and applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses incurred while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in principal office on the copy of these By-laws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other place as the Board may designate.

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 that comes before the Board.

C. Regular Meetings. A minimum of ten (10) regular meetings of the Board shall be held at such time, date and place as may be determined by the Trustees. D. Special Meetings. A Special Meeting shall be held if called by the Chair or if called by any Trustee upon written demand of not less than 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.

1. Notice to Public of Board Meetings. Public notice of Board meetings shall be given and shall comply with Article 7 of the New York Public Officers Law, as amended from time to time (the "Public Officers Law").

2. Notice to Trustees of Board Meetings. Notices of Board Meetings shall be given to the Trustees as follows:

a. Notices of the hour, date and place of the Annual Meeting shall be given by the Chair to each Trustee at least thirty (30) days before the Annual Meeting;

b. Notices of Regular Meetings shall be given to all Trustees at least ten (10) days in advance and in the same manner as required for notice of Annual Meetings;

c. Annual Meetings and Regular Meetings may be held without notice to the Board if these By-laws or the Board fix the time and place of such meetings; and

d. Special Meetings may be held upon four (4) days notice if notice is delivered by first-class mail or forty-eight (48) hours notice if notice is delivered personally or by telephone, facsimile, or e-mail.

Notices will be deemed given to the Trustees when (i) deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, and sent first-class postage prepaid; (ii) personally delivered in writing to the recipient; or (iii) faxed, e-mailed, or

communicated orally, in person or by telephone, to the recipient or to a person whom it is reasonably believed will communicate it promptly to the recipient.

G. Waiver of Notice. A written waiver of notice, signed by the Trustee entitled to notice, whether before or after the time of the meeting referred to in such waiver, shall be deemed equivalent to notice. Neither the business to be transacted at, nor the purpose of any meeting of the Board need be specified in any written waiver of notice thereof. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law.

H. Organization. At each meeting of the Board, one of the following shall act as chairperson of the meeting and preside, in the following order of precedence:

1. the President;
2. a Vice President (in the order designated by the Board in the event there is more than one Vice President);
3. any Trustee chosen by a majority of the Trustees present at the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by applicable law, a majority of the Voting Trustees shall constitute a quorum for the transaction of any business at a meeting of the Board.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by applicable law, the Corporation's Charter or these By-laws, the vote of a majority of the Voting Trustees present at any such meeting at which a quorum is present shall be necessary for the passage of any resolution or act of the Board. If at any meeting of the Board there shall be less than a quorum present, a majority of the Voting Trustees present thereat may adjourn the meeting from time to time until a quorum is obtained.

2. Board Participation by Other Means. In all events (except as set forth under Article III.C.1), a quorum of Voting Trustees must be present to lawfully conduct a Board meeting of the Corporation. Additional Trustees may participate in a Board meeting through use of video-conferencing equipment and, once a quorum is present and to the extent permitted by Article 7 of the Public Officers Law, via conference telephone, or similar communication equipment so long as all Voting Trustees participating in such meeting make up a quorum and can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by

live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may, by resolution passed by a majority of the Voting Trustees, create one (1) or more additional Committees (each, a "Committee") for any purpose. A Committee will consist of not less than three (3) Voting Trustees; provided; however, that an executive committee shall consist of at least five (5) Voting Trustees. Any such Committees shall serve at the pleasure of the Board and shall keep regular minutes of their proceedings and report the same to the Board when so requested by the Board. The Chair of the Board shall designate the chairs of such Committees. The Board may, by resolution passed by a majority of the Voting Trustees, designate one or more Trustees as alternate members of any Committee, who may replace any absent member or members at any meeting of such Committee.

2. Authority of Board Committees. The Board may, by resolution passed by a majority of the Voting Trustees, delegate to a Board Committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any Committee which has the authority of the Board;
- c. The amendment or repeal of By-laws or the adoption of new By-laws;
- d. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable; and
- f. The appointment of other Committees of the Board, or the members of the Committees.

3. Procedures of Committees. The Board may, by resolution passed by a majority of the Voting Trustees, prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee shall be governed by the provisions of these By-laws with respect to the calling of meetings, including compliance with Article 7 of the Public Officers Law.

4. Standing Committees. The following Board Committees shall be created:

- a. Executive. This Committee shall set Board direction, evaluate the Board's effectiveness, and nominate new trustees. Subject to Article VI.C.2 of these By-laws, in between meetings of the Board, the Executive Committee may transact such business of the Corporation as the Board may authorize.
- b. Finance. This Committee shall oversee and present the budget, accounting, and audits.
- c. Student Learning and Achievement. This Committee shall monitor the academic achievement of the Corporation's students using assessment data, grades, and attendance and monitor the effectiveness of the community to provide a successful and sustainable learning environment for children using data from CAS supportive services.
- d. Evaluation Committee. This Committee shall conduct the annual performance evaluation of the Corporation's Principal and Operations Director.
- e. Grievance Committee. This Committee shall hear any grievances presented against the School that may be brought to the Board.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties to be performed as a member of any Committee if such Trustee serves on a 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 exercise under similar circumstances. 2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith and with that degree of care specified in Article VI.D.1 of these By-laws. A Trustee will not be deemed to have acted in good faith if the Trustee had knowledge, or would have had knowledge after reasonable inquiry if circumstances indicated

reasonably inquiry should have been made, that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Article VI.D.1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Each Trustee has the right to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided further 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 law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion on all issues before the Board or any Board Committee and every Voting Trustee has the right to 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: 1) a self-dealing transaction (as defined in Article XI hereof); 2) a conflict of interest, 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by applicable law to be open to the public, including discussions and votes which take place at any Executive Sessions (as such term is defined in Article 7 of the Public Officers Law) of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers. The Officers of the Corporation shall consist of a Chair, a Secretary (hereinafter, "Secretary"), and a Chief Financial Officer (hereinafter, "Treasurer"). The Corporation also may have one or more Vice Chairs (hereinafter, "Vice Chair" or "Vice Chairs") and such other officers as the Board, by resolution of a majority of the Voting Trustees, deems advisable.

B. Authority and Duties. All Officers of the Corporation shall have such authority and perform such duties in the management of the Corporation as may be provided in these By-laws or, to the extent not so provided, by resolution of a majority of the Voting Trustees:

1. Chair. The Chair shall have general supervision of the affairs of the Corporation and shall keep the Board fully informed and shall freely consult with them concerning the activities of the Corporation. He or she shall perform such other duties as shall from time to time be assigned to him or her by the Board. The Chair shall be an ex officio member of each Board Committee.

2. Vice Chair(s). The Vice Chairs, if any, shall have such powers and duties as may be assigned to them by the Board. In the absence of the Chair, the Vice Chairs, or if there is more than one, the Vice Chairs in the order designated by the Board, shall in general perform the duties of the Chair.

3. Secretary. The Secretary shall: a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; b) keep or cause to be kept a copy of the Corporation's Charter and By-laws, with amendments; c) give or cause to be given notice of the Board and Board Committee meetings as required by these By-laws; and d) perform all other duties incident to the office of Secretary and such other duties as from time to time may be prescribed to him or her by the Board, the President or these By-laws.

5. Treasurer. The Treasurer shall: a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; b) make the books of account available at all times for inspection by any Trustee; c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; d) disburse or cause to be disbursed the Corporation's funds as the Board directs; e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and g) perform all other duties incident to the office of Treasurer and such other duties as from time to time may be prescribed to him or her by the Board, the Chair or these By-laws.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at (a) the Annual Meeting; (b) a Regular Meeting designated for that purpose; or (c) at a Special Meeting called for that purpose. Notwithstanding the preceding sentence, Officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer shall serve at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract with the Corporation. Any Officer may resign at any time by giving written notice to the Board. Such resignation shall become effective no less than sixty (60) days from the date upon which such notice is given to the Board; provided, however, the Board, in its sole discretion, may accept the resignation as effective upon an earlier date.

ARTICLE IX

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE X

RELATED PARTY TRANSACTIONS

A. Related Party Contracts or Transactions. No contract or other transaction between the Organization and one or more of its Trustees or officers, or between the Organization and any other corporation, firm, association or other entity in which one or more of its Trustees or officers are trustees, directors or officers, or have a substantial financial interest, shall be either void or voidable for this reason alone or by reason alone that such Trustee or Trustees or officer or officers are present at the meeting of the Board, or a Board committee, which authorizes such contract or transaction, or that his, her or their votes are counted for such purpose if the material facts as to such Trustee's or officer's interest in such contract or transaction and as to any such common trusteeship, directorship, officership or financial interest are disclosed in good faith, or known to the Board or Board committee, and the Board or Board committee authorizes such contract or transaction by a vote sufficient for such purpose without counting the vote or votes of such interested Trustee or officer.

B. When Avoidable. If there was no such good faith disclosure to, or knowledge of, the Board or Board committee which authorized such contract or transaction, as set forth above, or if the vote of such interested Trustee or officer was necessary for the authorization of such contract or transaction at a meeting of the Board or Board committee at which it was authorized, the Organization may avoid the contract or transaction unless the party or parties thereto shall establish affirmatively that the contract or transaction was fair and reasonable as to the Organization at the time it was authorized by the Board or Board committee.

C. Quorum. Common or interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board or Board committee which authorizes such contract or transaction.

D. Additional Obligations. Each Trustee and officer of the Organization shall comply with the Organization's Conflicts of Interest Policy and Code of Ethics.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of each year, unless changed by resolution of a majority of the Voting Trustees.

B. Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render the Corporation liable in any respect.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Principal of the Corporation or the Treasurer, except in cases involving an amount greater than \$5,000 in which two authorized signatures are required.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws 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 By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict 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 Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal

influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. E. Interpretation of Charter. Whenever any provision of these By-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Voting Trustees may adopt, amend or repeal these By-laws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of The Children's Aid Society Community Charter School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

Secretary

Attachment 35 – Code of Ethics

The CAS-CCS is committed to the highest standards of integrity, accountability, and excellence for its Trustees, officers and employees. The purpose of this Code of Ethics (“Code”) is to establish rules and expectations regarding the ethics and conduct of The Children’s Aid Society Community Charter School (CAS-CCS) Trustees, officers and employees in carrying out their duties on behalf of the School. All Trustees, officers and employees are expected to comply with the letter and spirit of this Code. The CAS-CCS may establish additional principles, rules, or policies from time-to-time.

- The CAS-CCS Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of applicable law, including the New York Education Law, as amended, and the New York Not-for-Profit Corporation Law, as amended, and the school’s charter and By-laws. The Board may delegate aspects of the management 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.
- Trustees, officers and employees shall obey all applicable laws and regulation, and shall act with integrity, honesty, diligence, and good faith.
- Trustees, officers and employees shall make every reasonable effort to ensure that the CAS-CCS assets are used responsibly.
- Trustees, directors, managing members, officers, or employees of CAS-CCS partner organizations shall hold no more than 40 percent of voting seats comprising CAS-CCS Board of Trustees. Trustees shall not be employed by CAS-CSS.
- 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 of and vote on any matter involving such Trustee relating to: 1) a “self-dealing transaction” (as defined below); 2) a conflict of interest; 3) indemnification of that Trustee uniquely; or 4) any other matter at the discretion of a majority of the Trustees.

CAS-CCS shall not engage in any self-dealing transactions, except as approved by the Board in accordance with applicable law. As used in this Code, a “self-dealing transaction” shall refer to (i) a transaction between CAS-CCS and one or more of its Trustees or Officers; (ii) a transaction between CAS-CCS and any other corporation, firm, association or other entity in which one or more of the school’s Trustees or Officers are directors, trustees or officers; or (iii) a transaction between CAS-CCS and any other corporation, firm, association or other entity in which one or more of the school’s Trustees or Officers have a substantial financial interest.

- A CAS-CCS Trustee, officer, or key employee having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board 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 which might reasonably be construed to be adverse to CAS-CCS interest. 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 CAS-CCS, or is an employee, trustee, director, managing member or officer of, or has a significant financial or influential interest in, an entity contracting or dealing with CAS-CCS. Any CAS-CCS Trustee affiliated with any person or entity proposing to do business with the school shall disclose to the Board the nature and extent of such business propositions.
- CAS-CCS ‘s Trustees, officers and employees shall not engage in any activity which might create a conflict of interest, or the appearance of a conflict of interest, with CAS-CCS. A conflict of interest occurs when an individual’s private interests interfere in any way, or even appear to interfere, with the interests of CAS-CCS. A conflict of interest can arise when a Trustee, officer or employee takes action or has an interest that may make it difficult to perform his or her CAS-CCS responsibilities objectively and effectively. Conflicts of interest also can arise when a Trustee, officer, employee or family members of such an individual is in a position to receive improper personal benefits as a result of his or her relationship with CAS-CCS. Each Trustee, officer and employee is expected to avoid any outside activity, financial interest or relationship that would appear to be a conflict of interest. If a Trustee, officer or employee does engage in any such activities, he or she shall write a letter to (i) his or her manager (if such individual is an CAS-CCS employee) who shall then forward such letter on to CAS-CCS’s Secretary; or (ii) the

Board (if such individual is an CAS-CCS officer or Trustee), in each case disclosing all known facts relating to such activities. The Board shall discuss the matter, and the conflict of interest or potential conflict of interest shall be reflected in the Board minutes.

