



Charter Schools Institute
State University of New York

Charter

HARLEM LINK CHARTER SCHOOL

FINAL CHARTERED AGREEMENT
Section 2852(5) Submission to the Board of Regents

Volume 2 of 3

REDACTED COPY

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section V

PARENT, STAFF AND COMMUNITY SUPPORT

22(a). Parent Involvement

Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school.

This proposal for Harlem Link has largely grown out of the need that Harlem families have expressed to the founding group for a better education for their children. Because of this origin, the school believes in a home school partnership between families and the school that will play an integral role in the education of Harlem Link students.

Family involvement in schooling is critical to a school's success. Therefore Harlem Link will ask families to be involved in three ways: by adhering to the conditions stated in the *Harlem Link Home-School Learning Contract*, joining the school's Community Outreach Group (COG), and volunteering at the school.

Harlem Link Home-School Learning Contract

The school will ask all parents or guardians to sign a Contract with the school, which will detail the expectations of the parent and the school, a pledge to work together for the success of the child, and an explication and agreement concerning the *Harlem Link Values Statement*. Below are the expectations of the families and of Harlem Link:

Family Expectations

Families will be expected to:

- support Harlem Link's mission of high academic standards and commitment to the community;
- make sure their children show up to school every day on time and in uniform, have had a nutritious breakfast, and are ready to work and learn;
- provide positive reinforcement of student progress and success;
- ensure that students have a quiet, uninterrupted place with no distractions and adequate lighting to complete all of their homework every night;
- reinforce the school's academic and behavioral standards at home;
- support the *Harlem Link Discipline Code* by accompanying a student to school so that he or she can re-enter the school community following an Out-of-School Suspension;
- telephone the school at the start of the day if their children are going to be late or absent;
- understand that persistent, unexcused absences will result in a home visit from the school Social Worker;
- volunteer for the school (see below);
- support other parents; and
- offer input to the school on annual surveys, grading the school on how it is doing.

Harlem Link's Expectations

The school will:

- use every resource possible to educate each child;
- establish an Open Door policy for families who wish to visit the school;
- maintain regular contact with all families;
- seek out strengths and talents of family members and celebrate them at the school;

- seek out input from families to stay true to the school's mission of high academic standards and community;
- seek out services that will support needs, such as workshops about the curriculum, parenting, and nutrition; and
- regularly evaluate its level of involvement with families.

Community Outreach Group (COG)

The primary way most families will be able to get involved at Harlem Link is by joining COG, which will be open to all parents and guardians as well as community members interested in supporting the school. This group will be involved in a variety of school activities, including planning special in-school events and celebrations, attending fundraising events, helping out with Fieldwork, identifying student and parent needs, and promoting the school throughout the community. COG will have an office at the school site, providing ready access to Harlem Link administration for open channels of communication. Participation in COG will be voluntary, and a parent need not formally belong to or participate in COG to participate in public meetings of the school, serve on ad hoc committees, or meet with or make recommendations to the school's Board of Trustees or administration.

From time to time, as the Board of Trustees or one of the Co-Directors requests, COG will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the school. For example, committees may form to study and advise the Board on programmatic expansion plans, budget issues, or student recruitment activities to help the Board determine how the school could best proceed.

Once COG is established as a genuine vehicle for family involvement at Harlem Link and has proven that it is a sustainable group, it will be charged with pursuing a long-term goal for the school: creating the Harlem Link School Congress. Such a body would exist to advise the Co-Directors on issues related to the management of the school. It would include two representatives from COG, both Co-Directors, a Trustee, a faculty member, and two at-large members who may be employees, Trustees or family members. Once the Harlem Link School Congress is running, COG and other delegates will be able to offer input in a more formal way on policies and practices, plans for providing information to parents, and strategies for arranging staff interaction with parents.

Volunteering at the School

The final way parents and guardians will become involved at Harlem Link is by volunteering. Family members will always be welcome to visit, provided the visit is coordinated ahead of time, or to volunteer to assist teachers and children in the classroom during regular school days. COG activities will also require volunteers on occasion.

Perhaps the most impact family members can have on the education of their children is to help supervise Fieldwork activities. Approximately six volunteers will be needed to accompany each of the nineteen Fieldwork trips throughout the year.

Harlem Link values its families and believes that high levels of parent involvement result in higher student achievement. The school will ensure that parents stay involved and feel like genuine stakeholders in their children's education.

22.(b) Staff Involvement

Please describe how staff will be involved in the charter school, including, in particular, the governance and administration of the charter school

The staff of Harlem Link will play an important role in the school's governance. The Co-Directors will officially represent all staff members before the Board of Trustees, though staff will be free to participate at public meetings of the school, serve on ad hoc committees, or meet with or make recommendations to the school's Board of Trustees or administration individually.

As a startup charter school, Harlem Link staff will sign contracts with the explicit knowledge that unforeseen challenges will come up which require problem-solving and decision-making. Teachers will know that they will have a great deal of latitude to exhibit leadership, for example by interacting in a meaningful way with the budget on the expense side, or taking the lead on revising fire drill procedures as needed.

Harlem Link will place a great deal of emphasis on professional development. Each teacher will have an Adult Learning Plan (ALP), which will feature professional goals for the school year. Lead Teachers will have the added responsibility of assisting with the development of their Novice Co-Teachers, and the opportunity for advancement internally. Harlem Link seeks to emulate Roxbury Preparatory Charter School in identifying potential leaders within the school staff and training them to eventually enter leadership positions. When Evan Rudall left Roxbury Preparatory Charter School, he had already identified Josh Phillips as a potential leader, and Josh transitioned into his position as Co-Director. By creating strong leaders from within, Harlem Link will create a sustainable leadership model ensuring that the school will continue to grow if and when administrators move on.