- CAS-CCS 's Trustees and officers shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No trustee, director, managing member, officer, or employee of a for-profit corporation having a business relationship with the school shall serve as voting member of CAS-CCS's Board of Trustees for the duration of such business relationship.
- In no instance shall a trustee, director, managing member, officer, or employee of a for-profit educational management organization having a business relationship with the school serve as a voting member of CAS-CCS's Board of Trustees for the duration of such business relationship.
- CAS-CCS's Trustees, officers and employees shall not use their position with the school to acquire any gift that is not available to a similarly situated person, unless that gift is solely for the benefit of the school.
- CAS-CCS 's Trustees, officers, and employees are prohibited from asking a subordinate, a student, a parent or a legal guardian of a CAS-CCS student to work on or give, whether financially or otherwise, to any political campaign.
- CAS-CCS actively promotes ethical behavior in all of its activities. Employees, officers and Trustees are encouraged to speak to their managers, other personnel or the Board, as appropriate, at any time if there is any doubt about the best course of action in a particular situation. CAS-CCS's Trustees, officers and employees must comply in all respects with all applicable laws. Trustees, officers and employees are required to report violations of law and this Code to their managers, other personnel or the Board, as appropriate. Every reasonable effort will be made to ensure the confidentiality of those furnishing information CAS-CCS will not tolerate retaliation in any form against any person for complaints or reports made in good faith.

- Trustees, officers and employees shall keep private all information that is confidential to the CAS-CCS. Confidential information includes all non-public information that might be harmful to CAS-CCS or any of its projects if disclosed.
- Trustees, officers and employees shall reward and recognize accomplishments without regard to race, gender, family, or other close relationships, sexual orientation or religion.

The Children's Aid Society Community Charter School Board of Trustees will determine appropriate actions to be taken in the event of violations to this Code. 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.

Attachment 36 – Admissions Policy

The Children's Aid Society Community Charter School 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. CAS-CCS 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.

Enrollment Period and Admissions Lottery

During or before January, CAS-CCS will advertise open registration. Families, if they choose, will meet with staff and review the expectations of the CAS-CCS. Interested families will submit applications beginning January 15 until April 1, at which point students will be accepted. If the number of applicants to the CAS-CCS exceeds capacity, a random selection process conducted by an individual unaffiliated with the CAS-CCS will be used to assign spaces as described below. This lottery will be held on or about April 15 annually.

All admitted students, within two to three weeks of the admission lottery, will receive a CAS-CCS enrollment packet. CAS-CCS will encourage parents/guardians and students to sit with a school social worker or the Operations Director to review the required enrollment papers. CAS-CCS will expect all enrollment packets to be returned to the Operations Director within four weeks of notification of admissions. Students who fail to return completed enrollment packets to the Operations Director within four weeks of admissions will forfeit their place in the school, and CAS-CCS will replace the seat in accordance with the appropriate wait-list procedures.

In its first year of operation, CAS-CCS will accept applications for admission to Kindergarten and first grades; approximately 60 students for each grade will be accepted. CAS-CCS will add one grade each year, until it reaches 5th grade. In subsequent years, CAS-CCS will accept 60 new Kindergarten students and replace any students lost through attrition for 1st and 2nd grades. Considering our assumptions for attrition, CAS-CCS will reach capacity of approximately 304 students by our fifth year. Should the school

experience higher attrition than anticipated, CAS-CCS may enroll additional students to the extent supported by CAS-CCS's maximum capacity.

Targeting the At-Risk student population

CAS-CCS applies the following definition to students at risk for academic failure:

- Students who are or have ever been enrolled in the child welfare system
- Students in single parent/care giver homes
- Students coming from homes below self-sufficiency standards
- Students who are English Language Learners
- Students who did not attend a full-day Kindergarten (for first grade applicants)

In the event of CAS-CCS receiving more applications than seats available, a weighted lottery will take place. Students who fall into each of the at risk categories will be given an additional chance in the lottery. For example, a potential first grade student may receive up to 6 "chits" in the lottery bin for each of the at-risk categories; another may receive 1 "chit" for applying and not being at risk for academic failure as CAS-CCS has defined it.

Admission preference shall be granted to applicants in the following manner:

- First preference – returning CAS-CCS students will automatically be assigned a seat.
- Second preference – siblings of students already enrolled in CAS-CCS. 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.
- Third preference – students who reside within Community School District 12.
- Fourth preference – all students who reside in New York State, but outside CAS-CCS's Community School District 12.

In order to protect the confidentiality of families involved in the child welfare system, the lottery will be held privately and will be witnessed by independent observers and/or auditors to ensure practices are fair and consistent with Charter School Law. After the lottery is completed and class lists and waitlists have been established, we will host a Lottery Celebration where the public will be invited to hear the lottery results.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to CAS-CCS pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Student recruitment activities

Formal recruitment of incoming students will begin soon after CAS-CCS is authorized. CAS-CCS recognizes that some parents are not aware of the school choices that may be available to them. The school will make every effort possible to reach as many parents/guardians through traditional and non-traditional means. In addition to placing notices in local newspapers (such as *El Dario* and *The Bronx Times Reader*), neighborhoods will also be canvassed. Information will be in at least English and Spanish; staff will be made available to parents who may need assistance in completing CAS-CCS's student application and to answer any questions they may have.

CAS-CCS will undertake the steps below, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- Prepare mailings to foster care agencies in CSD 12 and throughout the City;
 - Post fliers and notices and hold information sessions at The Children's Aid Society Bronx Family Center where the proposed school may be located;
 - Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
 - Conduct Open Houses at Head Start Programs, day care centers and nursery schools in CSD 12;
 - Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested students and families.

The CAS-CCS anticipates that, given the target at-risk population, the number of special needs students it will serve will be similar in proportion, if not greater than, that of New York City. According to 2008-09 data available on the New York City Department of Education website the CAS-CCS is anticipating

approximately 16% of our students will have a certified IEP. The CAS-CCS will recruit comparable or greater enrollment of students with disabilities as compared to the New York City Department of Education.

Voluntary Withdrawal

CAS-CCS is a public school of choice, both for application and withdrawal. Students with parent or guardian permission may withdraw from CAS-CCS at any time. CAS-CCS personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from CAS-CCS, as well as seek solutions to any problems that arise from these discussions.

If the parent/guardian still wishes to transfer the child to another school, the staff at CAS-CCS will make every reasonable effort to help the student find a school that better serves the family's desires. CAS-CCS will ensure the timely transfer of any necessary school records to the student's new school.

By March 1 of each school year, parents and guardians of currently enrolled students will be expected to fill out "intent to continue" form. Should a student ultimately decide to not continue the following year, CAS-CCS will count the student as "attrition" and open up the spot for 1st and 2nd grades, as described in the lottery process, above.

Attachment 37 – Discipline Policy

The Code of Conduct sets forth the policy of CAS-CCS regarding how students are expected to behave when participating in school activities, on and off school grounds, and how CAS-CCS will respond when students fail to behave in accordance with these rules. 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 to the staff member imposing such 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.

At CAS-CCS, discipline will be considered a process. The Grade Cohort Instructional Leaders (K-2; 3-5), reporting directly to the Principal, will be responsible for overseeing all aspects of student behavior including school culture, adherence to the Student Code of Conduct, and student discipline. CAS-CCS 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. This may mean time out or a sympathetic conversation—whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior affects the group and oneself.

Potential actions and consequences 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 appropriate Grade Cohort Instructional Leader and/or CAS Case Worker; Discussion with other school personnel; Formal meeting with the appropriate Grade Cohort Instructional Leader and/or CAS Life Coach, teacher and parent/guardian; discussing and initiating other support systems; guidance hearing; 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

both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment.

In compliance with the federal Gun Free Schools Act, 20 U.S.C. § 7151, the Principal will immediately notify the appropriate DOE 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 accordance with Chancellor Regulation A-443. At minimum, the student will be suspended for a period of one year.

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 appropriate Grade Cohort Instructional Leader 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 appropriate Grade Cohort Instructional Leader and the Principal.

Overview

<u>Discipline:</u>	<u>Implementation:</u>
Detention	Held after school or during lunch
Exclusion	Determined by the staff member running the school privilege.
Short-term suspension	Determined by the Principal; a student may be removed from school for a period of up to five days.
Long-term suspension	Determined by the Principal and the Board of Trustees; a student may be removed from school for a period of more than five days.
Expulsion	Determined by the Principal and the Board of Trustees; a student may be removed from the school permanently.

Detention

A student may be given a school detention due to 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 appropriate Grade Cohort Instructional Leader to inform the student's parent/guardian of the reason for their child's detention

Short-Term Suspension

The appropriate Grade Cohort Instructional Leader and the Principal determines short-term suspension on a case-by-case basis. Any student that has committed any of the infractions listed below on CAS-CCS premises or off campus, may be subjected, at a minimum, to a short-term suspension enforced by the appropriate Grade Cohort Instructional Leader and the Principal:

- Attempt to assault any student or staff member.
- Vandalize CAS-CCS property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Use forged notes or excuses.
- Cheat on exams or quizzes.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Trespass on school property.
- Abuse CAS-CCS property or equipment.
- Engage in acts of sexual harassment, including but not limited to physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Repeatedly commit minor behavioral infractions, which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act that warrants a disciplinary response.

Procedures and Due Process for Short-Term Suspensions:

The Principal may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the appropriate Grade Cohort Instructional Leader 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 appropriate Grade Cohort Instructional Leader and the Principal.

Long-Term Suspensions

Any student that has committed any of the infractions listed below on school premises or off campus, may be subjected, at a minimum, to a long-term suspension in accordance with Chancellor Regulation A-443:

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation, or marijuana on school property or at a school-sponsored event.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/herself from injury.
- Vandalize school property causing major damage.
- Commit an act which school officials reasonably conclude warrants a long-term suspension.
- Make false bomb threats or pull a false emergency alarm.

Procedures and Due Process for Long-Term Suspensions

The Principal may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing in accordance with Chancellor Regulation A-443. The decision for a long-term suspension may be appealed. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the

appropriate Grade Cohort Instructional Leader 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 appropriate Grade Cohort Instructional Leader 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 CAS-CCS 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 Principal 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 Principal, appropriate Grade Cohort Instructional Leader, 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 Principal initiates a short-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 Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent/guardian in accordance with the charter school's complaint process.

Before the Principal imposes a short-term suspension, the appropriate Grade Cohort Instructional Leader 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 appropriate Grade Cohort Instructional Leader and the Principal. 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.
- In accordance with Chancellor Regulation A-443, 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 five days or fewer will receive all classroom assignments and a schedule by which to complete assignments and/or tests missed during their suspension. CAS-CCS will provide additional alternative education instruction for a minimum of two hour 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 used by CAS-CCS 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 guardian, will have the option to speak to the Principal 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 CAS-CCS Board of Trustees and in accordance with CAS-CCS's formal complaint process.

A student and/or the student's belongings may be searched by CAS-CCS 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 CAS-CCS authorities.

Student lockers and desks remain the property of CAS-CCS, 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 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 CAS-CCS. The following rules will apply to the search of CAS-CCS property assigned to a specific student and the seizure of illegal items found therein:

- CAS-CCS 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 CAS-CCS Principal or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

Special Education Students

The Principal will have the authority to suspend or remove a special education student as a disciplinary action, upon conferring with the CAS-CCS Board of Trustees, appropriate Grade Cohort Instructional Leader, and CAS Case Worker. CAS-CCS will adhere to all 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. CAS-CCS 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 appropriate Grade Cohort Instructional Leader and the Principal. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the appropriate Grade Cohort Instructional Leader in direct communication with the Principal. CAS-CCS 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 Principal, working closely with the CAS Case Workers and appropriate Grade Cohort Instructional Leader.

When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the Principal and appropriate Grade Cohort Instructional Leader 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. CAS-CCS 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.

Attachment 38 – Dress Code Policy

In order to facilitate a comfortable and professional learning environment, the Children's Aid Society Community Charter School will implement a dress code. Enforcing the dress code is crucial to enforcing the rules and regulations that have been set, but most importantly the structure CAS-CCS desires to have.

CAS-CCS students will receive two polo shirts featuring a CAS-CCS logo to be worn as a school uniform. Additional polo shirts can be purchased in the school office.

Girl Attire: Girls must wear the polo shirt with one of the following bottoms:

- Navy Blue skirt. All skirts must reach the top of the knee when standing.
- Navy slacks. Slacks may not be form fitting.

Girls must wear dark dress shoes. Lace up shoes that are not considered sneakers may be worn.

Boy Attire: Boys must wear the polo shirt with the following bottoms

- Navy Blue Slacks. Slacks must be worn with a belt at ALL times.

Boys must wear dark dress shoes that are not considered sneakers.

We expect students to dress in a manner that reflects the academic nature of CAS-CCS. While we recognize the need to dress appropriately for the weather, we believe that clothes set the tone for study. Students will dress in a comfortable and appropriate manner. Students are NOT allowed to wear:

- Ripped or revealing clothing, shorts or 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

CAS-CCS assures that we will not exclude from instruction any student who is in violation of the School dress code policy.

Attachment 39 – Complaint Policy

Any individual or group may bring a complaint to the Board of Trustees of the Children's Aid Society Community 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 the Board of Trustees of the CAS-CCS. The Complaint may be presented to the Board by the individual, the group, or by his or their designee. Complaints will be submitted to the Board of Trustees at least one week prior to the next board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. 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 Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required, within two weeks following the Board meeting at which the complaint was addressed.

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the 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 Board of Trustees of CAS-CCS 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 staff (teacher, social worker, Principal, etc.) and not by the Board or Board's designee. Informal complaints will not be referred to CSI or the Board of Regents

Attachment 40 – Dissolution Procedures

In the event of closure or dissolution of the Children's Aid Society Community Charter School, the Board shall delegate to the Principal and the Operations Director the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in CAS-CCS. Additionally, a list of students attending CAS-CCS will be sent to the local district where CAS-CCS is located. CAS-CCS shall transfer student records to the NYCDOE, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of CAS-CCS, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within CSD 12 where CAS-CCS is located or directly to the NYCDOE. CAS-CCS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of CAS-CCS that will include at least the Board Chair, Principal, Operations Director and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by CAS-CCS’s administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives from the NYCDOE Office of Portfolio Development or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of CAS-CCS:

Days 1-5	<ul style="list-style-type: none"> CAS-CCS will deliver a current student list to the NYCDOE.
	<ul style="list-style-type: none"> The Operations Director and a CAS-CCS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer.
	<ul style="list-style-type: none"> The Principal will meet with the students to discuss the school’s closing and the ensuing placement process.
	<ul style="list-style-type: none"> CAS-CCS will host sessions for families and students about possible schools available and identify the assistance that will be provided during the transfer process.
	<ul style="list-style-type: none"> CAS-CCS’s pupil personnel staff will schedule a placement meeting with each enrolled

	student/parent to discuss his/her placement.
	<ul style="list-style-type: none"> The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution.
	<ul style="list-style-type: none"> The Principal will notify all parents in writing of the closure of the school and the ensuing placement process.
	<ul style="list-style-type: none"> The Operations Director will schedule and advertise meetings (students during school and a parents/community in the evening) to discuss CAS-CCS's closing and the student transfer to other public schools.
	<ul style="list-style-type: none"> CAS-CCS's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools.

Days 5-15	<ul style="list-style-type: none"> The Operations Director will notify in writing school principals in schools likely to receive transfers from CAS-CCS of the closure and provide contact information for school personnel handling transfers.
	<ul style="list-style-type: none"> The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent.
	<ul style="list-style-type: none"> The pupil personnel staff will commence student placement meetings.
	<ul style="list-style-type: none"> 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

Days 15- 30	<ul style="list-style-type: none"> The pupil personnel staff will continue with student placement meetings.
	<ul style="list-style-type: none"> A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal.
	<ul style="list-style-type: none"> CAS-CCS will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students.
	<ul style="list-style-type: none"> Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records.
	<ul style="list-style-type: none"> CAS-CCS 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 a non-public school.

Transfer of Assets:

The Operations Director will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Operations Director will maintain an up-to-date inventory of the assets of the school. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of CAS-CCS's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Operations Director with the cooperation of the NYCDOE Office of Portfolio Development. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation

Attachment 41 – Personnel Policies

See Personnel Policies Handbook attached.

Description of Responsibilities for Staff

Principal

(Responsibilities and job description provided in Attachment 14: Instructional Leadership.)

Operations Director

- Oversees Student Enrollment
- Supervises Business Manager
- Oversees budget and financial planning - Oversee budget and financial planning—including budgeting, financial reporting, bookkeeping, payroll, purchasing, cash management, and insurance; review all financial statements monthly, reconcile all bank accounts monthly, develop in conjunction with the business manager the annual budget, review all audits upon completion, oversee all reporting in compliance with annual reporting requirements.
- Coordinates school-wide schedule
- Oversees food services, security, and custodial issues
- Assists in fund raising, planning, and implementation

Grade Cohort Instructional Leader

- Reviews syllabi, lesson plans and Quarterly and Year-End Assessments during the summer and school year to ensure rigor, grade-level appropriateness, and alignment with the New York State Learning Standards;
- Works collaboratively with the community school leadership to reduce barriers to support student wellness and achievement
- Ensures curriculum alignment with New York State Learning Standards;
- Plans and conducts teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
- Implements external assessment systems, including the New York State Tests and standardized test, and uses data to formulate informed decisions
- Observes teachers and meets with them to provide feedback
- Oversees professional development activities
- Attends teacher meetings, supports teachers, and facilitates positive faculty dynamics
- Coordinates development of education plans for students who require accommodations
- Researches, evaluates, and prepares recommendations on curricula, instructional methods, and materials for school systems.
- Plans summer staff orientation and curriculum development period
- Confers with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.

Teacher

- Adheres to organizational mission and educational philosophy including all curriculum
- Works collaboratively with the community school case managers to support children and families.
- Participates in ongoing professional development and peer coaching
- Maintains and enriches expertise in the subject areas he or she will teach
- Develops lesson plans that ensure the attainment of state learning standards and the additional specific grade- by-grade exit outcomes
- Plans with grade level teachers on a weekly basis
- Plans with specialty teachers and after school enrichment teaching artists to create interdisciplinary units of study
- Differentiates instruction to best meet the needs of all students
- Provides direct and indirect instruction
- Develops long and short-term planning addressing the needs of individual students
- Develops and use a variety of assessments (e.g., quizzes, rubrics, written work, performances) that frequently measure student's progress towards the school's exit outcomes, including skills and content knowledge
- Prepares students adequately for all required assessments
- Evaluates students' progress on an ongoing basis in accordance with the school-wide assessment calendar
- Keeps an accounting of all records for students, updating as needed
- Communicates with parents on an ongoing basis to provide information, learn more about students, and share student successes
- Responds to parent concerns effectively and in a timely manner
- Encourages students' positive interactions with other students and adults
- Values and promotes peaceful conflict resolution and creative and authentic problem solving
- Keeps an organized classroom
- Exhibits student work
- Schedules regular trips to museums and other places that support the curriculum and invites specialists and/or experts to come in to teach children
- Maintains and communicates high academic and personal expectations for all students with families, support staff, specialty teachers, and Grade Cohort Instructional Leaders
- Engages in effective and appropriate classroom management
- Participates in a variety of staff development programs, including a yearly individualized professional development plan, two-week summer PD, and individual PD sessions throughout the year aiming at meeting the curricular and community building goals
- Performs other duties to support the ongoing development of CRCS, as deemed appropriate, by the setting

Special Education Coordinator

- Communicates with teachers, parents, and co-directors to facilitate the IEP process
- Consults with parents, students, teachers, and co-directors
- Serves as professional liaison between school and home when necessary
- Remains current on rules set forth in special education law and regulations
- Maintains privacy of student records and information
- Serves as a liaison with the CSE of the students' district of residence
- Provides instructional support to the teachers
- Ensures that all teachers have access to technical support regarding special education and strategies to modify instruction to meet individual student needs
- Oversees the progress on a timely basis of students with IEP's and students who are at-risk
- Coordinates the development and maintenance of IEP's
- Ensures the school's compliance with Special Education regulations and the maintenance of accurate special education records in accordance with state and federal law
- Ensures that students with IEPs receive the instruction and services required by law from qualified staff
- Works in collaboration with CAS case management staff to facilitate support provider meetings
- Oversees special needs staff in collaboration with CAS case management staff

Business Manager

- Coordinates all financial transactions including: revenue activities, expenditures, record keeping, reporting, auditing, payroll services etc.
- Coordinates all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.
- Coordinates the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies
- Works closely with Operations Director to prepare financial reports as requested by The City of New York and the State Education Department
- Manages the invoice process with the Department of Education and necessary personnel.
- Supports Operations Director in assessing and selecting vendors. Maintain relationships with vendors including but not limited to; telephone services and utilities.
- Oversees payroll and all related administration (payroll will be outsourced to a payroll company such as Paychex)
- Manages school-wide insurance and benefit administration
- Collaborates with Operations Director to develop the school's annual budget
- Prepares monthly financial statements, such as cash flow statements, balance sheets, fiscal condition reports, and profit/loss statements for review by the Operations Director and the Board of Trustees
- Prepares checks for signing

THE CHILDREN'S AID SOCIETY
PERSONNEL POLICY MANUAL
AND
EMPLOYEE HANDBOOK

revised February 2010

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**The Children's Aid Society
Personnel Policies Manual and Employee Handbook**

Mission

The Children's Aid Society provides comprehensive support for children in need, from birth to young adulthood, and for their families, to fill the gaps between what children have and what they need to thrive.

As a social services agency, our employees are our most important asset and our greatest investment. It is important that our employees maintain the highest standards. This Manual and Handbook is designed to make sure that these standards are upheld and to provide guidance to employees.

It states our policies, practices and procedures, and gives guidance on how to comply with those policies.

Operational details, specific to each program, are available in separate booklets, brochures and memos, which are distributed to staff as necessary.

Terms of employment are at the discretion of the Society. This manual and handbook do not alter the employment-at-will status of our employees. In other words, either the Society or an employee may terminate the employment relationship at any time, for any reason. Nor does this manual and handbook constitute a contract between the Society and its employees. The Society reserves the right to modify both written and unwritten policies at its sole and complete discretion.

This manual and handbook supersedes all earlier versions.

Note: Employee benefits such as health insurance are covered in separate publications.

Equal Opportunity Policy Statement

The Society does not discriminate against any applicant or employee with regard to hiring, retention, promotion, benefits or compensation because of race, national origin, ethnicity, color, citizenship, gender, sex, age, marital status, creed, religion, sexual orientation, disability, genetic information, family medical history, veteran status, or any other characteristic protected by law. A decision to hire an applicant with a criminal background will be based, to the extent permitted by law, on contractual constraints, the nature and recency of the crime and its relevance to the job.

All staff are expected to uphold and further this policy.

I: CONDITIONS OF EMPLOYMENT

1.1 Categories of Employment

Full-time regular employees normally work at least 35 hours per week and are paid a regular bi-weekly amount. They are eligible for paid leave as set out in this manual and for various other benefits.

Part-time employees are usually paid hourly, per diem or per session. Part-time and temporary staff are not eligible for paid leave (such as vacation, sick leave or personal days) or other benefits (with the exception of mandatory benefits such as workers' compensation and short-term disability insurance).

Family Homemakers are paid hourly but receive paid leave and some other benefits, which are set out in a separate document.

1.2 Hours of Work

Schedules are arranged by the Program Director or Department Head based on the needs of the program concerned. On occasions additional work beyond the normal 35-hour work schedule may be necessary. Time worked beyond the normal work week must be approved by the employee's supervisor in writing, and in advance of the extra time worked, except in an emergency.

Clerical, maintenance, paraprofessional and other non-supervisory staff should not normally work beyond 35 hours per week. With written approval, as described above, up to five hours per week may be accrued as compensatory time, to be used within ten weeks. Any additional comp time (i.e., beyond five hours per week) should be used within the same week. ("Comp" time means time off to make up for hours worked beyond the normal schedule).

Professional and administrative staff may accumulate comp time, with written approval, normally in advance. This must be used within ten weeks. However, this should be an exceptional, not a routine, occurrence. Comp time may be accrued in increments of no less than half an hour. Staff at the Program Director level and above are not eligible for comp time;

however, it is understood that such staff may work long hours and should be allowed flexibility regarding their work schedule.

Comp time may not be included in a leave of absence such as family or medical leave, but it may be added to vacation or personal leave with supervisory approval. Comp time accruals should not be allowed to accumulate beyond a few days.

1.2.1 Meal and Other Breaks

Full-time staff are normally allowed a one-hour unpaid meal break, subject to program needs. Other breaks are at the discretion of the supervisor. Meal and other breaks must be taken at appropriate times, as arranged with the supervisor.

The meal break may not be taken at the beginning or end of the working day. Staff who must work through the meal break may leave early only with the supervisor's prior approval. Working through lunch is discouraged and will be approved only in special circumstances and not on a regular basis; it does not entitle an employee to "comp" time.

Staff who work two hours or more beyond their normal work day are eligible for a dinner allowance. In order to be eligible, staff must have received prior approval to work the extra hours and must submit a receipt for the meal, not to exceed \$20.

1.2.2 Attendance and Timekeeping

All employees are expected to report to work on time and be ready for their assigned duties.

Each site has specific sign in procedures which must be followed. Actual time of arrival and departure may need to be accurately recorded for security reasons. They may differ from hours actually worked, which should be recorded on the payroll time sheets or payroll rosters prepared at each site.

In the event of an unplanned absence, the employee should contact the supervisor (or other person designated by the supervisor) as soon as aware of the problem, preferably the previous day or before the beginning of the employee's work day, but in any event no more than 15 minutes after the start of the work day, unless physically unable to do so. The employee should speak directly to his or her supervisor or director, and if unable to do so should leave a contact number where he or she can be reached for clarification. Program directors may put in place specific procedures as required by the program. Absence without supervisory approval is unauthorized absence and may result in loss of pay and may lead to disciplinary action.

An employee who fails to attend work and fails to follow the proper notification procedure may be considered to have voluntarily resigned, or may be dismissed for misconduct unless there are mitigating circumstances.

1.3 Performance Evaluation

All staff normally receive an initial review within the first six months of employment. The immediate supervisor is responsible for completing the evaluation. Subsequent evaluations usually occur annually on the anniversary of employment. The evaluation must be discussed with the employee. The anniversary date may be adjusted due to Family and Medical Leave (see section 2.6). The anniversary date may also be adjusted following a promotion, but if this is done the employee will be informed in writing of the new date. The evaluation process is ongoing and additional evaluations may be completed at other times as appropriate. An employee may request a review between annual evaluations.

1.4 Compensation

An annual salary increase is based solely on merit, as reflected in the annual evaluation. There is no automatic cost of living increase (except in those few programs where it is mandated by contract). The amount of the merit increase is determined each year by the Chief Executive Officer and the Board of Trustees. Salary scales are approved by the Board of Trustees and are available to managers on the employee intranet ("Charlie"). An employee may ask his or her supervisor to provide information on his or her salary grade.

Wages and salaries are paid bi-weekly. If the normal payday falls on a holiday, paychecks will normally be distributed one day beforehand.