Likely beginning in the third year of the charter, the Community Outreach Group will create the Harlem Link School Congress, an advisory group designed as a meeting ground for school stakeholders. At least one faculty member will serve on this group. Two other at large positions are available should more faculty members be able to participate. At the Harlem Link School Congress' regular meetings, staff members will be able to offer input on various issues of governance and management, including, for example, being given the opportunity to present logistical suggestions and frustrations on behalf of the staff. It will be the Harlem Link School Congress' job to advise the Co-Directors on constructive solutions to such problems at the school.



Graduate
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February 14, 2004

James D. Merriman
Executive Director
Charter School Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dr. Merriman,

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I am writing to offer my personal, and Bank Street's institutional, support to the Harlem Link Charter School. I am fully informed of their plans for the school and find them to be first rate – for children and for teachers. I am particularly impressed with their creative allocation of time and human resources that systemically organize the school day in service of student and teacher learning.

I know Margaret and Steve from their graduate work at Bank Street as well as their teaching careers and their planning efforts for the school. They are both exceptional educators and definitely possess the intellectual, emotional, and physical strengths and stamina necessary to make the Harlem Link Charter School succeed.

at 112th St
k NY
120

Many Bank Street faculty members have worked with the co-founders over the past several years and have lent their expertise about curriculum, leadership, and professional development to the school. In fact, Susan Goetz-Haver, the chair of our Teacher Education Department and professor in our Literacy Program is on their Board of Directors. Rima Shore, chair of our Educational Leadership Department and Director of the Weissman Center for Innovative Educational Leadership, is also working with them and enlisting *their* aid in our efforts to establish professional support networks for young school leaders.

875-4404
875-4678

Bank Street is committed to working with the Harlem Link Charter School in full partnership as it goes about making a difference in the lives of the children who will be in its care and the community in which it resides.

If I can be of further assistance as you make your decision please do not hesitate to contact me.

Sincerely,

Jon D. Snyder
Dean, Graduate School of Education
Bank Street College

23. Evidence of Community Support

Provide evidence of adequate community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.

As teachers in Harlem for several years, the lead applicants have worked with many families who were in search of an educational alternative for their children. These families, many of whom have gone outside of the neighborhood to send their children to middle school, time and again have expressed an earnest desire for more school choices in Harlem. The lead applicants have gathered this information from ongoing dialogue with families of their students as well as through community and family focus groups in which they spoke to members of the Harlem community about educational opportunities in Harlem.

A major concern that families have voiced regards the city's middle school process. Many families have expressed consternation that their children's elementary schools have not prepared them for middle school, feeling shut out of the better performing middle schools since their children have low scores on state and city assessments.

Because of their lack of faith in Harlem's elementary schools and their limited choices for middle schools, parents have offered support to Harlem Link's founding team in a number of ways. They have served on the Community Outreach Group (COG), introducing the lead applicants to community members, and assisted in the parent petition drive. Community outreach began in April 2003, with a parent council at space donated by the Schomburg Center for Research in Black Culture. Parents' ideas at that meeting became the seed which grew over the course of a year into this proposal. Harlem Link's founding team has also found support in various community-based organizations, public institutions and community leaders, some of whom have expressed interest in working with the school. Some of these organizations and leaders are:

- Aaron Davis Hall
- Administration for Children's Services
- The After-School Corporation
- *The Amsterdam News*
- Annunciation Head Start
- Bank Street College of Education
- Children's Art Carnival
- The Children's Storefront
- City Councilman Bill Perkins
- East Harlem Tutorial Program
- Family Advocacy Integrated Resources, Inc.
- Future Leaders Institute
- GreenThumb
- Gwendolyn Powell Brown Computer School
- Greater Harlem Chamber of Commerce
- Hope Day Nursery
- Manhattan Borough President's Office
- Neighborhood Advisory Group, Abyssinian Development Corporation
- New York City Housing Authority

- New Song Learning Partnership After-School and Education Programs
- Nubian Day Care Center
- 100 Black Men
- 100 Black Women
- The Schomburg Center for Research in Black Culture
- The Studio Museum in Harlem
- The Trust for Public Land
- West Harlem Group Assistance, Inc.
- Yaffa Arts, Inc.

See Exhibit H for a complete list of meetings the founding team has had with organizations and community leaders within and outside of Harlem.

The founding team has made connections with these organizations, with many offering letters of support for the school. The founding team will continue to seek out individuals in the Harlem community for support and submit some of these letters after the March 1 proposal submission. In addition, the founding team has secured several family signatures from a broad range of sources throughout Harlem and plans to secure more and submit these to the Charter Schools Institute after March 1.

Community outreach will continue to be a very important part of the school through the Community Outreach Group. The group will continue meeting, inviting guests in to hear more about the school and for COG to find out more about their roles in the Harlem community. These connections will ensure that Harlem Link's students can reach out to and learn more about their community.

Linking Academics, Values and Community

Overview:

- * free, public, open to all New York City students via lottery admission
- * opening in 2005 with Kindergarten and first grade
- * adding one grade each year until K-8, 450 students maximum capacity

Mission:

Harlem Link Charter School, a K-8 public school, links academics, values and community. Our graduates will be articulate scholars who achieve success in all academic areas and active citizens who learn and serve in their communities. Students take an active role in learning and demonstrate good character in a safe, supportive learning community.

As a parent or guardian, I have read the mission of Harlem Link Charter School and I support the creation of this new charter school in Harlem. I would be interested in sending my child(ren) to this school if it opened in fall, 2005.

Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
Tracie O. Wilkins	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Tracie Wilkins	2/16/04
Zipporah Wilkins	[REDACTED]	[REDACTED]	[REDACTED]	2	7, 14	Zipporah Wilkins	2/17/04
Theresa Cochran	[REDACTED]	[REDACTED]	[REDACTED]	3	2, 7, 11	Theresa Cochran	2/10/04
Darlene Codd	[REDACTED]	[REDACTED]	[REDACTED]	2	4, 11	Darlene Codd	2/17/04
Tamara Passara	[REDACTED]	[REDACTED]	[REDACTED]	1	6	Tamara Passara	2/6/04
Jerome Gulch	[REDACTED]	[REDACTED]	[REDACTED]	4	4, 5, 13, 12	Jerome Gulch	2/10/04
Theresa Cruz	[REDACTED]	[REDACTED]	[REDACTED]	1	5	Theresa Cruz	2/16/04
Valerie Daniels	[REDACTED]	[REDACTED]	[REDACTED]	2	8, 12	Valerie Daniels	2/16/04
Corey Anderson	[REDACTED]	[REDACTED]	[REDACTED]	2	5, 11	Corey Anderson	2/16/04
Roger Nicholson	[REDACTED]	[REDACTED]	[REDACTED]	2	18, 19	Roger Nicholson	2/16/04
Arnold Sledge	[REDACTED]	[REDACTED]	[REDACTED]	0	0	Arnold Sledge	2/16/04
Patrick	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Patrick	2/16/04
YVONNE SANDERS	[REDACTED]	[REDACTED]	[REDACTED]	3	14, 12, 11	Yvonne Sanders	2/16/04
Ricky Williamson	[REDACTED]	[REDACTED]	[REDACTED]	2	9, 4	Ricky Williamson	2/6/04

Note: Names and addresses will be redacted (will not be made public) upon submission of the application.

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Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
Valerie Pearson	[REDACTED]	[REDACTED]	[REDACTED]	1	4 ^{years}	Valerie Pearson	2/7/04
Kimberly Rush	[REDACTED]	[REDACTED]	[REDACTED]	2	3-7	Kimberly Rush	2/7/04
Janda Brock	[REDACTED]	[REDACTED]	[REDACTED]	4	17 yrs 54rs 8 yrs 24rs	Janda Brock	2/7/04
LADY Sanchez	[REDACTED]	[REDACTED]	[REDACTED]	2	11-8	Lady Sanchez	2/7/04
Shenell Mejia	[REDACTED]	[REDACTED]	[REDACTED]	2	5	Shenell Mejia	2/7/04
Shenay Mejia	[REDACTED]	[REDACTED]	"	"	"	Shenay Mejia	2/7/04
Maria Palmer	[REDACTED]	[REDACTED]	[REDACTED]	2	3 9	Maria Palmer	2/7/04
Avona Perez	[REDACTED]	[REDACTED]	[REDACTED]	2	6 1/2	Avona Perez	2/7/04
Jessica Perez	[REDACTED]	[REDACTED]	[REDACTED]	2	7 24rs	Jessica Perez	2/7/04
Rosemarie Morales	[REDACTED]	[REDACTED]	[REDACTED]	1	1 1/2	Rosemarie Morales	2/7/04
Anthony Christian	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Anthony Christian	2/7/04
Derek Smith	[REDACTED]	[REDACTED]	[REDACTED]	2	4	Derek Smith	2/7/04
Pat Samuel	[REDACTED]	[REDACTED]	[REDACTED]	1	2	Pat Samuel	2/7/04

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Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
Nyatarah Collins	[REDACTED]	[REDACTED]	[REDACTED]	2	2/11	Nyatarah Collins	2/7/04
Valerie McNeil	[REDACTED]	[REDACTED]	[REDACTED]	2	2/13	Valerie McNeil	2/7/04
Karina Hernandez	[REDACTED]	[REDACTED]	[REDACTED]	3	8/5/3	Karina Hernandez	2/7/04

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Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
Kevin Powell	[REDACTED]	[REDACTED]	[REDACTED]	1	5yr	[Signature]	
Barbara Hannah	[REDACTED]	[REDACTED]	[REDACTED]	1	2yr	[Signature]	2/10/04
Siobhan Graham	[REDACTED]	[REDACTED]	[REDACTED]	1	2yr	[Signature]	2/10/04

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VANSON Miller	[REDACTED]	[REDACTED]	[REDACTED]	0		Vanson Miller	2/16/04
James Gilchrist	[REDACTED]	[REDACTED]	[REDACTED]	1	6	James Gilchrist	2/16/04
Kayla Gilchrist	[REDACTED]	[REDACTED]	[REDACTED]	1	7 mts	Kayla Gilchrist	2/16/04
HURMAN Nicholson	[REDACTED]	[REDACTED]	[REDACTED]	4	19, 20, 7, 8	Hurman Nicholson	2/16/04
Asfermia Wilkins	[REDACTED]	[REDACTED]	[REDACTED]	2	3, 5	Asfermia Will	2/17/04
Roderic Wilkins	[REDACTED]	[REDACTED]	[REDACTED]	1	1 yr old	Roderic Will	2/17/04
Clarence Wilkins	[REDACTED]	[REDACTED]	[REDACTED]	1	2 yr old	Clarence Will	2/17/04
Chenire Colhill	[REDACTED]	[REDACTED]	[REDACTED]	1	5 yrs	Chenire Colhill	2/17/04
David Rodriguez	[REDACTED]	-	-	2	7, 11	David Rodriguez	2/17/04
Wacy Capel	[REDACTED]	[REDACTED]	[REDACTED]	3		Wacy Capel	2/17/04
WRA Gilchrist	[REDACTED]	[REDACTED]	[REDACTED]	6		WRA Gilchrist	2-17-04
Shawn Chavis	[REDACTED]	[REDACTED]	[REDACTED]	0	0	Shawn Chavis	2-17-04
NARON McBRIDE	[REDACTED]	[REDACTED]	[REDACTED]	3	12, 7, 5	Naron McBride	2-17-04
Joseph Gilchrist	[REDACTED]	[REDACTED]	[REDACTED]	5		Joseph Gilchrist	2-17-04