Pay in advance for vacation may be requested in writing once per fiscal year, with at least two weeks' notice. The purpose is to make pay available to an employee who is out of the area on the pay date. It is not available to those with direct deposit, as in that case pay may be accessed electronically in most parts of the world.

1.5 Transfers and Promotions

Full-time vacancies are normally posted on the agency's website. Current employees are welcome to apply for other opportunities within the agency. Employees who meet the qualifications will be considered along with other applicants. The salary for each position is determined by the budget for that program, the salary scale and other factors, and will be discussed at an initial interview.

For an employee who wishes to transfer within the agency, after the initial interview, if there is mutual interest, the interviewer will contact the employee's current supervisor for a reference. The date of transfer will be determined by the Heads of each Department, so as not to be detrimental to the program which the employee is leaving.

In the event of reorganization, or for other reasons, CAS may transfer an employee to another assignment.

In the event of a promotion, the employee will receive an appropriate salary adjustment.

Staff who transfer within the agency retain accrued leave credits and benefits. The employee's personnel file, including time and leave records, should be transferred to the new supervisor.

1.6 Access to Personnel Files

Any employee may review his or her personnel file in the presence of the supervisor, after making an appointment to do so. An employee personnel file may include the following: employment application and resume; copies of degrees, diplomas and licenses; hire letter; record of trainings attended; performance evaluations; salary history; disciplinary notices and correspondence between the supervisor and employee. Confidential pre-hire references are not accessible to the employee.

1.7 Separation from Employment

Resignation: Advance notice of an employee's resignation must be submitted in writing as follows:

Professional, supervisory, administrative and management staff - a minimum of one month's notice (exclusive of any paid or unpaid leave)

Clerical, maintenance, paraprofessional and other staff - a minimum of two weeks' notice (exclusive of any paid or unpaid leave)

Employees who fail to provide such notice shall not receive pay for accrued but unused vacation days upon separation. Such failure will be noted on the personnel file and may be reported to a prospective employer. (See also Vacation - Section 2.1.)

Dismissal: Reasons for dismissal include, but are not limited to:

- Misconduct
- Violation of any policy outlined in this manual or other workplace rules and procedures
- Inability to perform the job tasks or assignment
- Any activity or demeanor that impedes the Society's work or is detrimental to the agency.

An employee dismissed for misconduct or policy violation shall not receive pay for accrued but unused vacation days.

Nothing in this separation from employment policy alters the at will status of the company's employees, pursuant to which either an employee or the Company may terminate the employee's employment with the Company at any time, for any or no reason.

Retrenchment or Reorganization

Reorganization or retrenchment of a program, work site, or job classification may necessitate the discharge of an employee. Should this occur, the employee may receive severance pay accordingly:

Less than 1 year's service - no severance pay

1-10 years' uninterrupted service - 1 week's salary for each year of service completed

11 or more years' uninterrupted service - 10 weeks' salary, plus 2 weeks' salary for each completed year beyond ten.

For example, an employee with 12 years of service would receive 14 weeks of severance pay (one for each of the first ten years and two for each of the eleventh and twelfth years).

No severance pay is due, however, when a transfer to a comparable position within the agency is available but is rejected by the employee. Comparability is measured by title, grade and salary.

II: LEAVES OF ABSENCE

2.1 Vacation

All full-time regular staff earn 18 (eighteen) days of vacation, which accrue at 1.5 days per month, during their first twelve months of employment and 24 days (which accrue at two days per month) thereafter.

Staff beginning work (or becoming full-time) on or before the 16th day of the month or leaving employment after the 16th day of the month will receive vacation credit for that month. Those who start after the 16th or leave before, receive no credit for that month. Accrued vacation is not available for use until the first day of the following month.

During the first three months of employment, staff are not eligible to use accrued vacation. If they leave the agency for any reason before the completion of three months, they are not eligible to receive any pay for unused vacation days. Exceptions may be made only by the Chief Executive Officer.

All vacation earned during a fiscal year (July 1st to June 30th) must be used up by January 31st of the following year. (For example, vacation accrued between July 1st 2007 and June 30th 2008 must be used by January 31st, 2009). Vacation not used within this time frame is lost. Exceptions to this policy may be made only with the written approval of the Chief Executive Officer.

Example:

Employee hired on October 1, 2006.

January 1, 2007: has 4.5 vacation days available for use, subject to approval.

June 30, 2007: has accrued 13.5 vacation days (less number actually used)

October 1, 2007, 1 year anniversary: accrual rate increases to 2 per month
January 31, 2008: must have used up all 13.5 vacation days accrued up to June 2007
January 31, 2009: must have used up the 22.5 vacation days accrued between July 1, 2007 and June 30, 2008 (3 months at 1.5 and 9 months at 2 per month)

Unused vacation is paid on resignation or termination, with the following exceptions:

- Employees dismissed for misconduct (see 3.11)
- Employees who fail to comply with the notice requirements (see 1.7)
- Employees who fail to complete outstanding paperwork or other important assignments before leaving

The use of vacation days is subject to supervisory approval and is contingent on the needs of the program and on the employee concerned being up to date with work.

2.2 Holidays

The Society normally observes the following paid holidays:

New Year's Day	Columbus Day
Martin Luther King Day	Veterans' Day
Presidents' Day	Thanksgiving Day
Memorial Day	Day after Thanksgiving
Independence Day	Christmas Day
Labor Day	

If a holiday falls within a scheduled vacation, it is not counted as a vacation day. (For example, an employee who books one week vacation beginning with Memorial Day Monday will use only four days vacation.) A holiday that falls on a Sunday is observed on Monday. A holiday that falls on a Saturday is observed on either the Friday or Monday, as determined by the Executive Office.

Some programs remain open on holidays. Full-time employees who are required to work on a holiday are entitled to equivalent time off on another day, to be used, with supervisory approval, within 10 weeks.

2.3 Sick Leave

Full-time employees accrue one sick day per month, for a total of 12 per year. Paid sick leave may be used ONLY if the employee is ill, or to attend related appointments for tests or medical procedures (but not for routine check-ups). The purpose of sick leave is to make sure that employees do not lose pay if they are unable to work due to illness.

Accrued sick leave is not available for use until the first of the month following its accrual.

Sick days not used during the fiscal year (July 1st through June 30th) may be "banked", with a maximum accumulation of 24 days. After 5 years of employment, the maximum number of days

that may be “banked” increases to 30; after 10 years of employment, the maximum number of days that may be “banked” increases to 36. After the third month of a new fiscal year (i.e. September 30th), banked days may be used only for an extended or serious illness, or with a doctor's note and supervisory approval. From July 1st through September 30th, banked days may be used without a doctor’s note. However, employees must use up current year sick leave before using banked sick leave.

Examples: June 30, 2007

Employee A hired in 2000: has 24 days in sick bank; earned 12 days, used 5; may add 6 to sick bank to make 30

Employee B hired 1995: has 31 in sick bank; earned 12, used 4; may add 5 to sick bank to make 36

Employee C: hired October 1, 2006: earned 9, used 3; may add 6 to sick bank.

Employees who need to be absent due to illness must follow the procedure outlined in the Time and Attendance section (1.2.2). An employee who is absent due to illness for more than five consecutive working days must submit a short-term disability claim form, which is available from the Benefits Manager.

A supervisor may request verification of illness at any time, particularly in the case of extensive or regular use of sick days. Verification of fitness to return to work may also be required. Misuse of sick leave, such as patterns of using sick leave on Mondays and/or Fridays, may be grounds for disciplinary action.

Sick days are not compensated on separation from employment.

2.4 Personal Days

Until the beginning of the next fiscal year (July 1st) following the first twelve months of employment, employees earn one personal day for every four months of employment. Thereafter, employees are credited with three personal days at the beginning of each fiscal year (July 1st). Unused personal days do not carry over from one year to the next and are not compensated on separation from employment.

Use of personal days is subject to approval in advance from the supervisor, except in the case of an emergency. Personal days may be used, for example, for:

- Religious observances
- Medical or dental appointments
- Care of a sick child or relative
- Other business that cannot be completed outside working hours

Personal days are not intended to be used as additional vacation days.

2.5 Bereavement Leave

After one year of employment, employees may request a leave of absence of up to five days for the serious illness or death of a close relative, such as a parent, spouse or significant other, child, sibling, grandparent or person in a parental or custodial relationship, or the equivalent in-law. A maximum of five such days in a fiscal year is allowed. Leave for the serious illness or death of other relatives will be approved on a case by case basis. Documentation of the relationship and the illness or death may be required. When an employee has a seriously ill parent, spouse or child, Section 2.6 may also apply.

2.6 Family and Medical Leave (includes maternity & paternity leave)

The Society provides unpaid leaves of absence to eligible employees as required by the Family and Medical Leave Act ("FMLA"). Leaves of absence **under the law** may be for up to 12 weeks. The Society allows an additional week, for a total of 13 weeks.

Eligibility:

To be eligible for a leave of absence, an employee must have worked for the Society for at least a total of 12 months and at least 1,250 hours. The 12 months need not be consecutive; however, employment prior to a break in service of seven years or more will not be counted.

Requests from employees who do not meet the eligibility criteria will be considered and may be approved at the discretion of the Society, depending on work tenure, performance, and program needs.

Leave Entitlement:

Under this policy, eligible employees are entitled to take up to 13 weeks of unpaid leave during a rolling 12-month period (measured backwards from any given leave) for one or more of the following reasons: (1) the birth of a child; (2) the placement of a child for adoption or foster care; (3) the care of an immediate family member (spouse, life partner, child or parent) with a serious health condition; or (4) a "serious health condition" (as defined under the FMLA) that makes the employee unable to work.

The Society may grant a leave of absence in the case of extreme family difficulty or for other personal reasons on a case by case basis. When not covered by applicable laws, such leave will be granted at the discretion of the Society based on the employee being in good standing, having a record of good or better work performance, including attendance, and being likely to return to work.

Procedure:

An employee requesting either a family or medical leave must submit the leave request in writing to his or her supervisor no less than thirty (30) days before the date the leave is intended to begin. In an unexpected emergency in which it is not possible to provide 30 days' notice of the intended leave, employees are expected to provide as much advance notice as is practicable.

A leave of absence should be requested on the appropriate application form (available on the employee intranet) and should include appropriate documents.

Medical Certification:

In cases where an employee is requesting medical leave because of the employee's own serious health condition or that of a spouse, child or parent, the Society requires the employee to submit written medical certification, verifying the need for the leave. The Society, at its own expense, may require the employee to receive a second opinion from a health care provider designated and approved by the Society. If this opinion conflicts with the first opinion, then the Society, again at its own expense, may request a third opinion from a health care provider mutually agreed upon by both the Society and the employee. The third opinion will be binding on both parties.

Paid and Unpaid Leave:

An employee taking leave must use all accrued paid time off (such as vacation, sick or personal days) during the leave period. Use of such paid time off benefits is subject to the same rules that apply to other employees' use of such benefits. Once such paid time off benefits are exhausted, the balance of the leave, if any, will be unpaid.

All benefits provided by the Society that operate on an accrual basis (e.g., vacation, sick leave, and personal days) will cease to accrue during any period of FMLA leave that is unpaid. The leave is counted towards the length of time needed to vest in the pension but not towards the value of the pension upon retirement. The anniversary date is advanced the number of unpaid work days during a leave of absence. Leave accrued during a paid absence is available only on the employee's return to work.

Intermittent and Reduced Schedule Family and Medical Leave:

Up to twelve weeks' worth of leave time may be taken intermittently (or on a reduced schedule basis) whenever the leave is medically necessary to care for a seriously ill family member, or because the employee is seriously ill or unable to work. Intermittent leave may be granted for the birth or placement of a child only subject to the needs of the program (see below). If the need for intermittent leave is foreseeable, based on planned medical treatment, the employee is responsible for scheduling the treatment in a manner that does not unduly disrupt the Society's operations. Consequently, the employee must consult with his/her supervisor before scheduling such leave. The Society reserves the right to request that such leave be rescheduled. The employee must submit a written medical certification, verifying the need for the leave.

When an employee requests intermittent leave or reduced schedule leave, the Society reserves the right to transfer the employee temporarily to an alternative position which better accommodates recurring periods of absence, or a part-time schedule. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer.

Return to Work Certification:

All employees taking medical leave to care for their own serious health condition will be required to submit to their supervisor an original copy of a fitness-for-duty certification signed by their health care provider before returning to work, stating that the employee is able to resume his or her position. In some rare cases it may be possible for employees to return to a "light duty" assignment. If this happens, the time spent on light duty will not be counted as Family and Medical Leave, but as regular work time.

Status of Benefits While on Leave:

While an employee is on medical or family leave pursuant to this policy, he/she continues to be covered under the Society's health insurance plan in effect at the time and so chosen by the employee, so long as the employee continues to pay the employee portion of the premium costs. The same applies to dental, vision and other benefits selected by the employee. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the payments in accordance with the practice applicable to active employees. While on unpaid leave, the employee must remit the employee share of the premium to the Benefits Manager before the end of the month in which it is due.

An employee who fails to return to work for at least 30 calendar days following the expiration of an unpaid family or medical leave shall be required to reimburse the Society for the portion of the health care premiums paid by the Society during the unpaid leave, unless the employee can establish that the failure to return was due to the continuation, recurrence or onset of a serious health condition that meets the criteria for leave under this policy or was due to other circumstances beyond the employee's control.

Restoration of Benefits and Position at the Conclusion of Leave:

An employee on leave is not entitled to the accrual of any seniority or employment benefits during any period of unpaid leave except as expressly stated herein or as otherwise provided by law. At the conclusion of an employee's medical or family leave, the employee will be returned to the same or an equivalent position in any agency worksite at a salary comparable to that previously received. Exceptions to this provision may apply if business circumstances have changed (e.g., if an employee's position is no longer available due to job elimination).