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ADIANA Hayward	[REDACTED]	[REDACTED]	[REDACTED]	3	3, 2, 2, 1	A. Hayward	1-20-04
KIM LESTER	[REDACTED]	[REDACTED]	[REDACTED]	2	3, 4	Kim Lester	1-20-04
Kieren Stamp	[REDACTED]	[REDACTED]	[REDACTED]	2	3, 4	Kieren Stamp	1-20-04
Stacey Thompson	[REDACTED]	[REDACTED]	[REDACTED]	3	14, 9, 4	Stacey Thompson	1-20-04
Eona Adams	[REDACTED]	[REDACTED]	[REDACTED]	4	11, 5, 6	Eona Adams	1-20-04
Davidia Carthers	[REDACTED]	[REDACTED]	[REDACTED]	2	11, 5	Davidia Carthers	1-20-04
SILVIA HART	[REDACTED]	[REDACTED]	[REDACTED]	2	10, 2	Sylvia Hart	1-20-04
Sanayi Beckles	[REDACTED]	[REDACTED]	[REDACTED]	2	13, 8	Sanayi Beckles	1-20-04
E. Albankudu	[REDACTED]	[REDACTED]	[REDACTED]	3	1-7-10	Finnaud - Kibankudu	1-20-04
Denise Williams	[REDACTED]	[REDACTED]	[REDACTED]	2	5, 8	Denise Williams	1-20-04
FRICK Yambary	[REDACTED]	[REDACTED]	[REDACTED]	2	6, 4	Frick Yambary	1-20-04
Kenneth WAT	[REDACTED]	[REDACTED]	[REDACTED]	2	1-10	Kenneth WAT	1-20-04
Kenee Vail	[REDACTED]	[REDACTED]	[REDACTED]	1	1 1/2	Kenee Vail	1-20-04

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Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
Yolanda Rodriguez	[REDACTED]	[REDACTED]	[REDACTED]	1	5	[Signature]	02-24-04
Elaine Rivas	[REDACTED]	[REDACTED]	[REDACTED]	1	5/1	[Signature]	2-24-04
Eddy Estevez	[REDACTED]	[REDACTED]	[REDACTED]	3	2/5/7	[Signature]	2-24-04
Petra QUITO	[REDACTED]	[REDACTED]	[REDACTED]	3	5	Petra QUITO	2-24/04
JAVET FERNANDEZ	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Javet Fernandez	2/24/04
Estefania Guzman	[REDACTED]	[REDACTED]	[REDACTED]	3	4	Estefania	2-24-04
Merica Velgado	[REDACTED]	[REDACTED]	[REDACTED]	2	4	[Signature]	2/24/04
Luciana Velasco	[REDACTED]	[REDACTED]	[REDACTED]	3	4	[Signature]	2/24/04
ELIZABETH ALMAZC	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Elizabeth Alvarez	2/24/04
Ivonne Montes	[REDACTED]	[REDACTED]	[REDACTED]	1	5	Ivonne Montes	2/24/04
Cecilia Tacuri	[REDACTED]	[REDACTED]	[REDACTED]	1	1	Cecilia Tacuri	2/24/04
Rosa QUITO	[REDACTED]	[REDACTED]	[REDACTED]	1	1	Rosa QUITO	2/24/04
Ana Camela	[REDACTED]	[REDACTED]	[REDACTED]	7	11	[Signature]	2/24/04

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Name	Street Address	Apt. #	Zip code	# of Children	Age(s) of Children	Signature	Date
L. Johnson	[REDACTED]	[REDACTED]	[REDACTED]	3	1, 2, 5	[Signature]	2/26/04
RAYMOND ARMANIE	[REDACTED]	[REDACTED]	[REDACTED]	2	3, 6	Raymond McArmanie	2/26/04
Betty Thomas	[REDACTED]	[REDACTED]	[REDACTED]	1	4	Betty Thomas	

Note: Names and addresses will be redacted (will not be made public) upon submission of the application.

REDACTED

U
406

aaron Davis Hall

February 3, 2004

Harlem's Principal Center for the Performing Arts

407

James D. Merriman
Executive Director
SUNY Charter Schools Institute
74 North Pearl St., 4th Floor
Albany, NY 12207

Dear Mr. Merriman:

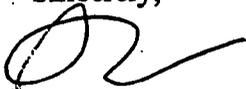
Aaron Davis Hall, Harlem's principal center for the performing arts, has made available to children a diverse array of high quality arts programs for over twenty years. The submission to your office of an application for Harlem Link Charter School could not have come at a more important time for our programs, as we are in the process of reviewing and redoubling our efforts to partner with schools and deliver our excellent product directly to children.

I have learned about Harlem Link's dedication to making connections with community-based organizations in order to make sure that the arts are not simply a subject, but a central part of every child's experience. We are looking for schools to work with, and more than half of the battle is won when they both come looking for us and have structures in place to coordinate working with our artists.

If Harlem Link is approved, I look forward to working with the school to both bring artists to the school, and bring children to Aaron Davis Hall to view our performances. Aaron Davis Hall could fit in with the school's proposed Fieldwork program, which dedicates time to bringing students out into the community.

Coherence is an essential ingredient to our success in working with schools, and a great promise that Harlem Link is making. I hope that the founders are given the chance to make it happen.