Return to Work:

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide the Society with at least four weeks' advance notice, in writing, of the date

the employee intends to return to work. *The employee is required to notify the supervisor in writing of any change in circumstances affecting the leave dates.* Such notification, however, does not automatically change any terms of an approved leave unless the Society approves an amendment to them, and does not create any entitlement beyond 13 weeks.

If an employee fails to report to work promptly at the end of the approved leave period, the Society will assume that the employee has resigned. If unable to return to work within 13 weeks, the employee's employment will be terminated. The employee may be eligible for rehire.

In those cases in which staff on family or medical leave require additional time before they are able to return to normal duties, managers may allow **flexible working hours**, subject to the needs of the program and scheduling of other staff. The request must be stated in writing to the supervisor, who will determine whether the request can be accommodated.

In addition, managers may allow staff to return to work **part-time** for a limited amount of time, without affecting health and other benefits. Again this is subject to the needs of the program. Once again, the employee concerned should put the request in writing. In certain cases, an employee may wish to make arrangements with other staff to share duties or cooperate in other ways so as to facilitate the change. Leave accruals will be adjusted accordingly. In either case, any additional time off will be **unpaid**.

The procedure for applying for Family or Medical Leave is set out in a separate document, available on the employee website ("Charlie") at www.childrensaidsociety.net.

Employees with close relatives on active military service should also refer to section 2.8 - Military Leave.

2.7 Jury Duty

Any employee in receipt of a jury duty summons should inform the immediate supervisor so that, if necessary, an adjournment or postponement can be sought. Payment of salary for any jury duty time, other than the legal minimum required by New York State law, is conditional on the employee's cooperation in scheduling jury duty. A full-time employee meeting this condition will be paid for up to ten days while serving as a juror. Staff should inform the court that only a maximum of ten days of jury duty pay is assured and should seek to be excused from being a juror if serving on a long trial would create a financial hardship. Employees should make sure that the Court is aware that they will receive pay for up to ten days. If an employee receives pay from the Court (excluding travel expenses) for any days paid by CAS, the money should be forwarded to CAS.

Part-time staff, in accordance with New York State law, are paid \$40 per day for the first three days of jury duty (provided they would have worked those days) or the amount they would have earned if working their scheduled hours, whichever is less.

2.8 Time off to attend court

Victims of crime, including victims of domestic violence, are allowed time off to attend court hearings in relation to their cases, provided they supply the appropriate documentation. They may use accrued vacation or personal leave or unpaid leave.

2.9 Military Leave

An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with applicable law. Employees on military leave may substitute their accrued paid leave time for unpaid leave. At the conclusion of the leave, the employee generally has the right to return to the same or an equivalent position with equivalent pay and benefits.

During a military leave of less than 31 days, the employee is entitled to continued group health coverage under the same conditions as if s/he had continued to work. For military leaves of more than 30 days, an employee may elect to continue his/her health coverage for up to 24 months, but may be required to pay all or part of the premium.

An employee should submit a written request to take military leave as soon as possible. Upon return from leave, s/he should contact the supervisor within 14 days and provide documentation of honorable or general discharge.

Employees whose spouse, son, daughter or parent is on active duty in the armed services or is called to active duty are eligible for Family Leave (see Section 2.6) for any of the following, related to the active duty or deployment:

- Short notice (seven days or less) deployment
- Military events and activities (such as ceremonies)
- To arrange alternative childcare
- To arrange school transfers or enrollments
- To take care of financial and legal arrangements such as power of attorney, wills or trusts
- Counseling
- Rest and recuperation (to spend up to five days with a military member on short-term leave during the period of deployment)
- Post-deployment activities such as funeral arrangements following the death of a military member

An eligible employee who is the spouse, son, daughter, parent of "next of kin" of a member of the armed services may take up to 26 weeks of leave during a 12 month period to care for a member of the armed forces who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness suffered while on active duty.

CAS may require appropriate documentation in any of the above circumstances.

2.10 Emergency site closings

In most cases CAS locations will remain open in the case of snow, transit disruption or other emergencies. Employees should make every attempt to get to their work site.

If a school or other site is closed (for example due to an emergency related to severe weather, contagious disease, street closure etc), full-time employees will be informed by the site/program director as to where to report to work (usually to a CAS location close by). Full-time employees who are unable, or do not wish to report to another site or do not receive instructions, may use personal, vacation or accrued comp time instead, or they may use unpaid leave.

III: STANDARDS OF BEHAVIOR AND CONDUCT

see also the Society's Code of Conduct

3.1 Drug-Free Workplace

The unlawful manufacture, distribution, dispensing, possession or use of controlled substances (other than those prescribed by a physician for a medical condition) is prohibited in all CAS workplaces and while on CAS business. Any violation of the drug-free workplace prohibition is a form of misconduct. Staff engaging in any such activity are subject to disciplinary action up to and including dismissal. Employees who have been convicted of drug-related offenses occurring in the workplace must notify the Human Resources Department of the conviction within five days.

CAS reserves the right to require an employee to undergo a medical evaluation or drug test under appropriate circumstances.

3.2 Equal Employment Opportunity and Harassment

The Society is committed to safeguarding the right of all employees to work in an environment that is free of discrimination or harassment on the basis of gender, race, religion, ethnicity, color, creed, disability, genetic information, family medical history, age, citizenship, national origin, marital status, veteran status, sexual orientation, or other unlawful category. The Society is committed to eradicating all such discrimination or harassment, whether it is committed by employees or others. Conduct that violates this policy will not be tolerated, whether it be verbal or physical.

All individuals in our workplaces should be treated with respect and dignity, and all relationships should be businesslike and free from harassment.

The Society will provide employees with reasonable accommodations necessary to help them perform the essential duties of their jobs despite any disabilities they may have or religious practices that they may observe. If you need an accommodation to your religion or your

disability to help you perform the duties of your job, please notify your supervisor or the Human Resources Department.

Conduct in violation of this policy violates federal and state laws, and creates an unpleasant and unproductive working environment. All employees are reminded that such conduct is absolutely unacceptable and will result in disciplinary action, up to and including discharge from employment.

Anyone who believes that he or she has been discriminated against on the basis of any of these characteristics, or who believes he or she has been retaliated against for making a complaint, should immediately report the matter to Human Resources or to the Chief Executive Officer. The procedures outlined below for complaints of harassment apply to complaints of discrimination as well, including the prohibition of any retaliation against an employee for making a good faith complaint of discrimination or harassment.

Harassment

The Society strongly condemns and strictly prohibits all forms of unlawful harassment, including but not limited to sexual harassment.

Sexual Harassment

Sexual harassment is against the law. It also creates an unpleasant and unproductive working environment. All employees are reminded that such behavior is absolutely unacceptable and will result in disciplinary action or discharge.

The following activities are examples of possible "harassment." All may be considered serious enough to warrant immediate discipline or discharge.

1. Threatening retribution or promising benefits in return for sexual favors, whether implicitly or explicitly.
2. Unwelcome physical contact. The person being touched is the judge of what contact is unwanted.
3. Unwelcome sexual advances.
4. Comments concerning an employee's sexual habits, sexual preference, or sexual desirability, whether directed directly at him or her or not.
5. Offensive talk about sex, women, men, or sexuality.
6. The use of demeaning or offensive words when referring to men or women.
7. The display of pornographic or other highly offensive material.

8. Any other activity that creates an unpleasant or offensive working environment or that interferes with work performance, because of a person's sex.

It makes no difference if the harassment is "just joking" or "teasing" or "playful." Jokes may be just as offensive as any other type of harassment, and will be dealt with in the same manner.

Harassment by peers is just as strictly prohibited as harassment by supervisors. No employee may take any action that creates an offensive environment for any other employee.

All employees are responsible for successfully maintaining this policy. In particular, every supervisor and manager has an affirmative duty to maintain his or her department free from any form of harassment.

Other Types of Harassment

Just as sexual harassment is strictly prohibited, so too is discrimination or harassment on the basis of race, color, ethnicity, disability, religion, national origin, age, gender, veteran status, sexual orientation, citizenship, or any other category protected by law.

Making Complaints about Discrimination or Harassment

Any employee who believes that the Society's policies on discrimination or harassment have been violated should report the problem at once to the Human Resources Department or to the Chief Executive Officer. Complaints may be made in person or in writing, and will be kept in the strictest confidence consistent with a thorough investigation and appropriate response.

If you choose to make a complaint in writing, the complaint will be most useful if you identify yourself or other witnesses to the offending conduct. Anonymous complaints will be investigated to the extent possible, but complaints that fail to state the names of witnesses often cannot be verified.

Once a complaint is made, the Society will promptly conduct a thorough and impartial investigation to determine if discrimination or harassment has occurred. The Human Resources Department is responsible for conducting an inquiry into such incidents. If the alleged violation involves the individuals who would ordinarily conduct the investigation, an alternate means of investigation will be used.

If it is concluded after investigation that a violation did occur, the Society will do its utmost to rectify the situation without delay. This may include the discipline or discharge of those participating in or condoning the discrimination or harassment. Discipline may include a written warning, probation, suspension, or demotion, as well as discharge. Individuals who are found to have violated this policy may also be transferred to other positions, required to undergo counseling, and/or required to offer a formal apology.

If the complaining employee is not satisfied with the outcome of the investigation or with the actions taken as a result of the investigation, he or she should notify the Chief Executive Officer, so the matter can be reviewed.

Employees who make a good faith complaint of discrimination or harassment, or who cooperate with an investigation into a possible violation, will be protected against resultant adverse employment actions or retaliation. No employee will suffer a negative impact because he or she followed this policy. Any retaliation against employees because they made good faith complaints, or cooperated in an investigation, is itself a violation of this policy.

Questions

If you have any questions concerning the Society's policy on discrimination or harassment, or concerning any other equal employment opportunity matters, please feel free to contact the Human Resources Department.

3.3 Conflicts of Interest

The Children's Aid Society expects its employees to behave according to the highest ethical standards. It is important to report interactions that might create, or appear to create, a conflict between the interests of CAS and an employee. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, s/he should immediately discuss the matter with his or her supervisor and/or Department Head, or contact the Human Resources Department to obtain advice. The matter may be referred to the Board of Trustees for review. Employees may be required, periodically, to sign a conflict of interest disclosure statement.

Gross conflicts of interest such as working for another employer on CAS time or bringing the agency into disrepute are forms of misconduct and may lead to immediate dismissal.

Acceptance of Gifts: CAS staff should never accept cash or gifts of significant value from clients, vendors, or providers of services to clients. Such gifts may never be solicited, either explicitly or implicitly. Gifts include the provision of any item or service to an employee at less than fair market value. If an employee is offered a gift by a client or vendor, he or she should report the matter to his or her supervisor, so an appropriate response may be agreed upon. For example, it may be appropriate to share the gift with other staff or clients, or to donate it to the agency for a raffle or event. The receipt of kickbacks for client referrals is strictly forbidden and subject to dismissal.

Commercial Transactions: Employees should not enter into any commercial transactions with other staff, clients or vendors during working hours or on CAS premises. Solicitations for charities (such as selling candy for a child's school) may be allowed at the discretion of the site supervisor, provided that they do not disrupt the flow of work or place pressure on staff, clients or visitors. Those in a supervisory role should not solicit for charity other than for CAS programs or events.

Work Product Ownership: All CAS employees must be aware that CAS retains legal ownership of the product of their work. This includes written and electronic documents, audio and video recordings and system code.

Solicitations: In order to minimize disruptions to work and unfair pressure on coworkers, the Society prohibits employees or outsiders from selling any products or services, distributing any literature or soliciting for any cause during working hours, unless officially sponsored by CAS, or with special permission from the Human Resources Department.

Bulletin boards: Bulletin boards are provided for work related information. Space may be made available for other notices only with the supervisor's approval.

Employees are required to report to their supervisor any conflicts of interest that come to their attention.

3.3.1 Outside Employment and Activities

The Children's Aid Society recognizes that employees may hold employment outside CAS. In most cases this does not present a problem. However, problems may arise when outside work activities:

- prevent the employee from fully performing work for which he or she is employed, including assignments beyond normal working hours;
- involve organizations that are doing or seek to do business with CAS, including vendors, clients, or service providers;
- involve personal relationships with CAS clients;
- violate provisions of law or CAS's policies or rules; or
- may bring CAS into disrepute or expose CAS to negative media coverage.

If any outside employment falls under any of the categories listed above, the employee must immediately disclose the situation to the supervisor. This is particularly important for employees at the **professional and/or supervisory level**, who are required to disclose all outside employment in writing to their supervisor.

It is then the responsibility of the supervisor to discuss the matter with the Department Head and/or the Director of Human Resources. If it is determined that an actual conflict exists, the employee will be notified and given an opportunity to correct the situation.

Staff should not use CAS equipment or supplies to further their outside work or activities. Any use of CAS supplies or equipment for non-CAS purposes is always subject to administrative approval.

Activities on behalf of another employer (or organization for whom the employee works as a volunteer) are strictly forbidden during CAS' work time, for which CAS is paying the employee.

Board representation: An employee who is asked to serve on the board of another organization must receive approval from the Executive Office before agreeing to do so.