Sincerely,



Patricia Cruz
Executive Director

The After-School Corporation

408

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Mark A. Willis

January 28, 2004

Mr. James D. Merriman
Executive Director
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dear Mr. Merriman:

Having worked in social services in New York City in many capacities, I have come to see the need for high expectations and supportive school environments as well as beneficial enrichment activities during the afternoon hours for teenagers and young children alike. I have been the president of The After-School Corporation since its inception in 1998, and I am writing to express my support for the creation of Harlem Link Charter School.

The Founding Team of Harlem Link shares our belief at TASC that learning should not stop when school ends, and that activities in the hours after the regular school day are an essential part of an excellent education. I support this group's effort in helping to reach the goal of after school for all by 2010.

The founders bring an exciting idea to after-school, one that has been talked about but never implemented: block scheduling of activities that will expose children to a broad range of experiences. They plan on bringing in artist-teachers and community-based organizations in order to afford Harlem's children first-class education in the arts and other areas. This type of structure is in line with their mission, which seeks to make connections and instill a love of learning as well as ensure academic success.

While we cannot yet predict the scope of our programs for 2005-2006, I look forward to the opportunity to help Harlem Link secure funds for an Extended Day program. Please do not hesitate to contact me for more information. I look forward to following the progress of this very promising school.

Sincerely,


Lucy Friedman

Graduate
ns



February 14, 2004

James D. Merriman
Executive Director
Charter School Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dr. Merriman,

School
tion

Children
ily Center

of
g Education

I am writing to offer my personal, and Bank Street's institutional, support to the Harlem Link Charter School. I am fully informed of their plans for the school and find them to be first rate – for children and for teachers. I am particularly impressed with their creative allocation of time and human resources that systemically organize the school day in service of student and teacher learning.

I know Margaret and Steve from their graduate work at Bank Street as well as their teaching careers and their planning efforts for the school. They are both exceptional educators and definitely possess the intellectual, emotional, and physical strengths and stamina necessary to make the Harlem Link Charter School succeed.

112th St
NY
120

Many Bank Street faculty members have worked with the co-founders over the past several years and have lent their expertise about curriculum, leadership, and professional development to the school. In fact, Susan Goetz-Haver, the chair of our Teacher Education Department and professor in our Literacy Program is on their Board of Directors. Rima Shore, chair of our Educational Leadership Department and Director of the Weissman Center for Innovative Educational Leadership, is also working with them and enlisting *their* aid in our efforts to establish professional support networks for young school leaders.

875-4404
875-4678

Bank Street is committed to working with the Harlem Link Charter School in full partnership as it goes about making a difference in the lives of the children who will be in its care and the community in which it resides.

If I can be of further assistance as you make your decision please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon D. Snyder". The signature is written in a cursive, somewhat stylized script.

Jon D. Snyder
Dean, Graduate School of Education
Bank Street College



Education For Creative Development

Mr. Steven Evangelista
 Harlem Link Charter School
 481 Ft. Washington Ave. #58
 New York, NY 10033

Dear Mr. Evangelista:

Founded as a community outreach program of the Museum of Modern Art in 1969, *The Children's Art Carnival* is an award winning, national recognized community based visual and communication arts organization. Located in historic Harlem, New York, The Carnival has grown into a 35 year old arts education and training institution, providing visual and communication arts and life long learning experiences to young people, ages 4-21. *Our mission is to foster creative thinking through the arts; to stimulate the love of learning and motivation for education; and to provide beauty and discipline in the lives of young people.*

Annually, The Carnival serves over 10,000 children in schools and communities in Manhattan, the Bronx, Brooklyn and Queens as well as on-site at 62 Hamilton Terrace during school day, after school and on Saturdays. Each year, The Carnival becomes an integral part of the lives of children and teachers in public schools in New York City. We work with regular as well as special education programs including children who are physically and/or emotionally challenged, incarcerated young people, and children and their parents living in temporary and public housing. We continue to develop partnerships with schools and other youth service organizations by providing cultural arts programming to their constituencies. In addition, we serve youth who independently attend The Carnival's various programs.

The Children's Art Carnival strongly supports the proposed Harlem Link Charter School, slated to open in September 2005. We embrace your mission to provide a safe and supportive learning environment that empowers students to take an active role in learning and demonstrate good character. We believe that working together as partners linking academics with values and community the Harlem Link Charter School will be able to offer a rigorous learning environment for the future of our children and build a viable school with an excellent arts integration program.

The Carnival is in a unique position to support Harlem Link Charter School with the development of an Arts In Education. Our programs are designed to connect a variety of curricular, thematic and cultural areas and can be targeted to reach specific grades or populations. The goals of the programs are to provide students with a wide range of learning opportunities through the arts across disciplines to include: reading, writing, literature, social studies, math and science; to provide teacher and parent training for the purpose of ensuring that

additional arts activities can be fused into the regular curriculum and at home; and to expand the number of opportunities that students have to explore themselves, their communities and the world around them in creative and empowering ways. Schools use our programs to provide instruction in the arts not covered by classroom teachers or to enrich an existing arts program. Professional development or training teachers is an integral part of our programs. These programs are as follows:

The School Day Program, which is designed to provide art workshops for youngsters and their teachers attending public, private and parochial schools at our site at 62 Hamilton Terrace in West Harlem. Elementary school ages youth attend these sessions in groups of 25 to 30 students and participate in painting and drawing, puppetry, collages, story-quilts, print making, banner making, book making and mural projects.

The Early Childhood and Special Education Program, which is designed to foster the creative development of children with special needs and to develop the kinesthetic and symbolic functions of pre-schoolers through arts activities. The program provides children from head-start, day care and special education programs with a variety of art activities encourage the use of art in the daily lives of children. Students and their teachers attend in small groups of no more than 15 participants, engaging in art activities such as clay, sculpture, torn and cut-shape collage, rubbing prints, painting, drawing and puppetry in an open workshop setting.