3.3.2 Relationships with CAS Current or Former Clients

All employees must maintain professional boundaries with clients at all times. The following are prohibited and will lead to disciplinary action up to and including dismissal:

- ❑ Socializing with clients: romantic or intimate relationships, attending social events at a client's home or inviting a client to your home; using your own vehicle to transport a client (except with prior permission)
- ❑ Financial dealings with clients: lending or borrowing money; exchanging money or gifts (except for a group gift for a teacher or the like); buying or selling; hiring a client or working for a client
- ❑ Sharing employee's personal information: home address, phone or other personal contact information; details about other clients or staff such as medical or financial information
- ❑ Abusing your position of authority: using threats, coercion or intimidation; advocating personal religious or political beliefs; referring clients to your own private practice or to a program run by an agency by whom you are employed
- ❑ Illegal activities: condoning, encouraging or engaging in illegal activity

In accordance with professional codes of ethics, social workers and other professionals employed by CAS should not refer agency clients to themselves or other CAS employees unless they have offered alternative options to the clients. Such referrals must be reviewed by the supervisor and a decision made by the Program Director.

When a social worker or other professional leaves CAS to establish an independent practice or join an outside practice, he or she must take great care to explain fully the options available to clients, including: transferring to another staff member at CAS; transferring to another agency; or terminating treatment. The client's best interests must always be paramount. Confidentiality must always be upheld.

3.3.3 Relationships with Other Employees

Members of an employee's immediate family will be considered for employment on the basis of their qualifications. Immediate family may not be hired, however, if employment would create a supervisor/subordinate relationship with a family member.

Employees who become family members or establish a romantic relationship after becoming employed may continue in employment as long as they are not in a supervisory relationship and provided that their relationship does not impact the work environment. Employees must disclose family and/or romantic relationships with other employees to the supervisor. If a problem arises, CAS will make reasonable efforts to make an accommodation such as transfer or reassignment of duties. In some cases it may be inappropriate for family members to work within the same unit or worksite.

3.4 Confidentiality and Privacy

All CAS records and information relating to CAS or its clients are confidential. Such information, which includes documents, notes, files, records, oral information, computer files or other materials, may not be removed from CAS premises without permission. Client information must never be revealed to or discussed with anyone except those directly concerned with the case or with a signed consent allowing us to reveal specific information to the parties specified. Confidential records and information must be secured so as to prevent unauthorized access.

Violation of this policy may result in disciplinary action up to and including dismissal.

3.5 Domestic Violence

CAS will not discriminate against victims or survivors of domestic abuse in hiring, promotion, training or any other employment action.

CAS will provide support and assistance to employees who are survivors or victims of domestic violence. This support may include:

- a confidential environment in which to seek help
- resource and referral information
- additional security at the workplace, where feasible
- work schedule adjustments
- leave to obtain medical, counseling or legal assistance
- worksite relocation, where possible

Other appropriate assistance will be made available based on individual circumstances. In all responses to domestic violence, CAS will respect the autonomy of the survivor to direct her or his own life.

Performance Issues: If it becomes evident that a performance problem is caused by domestic violence, a referral for appropriate assistance will be offered to the employee, including the Employee Assistance Program, and the manager will allow a reasonable amount of time for the employee to obtain assistance regarding domestic violence, before taking disciplinary action.

Leave options: Wherever possible, the employee will be allowed flexible working hours for a limited period in order to handle legal matters, court appearances, housing and childcare matters, or in order to ensure the safety of herself or her family.

Confidentiality: CAS respects the confidentiality of any employee who discusses a domestic violence situation. Confidentiality will be broken only in cases of possible danger to the employee, other employees and CAS, or to comply with a court subpoena or other legal obligations. In such cases, we will notify the employee concerned beforehand whenever possible. (We are mandated to report incidents of suspected child abuse or neglect.)

3.6 Workplace Safety

CAS is committed to providing as safe and healthy a workplace as possible, free from violence, threats and intimidation.

Any employee who is involved in an accident on CAS premises or while performing CAS duties must report it immediately to the immediate supervisor. The supervisor is responsible for making sure that an accident report is completed and sent to the Benefits Manager so that a Workers' Compensation report may be filed. A report must be filed even when no medical attention is required and the injury appears to be minor.

Maintaining a safe work environment requires the continuous cooperation of all employees. Any employee who sees unsafe conditions should report them to the supervisor. Employees must also play their part in minimizing accidents, by, for example, mopping up spills and maintaining a tidy environment free of hazards such as trailing wires, blocked exits or obstacles.

3.7 Violence in the Workplace

Any instances of violence must be reported to the employee's supervisor and/or the Human Resources Department. All complaints will be investigated and any employee found to have exhibited violent behavior on the job or at the workplace will be subject to disciplinary action, up to and including dismissal.

Violence includes not only physical violence, but verbal abuse, threats and intimidation.

3.8 Smoking

All CAS programs are smoke free.

3.9 E-mail, Voicemail and Computer Systems

A copy of the complete policy on computer use is available on the employee intranet. Employees will be asked to read and acknowledge this detailed policy as a condition of using CAS's computer resources.

The Society's e-mail, voicemail, and computer systems are the Society's property and are to be used for job-related purposes. Personal use of E-mail, voicemail, and the internet is allowed within reasonable limits and with prior department/supervisor permission, and should not interfere with the employee's job duties.

Use of the Society's e-mail, voicemail, and computer systems in such a way as to harass, intimidate, or annoy others, or to receive or disseminate information containing defamatory, profane, obscene, racist, sexist, harassing, offensive, or otherwise discriminatory material, is strictly prohibited, even outside of working hours. Use of these systems in such a way as to infringe copyrights is also strictly prohibited.

The Society's computer and telephone systems are not to be used for personal financial gain or profit, or in any way that is inconsistent with the Society's interests or the law.

E-mails or other messages may not be sent in such a way that they appear to have originated with someone else. Log-on and other passwords may not be shared with any third party, and they may not be shared with other Society employees except when directed by an authorized manager. Employees should be cautious about downloading information from e-mails or the internet, to avoid infecting the Society's systems with computer viruses.

By using the Society's e-mail, voicemail, and/or computer systems, you waive any right to privacy in the data transmitted or received. The Society reserves the unlimited right to monitor, access, review, copy, or delete any message, file, or document on its e-mail, voicemail, or computer systems, including matter stored on individual computers and related media. Employees should be aware that deleting messages does not necessarily preclude access to them.

Phones: Personal calls should be made only when necessary and should be kept to a minimum. The content should not be embarrassing to those within earshot. This applies to agency phones and to personal cell phones. An employee who wishes to use an agency phone for a long distance call must receive permission and may be charged the cost of the call.

Cell phones

The guidelines above apply to personal cell phones. Cell phones should be switched off or turned to "vibrate" during meetings, trainings and other occasions when they could be distracting to others. Supervisors have a right to establish specific guidelines for the use of cell phones and if necessary to ban their use in the workplace.

3.10 Dress Code

All employees are expected to dress neatly and professionally both in the office and when in the field on agency business. Program directors and supervisors have the right to make a reasonable determination about what is and is not appropriate dress in their particular setting.

A supervisor who feels that an employee is dressed inappropriately should discuss this with the employee, and if necessary the employee may be asked to go home to change clothes. Time lost will be unpaid or made up later. Continued failure to follow the dress code will lead to appropriate action.

Below are examples of clothing that is never acceptable at work:

Torn or ripped clothing
Dirty clothing
Revealing clothing such as low cut blouses, short skirts
Tight clothing
Slogans that could be offensive to others
"Flip flops" or slippers

Employees should remember that they are role models for children, teens and other staff.

3.11 Misconduct

Misconduct may result in disciplinary action up to and including immediate dismissal. It may include, but is not limited to:

- Deliberate falsification of records or reports, verbal or written, including attendance records
- Failure to report suspected fraud or falsification
- Encouraging, directing, facilitating or permitting behavior that does not comply with the Code of Conduct or the False Claims policies listed in this manual
- Solicitation or acceptance of kickbacks for client or other referrals
- Theft
- Improper conduct with a client, including requests for sexual favors, verbal or physical conduct of a sexual nature, sexual relationships with a client, or inappropriate socializing with a client (as set out in Section 3.3.2)
- Violence, threats or abusive behavior
- Violation of client confidentiality
- Excessive lateness or absenteeism
- Insubordination (refusal to carry out a lawful directive by a supervisor)
- Any action which may damage the reputation of CAS, harm or threaten the safety of a client or co-worker
- Conduct deemed to be against the best interests of the Society
- Improper use of the internet or computer equipment
- Violation of the agency's discrimination or harassment policies
- Retaliation against or intimidation of an employee for making a good faith report of suspected illegal or unethical behavior

3.12 False Claims

CAS' long-standing misconduct policy prohibits the deliberate falsification of records or reports. This addendum to the Personnel Policy Manual and Employee Handbook explains how the recently enacted false claims provisions of the Federal and State Medicaid Laws fit in with our policy.

A false claim is an effort to commit fraud in collecting Medicaid payments as a result of actual knowledge, deliberate ignorance, or reckless disregard for the truth. Some examples are:

- Knowingly submitting claims for services not rendered or for which reimbursement is not entitled
- knowingly submitting inaccurate, misleading, or incomplete cost reports
- knowingly inflating or otherwise misrepresenting CAS's costs on cost reports filed with government agencies or private funders

- knowingly failing to seek payments from other insurers or programs that provide coverage before billing Medicaid

An unintentional or unknowing error is not a false claim.

Any CAS employee who learns of a false claim, or has a reasonable suspicion a false claim was made, must report this to the CAS Compliance hotline at 212- 949- 4872.

A knowing failure to report a false claim is, in itself, misconduct. Retaliation against an employee who makes a good faith report of a false claim is prohibited and would also be deemed misconduct. If you have questions, about any of these matters, or are unsure whether a situation meets the definition of a false claim, call the Director of Legal Affairs at 212-949- 4942 or the Compliance Officer at 212-949 4953, or the Confidential Employee Hotling, mentioned below.

Employees working for the Health Services Division and certain other programs involved in Medicaid billing may be dismissed if they are found to appear on an official list of individuals excluded from doing business with Medicaid.

Confidential Employee Hotline:

In a continuation of management's efforts to promote ethical behavior in the workplace, The Children's Aid Society has established a dedicated toll-free number as a Confidential Hotline for reporting illegal or unethical activity. Employees should use the Confidential Hotline when they are unable to use normal administrative channels for voicing concerns about illegal or unethical activities. The toll-free number for the Confidential Hotline is 1-866-210-8120.

3.13 Grievance and Complaints Procedure

Any employee who believes that an employment decision has been made arbitrarily or who feels that s/he has been treated unfairly or in violation of CAS policies should try to resolve the matter with the immediate supervisor. If the matter is not resolved satisfactorily, the employee should make a request in writing to the next level supervisor or Department Head, with a copy to the Human Resources Department.

If the matter is still not resolved satisfactorily, the employee may make a written request to the Director of Employee Relations or the Director of Human Resources.

In most cases the employee will be invited to a meeting and will receive a written response.

The decision of the Chief Executive Officer on any matter is final. See also "Person nel Practices Committee" below.

IV. OTHER IMPORTANT INFORMATION

4.1 Personnel Liaison Committee

The Personnel Liaison Committee is comprised of representatives from geographical “zones”. The Committee meets regularly discuss matters of importance to staff. Questions about the policies contained in this manual and handbook may be addressed to the Committee through the zone representative. Each zone has a Zone Administrator to help facilitate the committee’s work.

4.2 Employee Assistance Program

CAS currently provides the services of an independent Employee Assistance Program free of charge to any employee or immediate family member. Trained counselors are available to assist with a wide range of problems including: relationships, parenting, finances, legal or work-related problems, substance abuse, grief and loss, emotional and physical abuse, anxiety and fear, and child or elder care concerns.

All contacts are confidential and information is not disclosed to CAS without the employee's permission.

In the event that an employee is experiencing problems that affect job performance, the supervisor may make an administrative referral to the EAP. This is confidential, except that the supervisor may require confirmation of attendance and cooperation with the EAP. The purpose of such referrals is to help an employee preserve employment by dealing with problems that may affect performance, but the responsibility for maintaining good performance remains the employee's.

4.3 Employee Recognition

CAS seeks to encourage and reward innovation, outstanding commitment and service. CAS has, at its discretion, various award programs that are introduced from time to time. Examples are the Excellence Awards, the Team Award and the Long Service Awards.

4.4 Educational Support

Tuition assistance is available as a tool for staff development and it is not a guaranteed benefit. It is awarded at the discretion of the Chief Executive Officer and is subject to budgetary and other constraints.

Full-time employees are considered eligible for educational support if they meet the following criteria:

- has good to excellent job performance
- has been working for at least one year
- the program is an accredited school appropriate for the type of training or education

- the educational program leads to the development of skills needed by CAS

Applications for support must be initiated by the employee's supervisor and directed to the Human Resources Department. An application form is available on the employee website.

If tuition assistance is approved, the employee will be asked to sign a written agreement to remain at CAS for up to two years after graduation or to refund all or part of the grant.

In addition to financial assistance, special arrangements such as field placements and flexible hours may be approved on a case-by-case basis. A dollar value is placed on the time allowed and this also is subject to written agreement to remain at CAS for two years after graduation.

Upon completion of a master's degree, a reclassification and salary increase usually occur.



The Children's Aid Society

Acknowledgement of Receipt

I acknowledge that I have received a copy of the following:

- Personnel Practices Manual and Employee Handbook
- Employee Code of Conduct
- IT Policies and Procedures Manual

I understand that it is my responsibility to read and familiarize myself with these policies.

I understand that acceptance of employment at The Children's Aid Society constitutes consent to all the terms and conditions set out in the above policies, and that failure to abide by them may result in disciplinary action, up to and including termination of employment.