Artists Residencies/In-School Programs, which represent long-term collaborations with schools and service agencies during the school day as well as after school. The Carnival 's approach to bringing artists into the schools for school day and after school programming begins with the educational needs of the individual school. Some schools may choose to focus on a single arts discipline or design residencies for specific grade levels. Others may want to connect the residencies to specific curricular themes. Others may want arts programming to reach the entire school or to enhance existing art programs. All art projects are designed and implemented based on and incorporating the New York State's Learning Standards & Frameworks across grades (K-12) and disciplines.

We, at The Children's Art Carnival, are committed to the Harlem Link Charter School and agree to support your efforts to provide a greater insurance for the future of our children and community. We value your dedication and commitment to the Harlem community and we look forward to joining you in this effort.

Sincerely,



Marline A. Martin
Executive Director

FAMILY ADVOCACY INTEGRATED RESOURCES, Inc.
An Early Intervention Program
127 West 127th Street
New York, NY 10027

Telephone (212) 663-7653

Fax (212) 280-1865

February 27, 2003

Mr. Steven Evangelista
Harlem Link Charter School
481 Ft. Washington Avenue
New York, New York 10033

Dear Mr. Evangelista:

I have read the literature describing the Harlem Link Charter School. Suffice to say it is most impressive in recognizing the need for a comprehensive educational program and practical plan for its implementation in the Harlem community.

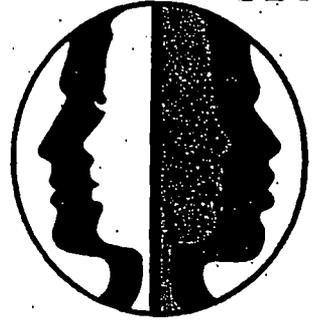
As an educational practitioner and author of numerous publications, I am thoroughly convinced that the concept of the Harlem Link Charter School promises an exciting program for realizing the educational success for many more Harlem youngsters.

You have my best wishes.

Sincerely,



Warren J. Halliburton
Director



February 10, 2004

Mr. James Merriman
Executive Director
SUNY Charter Schools Institute
74 North Pearl Street
Albany, NY 11206

To Mr. Merriman:

Two young people walked into my bookstore in the summer of 2003 telling me they were interested in starting a charter school in Harlem. They presented clear and bold ideas based on their teaching experiences. I had my doubts.

Less than a year later, it is clear that they have taken steps to prepare to open a Charter School. They have contacted capable men and women with a diverse set of experiences and financial expertise. They have sought the input of community leaders and the involvement of parents and families. Most importantly to me, they want to do business in the Harlem community and if chartered, intend to purchase books for their school from my store.

As the founder and owner of Hue-Man bookstore in Harlem, I see the need for more outreach to bring children and families to bookstores, and to put excellent books in the hands of our children. If the school is chartered, I would be delighted to do business with Harlem Link Charter School and support their efforts to increase literacy in Harlem.

Sincerely,

Clara Villarosa

9 Frederick Douglass Blvd.
(between 124th & 125th St. on 8th Ave.)
New York, N.Y. 10027

12.665.7400
12.665.1071

James Merriman
Executive Director
SUNY Charter Schools Institute
74 North Pearl St., 4th Floor
Albany, NY 12207

Re: Letter of Support for Steven Evangelista and Margaret Ryan

It is my pleasure support the Charter Application of Margaret Ryan and Steven Evangelista. It is a rare to find two such passionate and capable individuals ready and willing to meet the needs of profoundly depressed urban areas such as Central West Harlem. The recent gentrification of Harlem has not served to alleviate our desperate need for better schools and better teaching. In fact, very little has changed in our area. We still lack solid reading and math curricula. Scheduling art during the school day is almost completely dependent on the presence of outside non-profit entities and the physical and emotional well being of students is still being addressed with band-aid solutions and only in crisis.

Although I have not known Ms. Ryan and Mr. Evangelista for long, from our initial conversation, it was clear they are well aware of the need for strong academics in our area and of the challenges currently facing children and parents. As the director of a neighborhood after-school program, New Song Learning Partnership (NSLP), I speak from experience. Located in the heart of West Harlem on 8th Ave and 120th, we deliberately keep our program small serving only 45 children ranging from grade 1 to 6. We believe personal attention and strong academics are vital to meeting the needs of our children. It is not only a matter of teaching a broad range of subjects to our children, but also of engaging in relationships which encourage the children to love learning. Ms Ryan and Mr. Evangelista were teachers in Harlem. Because they were dissatisfied with their experience in Harlem schools, they have chosen to open a charter school which will not only meet the need for strong academics, but will also regard the child as a child, a whole person. This is my greatest encouragement.

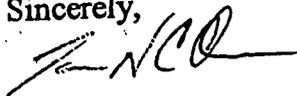
I willingly arranged for the parents of NSLP to meet with Ms Ryan and Mr. Evangelista and will continue to do so. They were very happy to listen to our parents and understood their needs intuitively. More impressive however, was the reaction of the parents to Ms Ryan and Mr. Evangelista. They received advice, understanding and caring engagement. Several of the parents noted they were happy to hear two such impressive individuals were opening a school with strong academics which might start at kindergarten and continue through to middle school. Many of our parents currently or will soon suffer the middle school crisis of our neighborhood. While most of our children under grade four attend city run public schools, all but one of our children in grades 5 and 6 attend charter schools. The parents of our program are clearly seeking alternatives to assist there children in accessing better education.

2230 FREDERICK DOUGLASS BLVD.
NEW YORK, NY 10027
PHONE 212.749.6122 FAX 212.749.1709
E-MAIL NSLP@NEWSONGNYC.ORG

There are certainly not enough middle schools in our neighborhood and most of the middle schools we have are highly ineffective. Our parents were greatly encouraged to speak with Ms. Ryan and Mr. Evangelista. I join the parents of NSLP in their great expectations and welcome Steven Evangelista and Margaret Ryan to our neighborhood. I am sure they will go far in meeting the needs of the children they serve.

Should you need to contact me for any reason, please feel free to call or email at the addresses included below.

Sincerely,



Tamara N C Oliver
Director
New Song Learning Partnership
2230 Frederick Douglass Blvd.
NY, NY 10027

Ph. [REDACTED]
Email. [REDACTED]

THE Studio Museum IN Harlem

144 West 125th Street, New York, NY 10027 • 212 864-4500 • Fax 212 864-4800

February 26, 2004

James Merriman
Charter School Institute
State University of New York
74 North Pearl Street
4th Floor
Albany, NY 12207

Dear Mr. Merriman,

We are thrilled to support the Harlem Link Charter School. The school's geographic location, coupled with its commitment to arts integration, makes it a prime school for The Studio Museum in Harlem to partner with. We are happy about this opportunity to work with another school to make interactive experiences for parents, teachers, students, and artists at The Studio Museum in Harlem as at the school.

We are excited about this new endeavor and hope that resources will allow The Studio Museum to participate in making this school a rich resource for all involved.

This kind of collaborative work is truly important as we encourage greater use of the Museum's resources by Harlem's schools and local residents. The Studio Museum is invested in developing long-term sustainable relationships with schools and families that can walk to our institution.

SMH is invested in making the Museum a natural extension of the classroom. School programs at SMH are a rich resource for teachers and students to explore and examine art and culture. Forming creative partnerships with schools is at the core of our school programs. The Studio Museum is committed to enhancing school curricula and encouraging innovative teaching practice.

Through the well-known *Cooperative School Program*, The Studio Museum in Harlem has provided arts education to Harlem school children since 1974. Each school is assigned an artist-in-resident that works in collaboration with teachers to transform the classroom into an art studio/workshop where students learn fine art techniques. Visits to the Studio Museum are an important component of the multi-session school collaboration program as the work in the Museum inspires the works of art produced in the students' art studio. The work produced throughout the year is installed in an annual student exhibition. This culminating activity brings together students and families from various schools, teachers, administrators, artists and Museum staff. The Museum also offers multi-session, interdisciplinary arts education programs. These programs are developed in collaboration with teachers and include a pre-visit slide presentation/discussion, an interactive museum visit, and project related both to the exhibition and to student's curriculum. These multi-session collaborations are implemented by teams each consisting of an artist, a museum educator and a teacher. Projects incorporate a diverse range of media, including art, photography, writing, music, video, computer, and performance. Over the years, the Museum has made classroom visits a priority. The Studio Museum in Harlem believes that the Museum is an extension of the classroom. Serving as a resource for teachers and administrators to connect with artists and museum educators in school collaborations the Museum is an important is an important vehicle for affecting educational change.

The Studio Museum in Harlem offers interactive guided tours for school groups, grades K-12. Museum educators engage students in looking at art using visual thinking strategies and an inquiry-based approach. Tours are forty-five minutes to an hour and a half in length. School groups often have tours when the Museum is closed as a way to foster conversation about the objects on view, increase the level of interaction with works of art, and engage students in visual thinking strategies that increase aesthetic literacy and critical thinking skills. Teachers arranging a tour can speak to a museum educator to tailor the tour to meet the thematic needs of their classroom. All

museum educators are versed in the Arts, English and Language Arts learning standards for the New York City Department of Education. The fee for school group tours is nominal and in special cases can be waived.

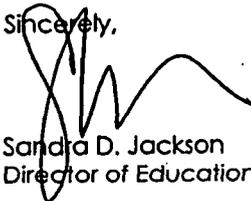
Ranging from one hour to one hour and a half in length, *Seeing and Creating* is a tour and hands on art making workshop for classes that can focus on particular artists and/or social themes presented in an exhibition. After seeing the works of art in an interactive discussion based tour, students participate in a hands on art making workshop that emphasizes themes or techniques explored during the exhibition tour.

The Studio Museum acknowledges schools teachers as professionals at the center of education, whose significant contributions have the most profound effect on the lives and learning of students. The Museums Harlem location in conjunction with the permanent collection and temporary exhibitions at The Studio Museum provide teachers throughout the New York City Metropolitan area allows teachers to become engaged with Harlem history and culture while they relate the arts directly to their own lives and experiences. The array of programs designed for educators reflects the museum's commitment to reaching beyond the traditional classroom and museum visit to respond to the increasing demand for quality arts education from an interdisciplinary perspective.

Again, we completely support the realization of the Harlem Link Charter School as it will serve a very important community here in Harlem.

Many thanks for the invitation.

Sincerely,



Sandra D. Jackson
Director of Education and Public Programs



erving Land
r People

January 29, 2004

To Whom It May Concern:

I am pleased to endorse the application of the Harlem Link Charter School. The Trust for Public Land has worked for 12 years to support New York City schools in linking their students with the neighborhood environment. The Harlem Link Charter School will provide a structured approach for effectively engaging young people with the world outside the classroom.

I have worked with Founding Board Member John Reddick for nine years and have tremendous belief in his ability to guide and inspire young people, and connect them with resources in the schoolyard and the neighborhood.