I further understand and agree that terms of employment are at the discretion of the Society. This manual and handbook do not alter the employment-at-will status of our employees. In other words, either the Society or an employee may terminate the employment relationship at any time, for any reason. Nor does this manual and handbook constitute a contract between the Society and its employees. The Society reserves the right to modify both written and unwritten policies at its sole and complete discretion.

Name: _____ (please print)

Signature: _____ Date: _____

Work location: _____

Attachment 42 – Action Plan

The chart below outlines the main steps that will be undertaken to ensure the school’s successful launch in the Fall of 2012:

Tasks	Outcome	Approximate Start Date and Projected Date of Completion	Peron(s) Responsible
Recruit and hire Principal	Potential candidates are identified and interviewed	Spring 2011 – Summer 2011	Founding Group, Board of Trustees
	Principal is selected, and hired on consultant basis	October 2011	Board of Trustees
File for EIN Number	Non-profit, 501 (c) 3 status from IRS	8/1/2011 – 4/1/2012	Board of Trustees
Upon receiving EIN Number, open bank account and escrow account	Account is established, business involving deposits and withdrawals can proceed	Based on date EIN is received	Operations Director
Upon notification of authorization, draft and send School Approval Announcement to Elected Officials and Community Stakeholders	Notice of the CASCCS is announced to elected officials, local community-based organizations and local media	9/15/2011 – 10/15/2011	Board of Trustees and School Principal
Finalize and approve CASCCS bylaws	Approval of bylaws, election of Board officers	9/15/2011 – 10/15/2011 (first official CAS-CSS Board of Trustees meeting)	Board of Trustees
Identify and apply for planning grant funds	Letters of inquiry and proposals are developed; Schedule for proposal submission and follow-up is developed	7/1/2011 – 7/1/2012	Founding Group to develop; Board of Trustees to submit, Operations Director
Cultivate individual, foundation and corporate donors for ongoing operational support	Letters of inquiry and proposals are developed; schedule for proposal submission and follow-up is developed	9/1/2011 - ongoing	Founding Group, Board of Trustees, CAS Development Department, to be assumed by Operations Director

Locate and finalize school location and facility	Determine through DOE any public school spaces that are available, centrally located, easily accessible and suitable for school use; Visit spaces to determine suitability	7/1/2011 – 8/30/2011	Founding Group with assistance from CAS Director of Facilities; Board of Trustees to make final determination
	Identify private spaces that are available and suitable for school use:	Spring 2011 – 8/30/2011	Founding Group with assistance from CAS Director of Facilities; Board of Trustees to make final determination
	If no DOE space is available and no other private space is deemed preferable, develop build-out of 1515 Southern Boulevard based on architect renderings	Apply for Certificate of Occupancy 7/1/2011	School Principal, Operations Director
		Plans rendered 9/15/2011 – 10/15/2011	
	Construction and build-out 11/1/2011 - 4/1/2012		
Develop schedule of Board meetings	Board begins to meet monthly	9/15/2011-10/15/2011	Operations Director
Review, approve and/or amend curricula and school calendar	Academic program is finalized	9/15/2011 – 1/31/2012	School Principal
	Plan for ordering supplies is outlined	2/2/2011-2/15/2012	School Principal, Operations Director
Develop communications materials, logo, website and other documents	Materials promoting the CASCCS are developed, marketing is ready	9/15/2011 – 11/1/2011	School Principal and Founding Group with support from CAS Communications Department to develop; Board of Trustees to provide input and approve
Recruit and hire Operations Director	Job description is developed and posted; potential candidates are identified and	10/1/2011-11/15/2011	School Principal

	interviewed		
	Candidate is hired and begins	11/15/2011	School Principal, Board of Trustees
Community outreach to recruit and secure applications from student applicants who meet the desired eligibility criteria for the CASCCS	Letter and communication campaign is targeted to local early childhood centers, foster care agencies, community-based organizations, housing developments, community events	1/2/2012 – 4/1/2012	School Principal, Operations Director
	Open registration begins	1/2/2012 – 4/1/2012	Operations Director
Based on number of eligible applicants as compared to number of kindergarten and 1 st grade slots, implement lottery system	1 st year student population is determined	4/15/2012	Operations Director
Admitted students receive enrollment package		4/15/2012-5/1/2012	Operations Director
Student enrollment	Officially enroll students into CAS-CSS via ARIS and receive their records	5/1/2012-8/15/2012	Business Manager, Operations Director, Community School Director (when hired)
Recruit and hire Community School Director	Job description developed and posted, candidates interviewed	3/1/2012 – 4/15/2012	School Principal, Operations Director, CAS HR Department
	Community School Director is hired	7/1/2012	
Recruit and hire teachers and school staff	Job description developed and posted, candidates interviewed	2/15/2012-6/15/2012	School Principal, Operations Director
	Staff are hired and begin based on position	7/1/2012-8/15/2012	
Order curricula, materials and supplies, furniture, technology	School is equipped with educational and other materials	5/1/2012 – 5/30/2012	Operations Director, Business Manager
Develop teacher and staff training	Trainings are developed for various components of the school program	5/1/2012 – 6/15/2012	School Principal, Operations Director
Administrative staff report to school		7/30/2012	
Teachers report for pre-		8/13/2012-	

opening professional development session		8/24/2012	
All school staff participate in professional development session		8/27/2012-8/28/2012	
First day of school		8/29/2012	

Attachment 43 – Supplemental Information

As the partner organization to the CAS-CCS, The Children’s Aid Society (CAS) brings a rich history of providing first-rate, front-line services designed to support the physical and emotional well-being of New York City’s disadvantaged children and their families. CAS’ services address all stages of a child’s life, from infancy through young adulthood and include adoption and foster care, medical, dental and mental health care, preventive services, summer and respite camps, educational enrichment, the arts, recreation, leadership development, college preparation, job training and emergency support for families. In the context of this work, CAS’ mission has meant helping families to overcome the effects of living in poverty –overcrowded living conditions, compromised health, inadequate schooling, unemployment, violence – with comprehensive and integrated services. What follows is a discussion of some of these interventions, especially as they relate to supporting children in their learning and development, helping them to reach their full potential, providing interventions to stabilize and strengthen families and engaging youth at their most vulnerable moments – and never giving up on them.

CAS EARLY CHILDHOOD LEARNING

While the CAS-CCS will begin with kindergarten, CAS recognizes and values that the period from birth to five is a vital time of life during which significant transformations take place. Children acquire the basic skills that serve as the foundation for later learning and families establish the daily routines that support children’s development.ⁱ Major adversities, such as extreme poverty, can have a lasting, negative impact on later development. Research shows that early intervention programs that are built on evidence and support positive parent-child relationships can protect children from these negative effects with continued impact into the adult years.ⁱⁱ

To date, there has been limited collaboration between the charter and universal pre-k movements, despite a shared goal to improve the outcomes of children, especially poor and minority children, by expanding the boundaries of public education. While a growing number of charter schools are serving pre-k students, the charter school movement at large has not sought greater interaction with the pre-k experience, nor has it been encouraged at the policy level. CAS has a great deal to contribute in this regard, both in practice and policy. Grounded in a firm belief that learning begins at birth, CAS has advanced its 0-5 work through Early Head Start, Head Start, UPK and licensed child care programs augmented by innovations such as our early intervention program called “Talk & Play” and our literacy

program called “Go Books.” Commitment to high quality instruction and social development, strong support for parents and an eye toward innovation set CAS apart in this field and help ensure that our children enter kindergarten ready to learn. It also speaks to CAS’ impact when it has control of program design, and teacher recruitment and supervision.

Over the past 10 years, CAS has conducted and been involved in multiple research studies to evaluate the influence of our school-, center- and home-based early childhood programs on the primarily immigrant Latino children and families we serve in low-income neighborhoods throughout New York City. Following are evaluation summaries demonstrating our success:

- ***The CAS relationship-based Early Head Start program improves children’s developmental outcomes, decreases maternal levels of depression and bolsters interactive mother-child play.***ⁱⁱⁱ A federally funded evaluation conducted by researchers from the Albert Einstein College of Medicine investigated the influence of CAS’ relationship-based Early Head Start (EHS) program on child and parent outcomes. Findings revealed that there were significant increases over the course of program participation in children’s cognitive and language development as measured by standardized developmental tests. The program also had favorable benefits for children’s social-emotional development. Mothers in the program exhibited decreases in depression and stress over the course of their involvement in the program. They also reported increases in the quality and size of their social support networks. EHS mothers were observed to be more emotionally supportive, and provided more support for children’s language development and play than a control group of mothers.
- ***Talk & Play, a CAS Early Head Start enhancement program in which parent-child dyads in need of extra support meet individually with program instructors, has a positive impact on children’s language growth and parents’ confidence.***^{iv} Over the past five years, Talk & Play has served over 20 children and families annually. A quasi-experimental study showed that children participating in the Talk & Play program in combination with regular EHS services showed stronger language skills in play settings than their EHS-only matched peers. At the outset of the program, parents of children in Talk & Play were significantly less confident in their parenting abilities than were EHS-only parents. By the end of the program, this difference was no longer observed. This finding validated an earlier process evaluation.^v Results of the 2009-2010 program year qualitative study suggest that as a result of participation in Talk & Play, parents

gain confidence in their parenting skills, enjoy higher quality interactions between themselves and their children, and dedicate more time at home to learning and instruction.^{vi}

- ***Go!Books, the Head Start adaptation of Talk & Play in which an instructor meets with a pair of children twice a week for 30-minute lessons focused on book concepts, improves children's school readiness***^{vii}. In the 2009-2010 program year, CAS expanded the Talk & Play program to reach Head Start children ages 3-5. To test the impact of the program, 160 3- and 4-year-old children participated in a randomized control trial. Results of the study showed that the *Go!Books* program significantly improved 4-year-old children's kindergarten readiness, wherein 67% (30 of 45) of 4-year-old program children were prepared for kindergarten, versus only 40% (16 of 40) of control group 4-year-olds. Overall, program children had significantly greater print concept knowledge than control group children at the end of *Go!Books* and program children showed significant improvements in self-regulatory behaviors as compared to control children. Teacher reports showed that program children displayed significantly more interest in reading than did control group children.
- ***Parent involvement in a school-based Head Start program located in a CAS Community School was positively associated with parents' later involvement in their children's learning in the elementary school years.***^{viii} In the CAS Community Schools model, schools become the hub of the community by providing high-quality enrichment activities and extended day programming for children and families, as well as on-site medical, mental health and dental clinics. By placing early childhood programming within Community Schools, children and families are afforded a strong educational foundation that promotes a smooth transition into kindergarten. Since 1995, over 1,000 children and families have been served by this model in two elementary schools in the Washington Heights section of Manhattan. A retrospective survey of 73 former CAS Head Start parents, whose children attended Head Start in a Community School as far back as 1996, showed that parents recalled high levels of involvement. The number of Head Start activities parents recollected participating in was positively and significantly correlated with parent's participation in their children's learning during elementary school. In addition, the number of social contacts parents made during Head Start was strongly correlated with the number of social contacts they maintained at the time of the survey, which was positively associated with involvement in children's education at both home and in school. Finally, parents believed Head Start made a significant impact on their parenting skills. Future longitudinal research can test

the impact Early Head Start and Head Start programming, located in Community Schools, has on children's academic achievement.

- ***CAS Head Start programming that builds on parents' strengths is associated with positive literacy outcomes for children.***^{ix} A six-month longitudinal study of 80 CAS Head Start mothers highlighted the important variations that exist in the storytelling styles mothers adopt while sharing books with their children. CAS Head Start participation exerted its greatest positive influence on children's literacy scores for those children whose mothers adopted an "abridged-storytelling" style; that is, mothers who narrated concise stories and whose children listened attentively.
- ***CAS designed family literacy activities support parents' ability to track their children's learning and set the foundation for future home literacy routines.***^x A qualitative study of family literacy activities adopted by CAS Head Start teachers showed that the activities that teachers sent home for parents and children to complete together supported parents' ability to track their children's learning. Activities invited parents and children to discuss pictures together, read books and learn letters and mathematical concepts through fun game-like activities that were easy to do in the home. Parents were also asked to complete reflection activities. Nearly 250 children and families have been or are involved in these activities annually. The activities also function as a vehicle for communication between parents and teachers. Moreover, these early home learning practices serve as a foundation for future home literacy routines, and set the stage for a positive transition to kindergarten.

THE CAS-CARRERA ADOLESCENT PREGNANCY PREVENTION PROGRAM

The Children's Aid Society brings another important contribution to this charter school design: the CAS-Carrera Adolescent Pregnancy Prevention Program, which will be incorporated into our charter school beginning in grade 5. The model relies on a holistic, long-term approach to pregnancy prevention and sexuality education that helps youth develop personal goals and the desire for a successful future. It views youth as at-promise, not at-risk. And, the model recognizes that hope is the most powerful form of contraception. By working with youth in low-income communities, where hope is sorely absent, the model contributes to narrowing the achievement gap. The seven foundational components include: daily education; weekly employment; weekly mental health classes and daily services; weekly family life and sexuality education; self-expression; lifetime individualized sports; and no-cost, comprehensive medical and dental services. Unlike other in-school programs having similar goals, the model does not

simply provide additional social work staff or serve only as a health center for students. Rather, the program brings staff, resources, training, curricula, and expertise into partner schools and works with teachers to provide the support students in low-income neighborhoods need to succeed in school and life. This program has proven effective at reducing pregnancies and births to teens, as well as other risk factors, that compromise academic success. It is one of only two adolescent pregnancy prevention programs nationwide found to meet Top Tier evidence of effectiveness standards by The Coalition for Evidence-Based Policy, a Congressionally-appointed group charged with identifying social program models that meet criteria and warrant federal funds. Following are highlights of the program's most recent evaluation, conducted by Philliber Research Associates:^{xi}

Overview of the students served in the four NYC programs:

- Nearly three-fifths of the participants were female (59%) and nearly all (99%+) were minority students.
- 80% were middle school students (grades 5 thru 8) and 20% were in the 9th or 10th grade; the median age was 12.7 years.
- 42% did not live in two-parent homes, 8% received public assistance or welfare, and 10% lived with an unemployed adult.
- 60% had mothers who graduated from high school and 41% had fathers who graduated high school.
- 45% had mothers with at least some college experience and 28% had fathers with at least some college experience.

CAS-program 8th graders compared to 8th graders in other U.S. cities of all races:

- The percentage of CAS-program 8th graders who have had intercourse is 12% compared to 30% among 8th graders in these other cities.
- The percentage in a physical fight is 30% among program youth but 71% in these other cities.
- 2% of CAS-program 8th graders have carried a weapon, compared to 43% in these other cities.
- The percentage using alcohol is 13% among CAS-program 8th graders compared to 51% among other 8th graders.
- 4% of these CAS-program 8th graders report marijuana use compared to 21% of other 8th graders.

CAS-program 9th graders compared to African-American and Hispanic 9th graders nationally and those in New York City:

- The percentage of CAS-program 9th graders who have had intercourse is 30% compared to 45% of 9th graders nationally and 41% of NYC 9th graders.
- The percentage of CAS-program 9th graders who used a condom at last intercourse is 91% compared to 62% among 9th graders nationally and 67% among NYC 9th graders.
- The percentage in a physical fight is 49% among CAS-program participants but 45% nationally and 46% in NYC.
- 8% of these CAS-program 9th graders have carried a weapon, compared to 16% nationally and 18% among NYC 9th graders.
- The percentage using alcohol is 23% among CAS-program participants compared to 64% nationally.
- The percentage using alcohol within the past 30 days is 16% among CAS participants compared to 33% nationally and 37% in NYC.
- 20% of these CAS 9th graders report marijuana use compared to 33% of 9th graders nationally and 31% among NYC 9th graders.
- The percentage using marijuana within the past 30 days is 11% among CAS youth compared to 20% nationally and 23% in NYC.
- The percentage who have ever been pregnant or caused a pregnancy is 4% among CAS participants compared to 7% among NYC black and Hispanic youth.

CAS-program 10th graders compared to African-American and Hispanic 10th graders nationally and those in NYC:

- The percentage of CAS-program 10th graders who have had intercourse is 33% compared to 56% of 10th graders nationally and 48% among NYC 10th graders.
- The percentage of CAS 10th graders who used a condom at last intercourse is 100% compared to 66% among 10th graders nationally and 63% among NYC 10th graders.
- The percentage in a physical fight is 19% among CAS students but 41% nationally and 39% in NYC.
- 4% of these CAS-program 10th graders have carried a weapon, compared to 15% nationally and 12% in NYC.
- The percentage using alcohol is 45% among CAS students compared to 72% nationally.

- The percentage using alcohol within the past 30 days is 12% among CAS students compared to 39% nationally and 40% in NYC.
- 11% of the CAS 10th graders report marijuana use compared to 41% of 10th graders nationally and 37% among 10th grade NYC youth.
- The percentage using marijuana within the past 30 days is 6% among CAS-program participants compared to 21% nationally and 19% in NYC.
- The percentage of CAS 10th graders who have ever been pregnant or caused a pregnancy is 4% compared to 7% among NYC black and Hispanic youth.

Outcomes that have significantly improved:

- **Health** – The percentage using the hospital emergency room as their only source of health care decreased (19% to 13%).
- **Money management** – More report having a bank account (58% to 85%).
- **Grades** – Math and science report card grades have improved.
- **Physical fighting** – a decline occurred from 43% to 32%.
- **Sexual and reproductive health knowledge** – Scores improved on an exam (48% to 58%).

CAS FOSTER CARE AND ADOPTION

Children placed in foster care face profound consequences. In addition to the physical and emotional trauma associated with the cause for placement, abuse or neglect, there is the trauma associated with being separated from one’s parent(s) and moving into a foreign home. Further, there may be a disruption in schooling and there is surely a disruption in daily routines. It is an exceedingly frightening and unsettling time for children, and one that can seriously jeopardize their social and emotional development. Through its decades of experience in foster care, CAS knows this population and its needs well. Our specialized services – Family Foster Care, Medical Foster Care, Therapeutic Foster Care and services to teens aging out of care –seek to lessen the disruption of placement by ensuring safe and nurturing homes for these children. Social workers work closely with the children around issues of trauma and separation, they provide intensive training and ongoing support to foster parents, and they work with birth parents around the issues that led to placement and the supportive services they’ll need to reunite with their children. Additional specialized support is provided to those children experiencing developmental and psychological problems stemming from parental mental illness, drug addiction or serious maltreatment. Because children need a permanent home, either with an adoptive family or

birth parents, CAS concurrently focuses on providing the tremendous support needed for the children, their foster parents and their birthparents to achieve permanency. CAS consistently receives outstanding scores from the NYC Administration for Children's Services for its quality programming and demonstrated success in securing stability for these children.

CAS FAMILY SUPPORT AND PREVENTIVE SERVICES PROGRAMS

Countless factors can rock the stability of a family. Unemployment and under employment, an illness or death, mental health issues, inadequate housing and eviction, violence in the home or community, alcohol and substance abuse and the constant stress that comes with making ends meet are just a few examples of the realities faced by a large portion of society. The consequent instability manifests itself in the children in profound ways, compromising their own ability to function, especially in the classroom. The Children's Aid Society has several programs aimed specifically at strengthening families during times of crisis and instability.

- **Preventive Services** provides family-focused interventions that help enhance family relationships and alleviate the stressors of day-to-day life and improve child safety. The premise is simple: when a family functions well, children do better. The interventions are more complex. Master's level social workers work with families to assess their needs and develop an appropriate service plan, which may include individual, family and group counseling, case management services, parenting guidance and advocacy. The wide array of supportive and therapeutic services helps parents provide a safe home for their children.
- **Homemaker Services** has been a bedrock of support for families facing crises that threaten their ability to stay together. Since 1933, homemakers and certified para-professionals have been trained to help parents care for their children and manage their homes in times of intense, compound crises. In addition to assisting families with practical needs, social workers provide deeper emotional support and help families problem-solve on a broader scale. Staff also help families access the concrete services they need to bring stability to their lives, including public assistance, disability insurance, housing services and other counseling resources.
- **The Family Wellness Program** provides domestic violence prevention and intervention services for those who have experienced violence in their home or in dating relationships, including being exposed to such violence. Understanding that violence in the home affects every family member, the Family Wellness Program offers: individual counseling for survivors of abuse, and children and teens who have witnessed abuse; family counseling for children and their non-

abusive parents; group counseling for women, children and teens; and case management and advocacy services. TARA, Teens Against Relationship Abuse, engages teens who may or may not have experienced or witnessed abuse but who want to learn how to put an end to relationship abuse.

CAS WORK WITH DISCONNECTED YOUTH AND YOUTH AT RISK OF DELINQUENCY

Adolescence is a time of self-definition for all teenagers as they struggle to develop their identity in relation to family, peers and the greater community. For disengaged youth, adolescence is a particularly precarious time. Teenagers aging out of the foster care system and young people who are neither in school nor working often lack the basic skills, education and social support systems needed to make a successful transition into adulthood. Youth in the juvenile justice system may face stigma from incarceration. Many of these young people have had little history of success in school, have been exposed to trauma, experienced emotional abandonment and have been let down by adults. These at-risk youth are difficult to engage, and in fact, have been abandoned by much of society that feels “it’s too late.” CAS has a different approach: by slowly and steadily gaining their trust and nurturing their strengths and confidence, our workers provide these young people the unwavering support they need to make better choices in all areas of their lives. Our support is designed to help them resume their educations, achieve a transformational relationship with an adult, develop job skills and advance social, emotional and financial literacy.

- **The Next Generation Center** was launched in the South Bronx in 2006 to meet the perilous shortage of services for young people involved in the foster care and juvenile justice systems, and other youth equally at risk of becoming “disconnected.” These include youth who have dropped out of school or are at risk of doing so, as well as street-involved youth, teenage parents, and homeless youth. They are exceedingly vulnerable and a path toward self-sufficiency is daunting. The Next Generation Center understands that these youth require relentless and intensive efforts if they are going to succeed. To support them as they prepare for and transition to adulthood and independence, the NGC offers job readiness training and subsidized internships, educational guidance and advocacy, legal counseling, housing assistance, and life skills, creative and visual arts, multimedia, fitness and recreational programming. Transformational relationships are at the core of the NGC’s efforts to help these young people change the trajectories of their lives.

- **LINC (Lasting Investments in Neighborhood Connections)**, conducted in partnership with NYS Office of Children’s and Family Services, is CAS’ program for youth returning from juvenile justice facilities. LINC’s primary goal is to prevent recidivism by addressing the conditions that led to adjudication and the effects of confinement. To support youth as they integrate back into their community and home lives and counter the negative environmental factors that may have led to their placement, LINC emphasizes the support and services that lead to successful outcomes, including connecting re-entering youth with adults who will positively influence their lives, providing educational support and employability training, and offering a wide range of services that foster holistic, healthy development. These services include life coaches who become trusted sources of support, pro-social activities, teen-led support groups, medical and dental services, work experience through internships, job-readiness skills workshops, leadership development, social development and long lasting community ties with adults and positive peer groups.
- **Family and Youth Intervention**, formerly known as the PINS program, is contracted by NYC Administration for Children’s Services to serve high-risk male and female adolescents (ages 11-18) and their families. These youth are at-risk for substance use and abuse, truancy and dropping out of school, gang involvement, high-risk sexual activity, mental illness and delinquent activities. Once referred, youth are directed toward specific evidence-based treatment models delivered by CAS social workers. **Functional Family Therapy**, for example, is a family-based prevention and intervention model that allows for the successful intervention in complex and multidimensional problems through clinical practice that is flexibly structured and culturally sensitive. **Multisystemic Therapy** is an intensive family- and community-based treatment program that focuses on a youth’s home, family, school, teachers, neighborhood and friends. Blending cognitive behavioral therapy and behavior management training, MST has been shown to keep children in their homes and schools, reduce arrest rates, improve family relations, decrease psychiatric symptoms and decrease alcohol and drug use. These treatment models exemplify CAS’ efforts to bring highly specialized, evidence-based practices to youth who are at a critical juncture in their lives.

CAS SUMMER CAMPS

Summertime for many children is associated with exciting camp experiences, family trips, visits to parks and museums and a variety of enriching activities. For low-income families, summertime presents a

concern: how to keep their children safely and pro-socially engaged all day, every day. For organizations like Children's Aid, there is the added concern of the summer learning gap that children experience when not engaged in stimulating opportunities during this period. Research indicates that most students lose approximately two months of grade level equivalency in math skills over the summer months, and low-income students lose more than two months of reading achievements, while their middle class peers make slight gains.^{xii} CAS has long been committed to providing low-income children with the quintessential camp experience, comprised of educational, recreational and cultural programs, while countering summer learning loss with enriching activities that foster thought and exploration.

- **Wagon Road and the William Osborn Day Camp** bring hundreds of inner city children to the country where they swim in pools, ride horses, play sports, engage in arts and crafts and participate in Project Adventure activities that promote trust, team-building and confidence. Through project-based learning activities, campers have researched topics such as the history of Native Americans and various countries throughout the world; they showcase their findings at a summer-end expose.
- **Home-based Camps**, located at our community schools and community centers, are designed to stimulate minds through theme-based programming. For example, when the summer theme was "My NYC," campers explored NYC's five boroughs learning about the history, immigrant groups, architecture and nature of various neighborhoods. They also exercise and have fun at local parks and other recreational outlets.
- **Alvin Ailey Summer Camp** is based on a long-standing and wonderful collaboration with the Alvin Ailey Dance Theater. Over the course of six months each summer, middle school students come together for an intensive dance and creative expression program. The program uses dance as a vehicle for developing self-esteem, self-discipline, creative expression and critical thinking skills. In addition to dance classes, campers participate in creative communications and personal development classes that address goal setting, nutrition and self-image.

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While not a comprehensive list, the programs described above reflect CAS' commitment to and capacity for bringing safety, stability, and success to some of the city's most vulnerable children and youth. Our work is especially important because, by virtue of their economic class, these children face far greater obstacles to success than their more affluent peers. We know that the path out of poverty lies with a

good education, but we also know that regardless of the education, children and young people confronting such profound issues as abuse and neglect, untreated health and mental health conditions, hunger and other stresses associated with poverty, simply cannot learn to their full potential. That children in New York City's low-income communities, including Morrisania in the South Bronx, are performing terribly below grade-level and high school students are not graduating suggests that these children need more from their educational experiences. In addition to high-quality, rigorous academic instruction, they and their families need targeted interventions and assistance. The Children's Aid Society has a notable history in understanding and responding to the complex needs of families. In our endeavor to help children succeed in school so they can succeed in life, we are extremely eager to extend our history to a charter school partnership, where academic instruction and social supports are truly aligned in the best interest of the students.

ⁱ Center on the Developing Child. (2008). The Science of Early Childhood Development. <http://www.developingchild.harvard.edu/content/downloads/inbrief-ecd.pdf>

ⁱⁱ Camilli, G., Vargas, S., Ryan, S. Barnett, W.S. (2010) Meta-analysis of the effects of early education interventions on cognitive and social development, *Teachers College Record*, 112, 3.

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