Sincerely,

Andy Stone
NYC Program, Director

Trust for Public Land
Atlantic Region
Broadway
York, NY 10012

677-7171
212) 353-2052

New Jersey Field Office
20 Community Place, 2nd Floor
Morristown, NJ 07960

(973) 292-1100
Fax (973) 292-6272

www.tpl.org

Chesapeake Field Office
660 Pennsylvania Avenue, SE
Washington, D.C. 20003

(202) 543-7552
Fax (202) 544-4723





1524/1528 Amsterdam Avenue
New York, NY 10031
Tel: 212.862.3399
Fax: 212.862.3281
www.whgainc.org

419

February 26, 2004

James D. Merriman
Executive Director
Charter Schools Institute
State University of New York
74 North Pearl St., 4th Floor
Albany, NY 12207

To Mr. Merriman:

For over 30 years, West Harlem Group Assistance (WHGA) has provided consistent support to property owners, tenants and businesses in historic Hamilton Heights, Manhattanville, Morningside Heights and Central Harlem. As Executive Director of WHGA for the past five years, I have seen a great deal of positive change in these neighborhoods. We have been active in fostering home ownership and facilitating social services that have bolstered and strengthened these communities on the rise.

The proposed Harlem Link Charter School's mission is right in line with our goal—to make West Harlem a strong neighborhood. Without safe, strong schools with high standards, we cannot reach our aim of helping Harlem stakeholders to be responsible, financially sound, well-educated and well-informed.

Therefore, WHGA would be delighted to work with the leaders and Board of Harlem Link on the school's facility needs in the coming years. I have discussed with them their interest in occupying 10,000 square feet in the first two years of their charter, as well as their challenging growth plan and the rent they would likely be able to afford. It seems to me that they have budgeted wisely for a rent of \$22 per square foot, and we may be able to help them find a better rate in a suitable space.

Feel free to contact me for more information on the services WHGA offers.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald C. Notice", written over a horizontal line.

Donald C. Notice
Executive Director

Yaffa Cultural Arts Inc

P.O. Box 575
New York, NY 10030
212-694-7245(Ph & Fax)
E-mail Yaffa7752@aol.com

The Trustees
The State University of New York
Charter Schools Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

To the Trustees of the State University of New York:

Yaffa Cultural Arts, Inc. provides a variety of services including parent workshops, staff development workshops, performances and workshops with children. The programs that we provide are multi-cultural and include visual arts, music, dance, storytelling, creative writing, video arts and drama. As executive director of Yaffa Cultural Arts, Inc. I ask you to strongly consider granting a charter to Harlem Link Charter School, so that Harlem families may have access to a community-based school that is serious about academics and engaging the community.

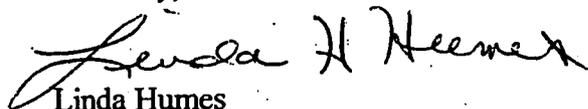
As a member of the Harlem community who has worked with youth in schools, I know there is a need for quality education. This belief led me to become active with Harlem Link Charter School's Community Outreach Group, a committee started by the founders who were seeking advisement and assistance with their vision of connecting the school with the community through service and the arts.

It's clear that their mission is about academics with the arts serving to enrich the students' experiences. Art in its many forms is also a way for children to express themselves and can help them become strong communicators. I am particularly impressed by the founders' commitment of working toward having a quality standards-based arts extended day component. I hope to see this happen for the school.

In the past I have found sponsors who have supported a partnership between Yaffa and schools so that children can have access to arts in education programs. Harlem Link is a school I would consider working with in the same capacity.

Thank you for considering this school on behalf of the Harlem community.

Sincerely,



Linda Humes
Executive Director

24. Programmatic and Fiscal Impact

Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

If chartered, Harlem Link will have both fiscal and programmatic impacts on New York City as a whole, and Regions 9 and 10 in particular. These include significant positive programmatic impacts and negligible fiscal impacts, as detailed below in an analysis of register and budget data in New York City and Regions 9 and 10.

Fiscal Impact

Consistent with the basic notion of New York State public school financing, Article 56 of the Education Law requires that financing the education of a charter school student will be the responsibility of the district in which the child resides, with the allocation of aid for that child targeted to the school he or she attends. Based on 2003-2004 data, in the first school year of Harlem Link's operation the district will transfer to the school an estimated \$8,586 per student, for an estimated 108 enrolled students, or a total of \$927,288 as reflected in the budgets in Attachments 45 and 46.

The per pupil funding formula prescribed in the Charter Schools Act for charter schools, however, is only a fraction of the total New York City spending per pupil. Thus, while the City would spend approximately \$11,820 per pupil (according to its most recent *School Report Card*), it is required to transfer only about three-fourths of that amount, or \$8,565 per pupil to the charter school. Yet the city no longer will have the responsibility for – and thus the cost of – educating any of these children. Thus, the difference of \$3,255 this will change per pupil in retained funding essentially represents a windfall for the city that will total approximately \$351,540 this will change in 2005-2006.

Title I funding, which is provided by the federal government, also follows a child to the school he or she attends. It is estimated that in the first year of operation, Harlem Link will be entitled to receive \$25,415 in Title I funds.

The relative impact of Harlem Link on the city over the four-year initial term of the charter is highlighted in the chart below:

Table 1: Expected Fiscal Impact

School Year:	2005-06	2006-07	2007-08	2008-09
New York City total register (estimated)	1,050,000	1,050,000	1,050,000	1,050,000
Per Pupil Expenditure (assumed 1.5% annual increase)	\$11,820	\$12,000	\$12,175	\$12,350
New York City total pupil funding (estimated)	\$12,411,000,000	\$12,600,000,000	\$12,783,750,000	\$12,967,500,000
Harlem Link register	108	162	216	270
Harlem Link Per Pupil Funding (assumed 1.5% annual increase)	\$8,565	\$8,715	\$8,846	\$8,978
Total Harlem Link Revenue	\$927,288	\$1,411,796	\$1,910,631	\$2,424,113
Harlem Link Revenue as % of City Spending	0.0075%	0.0112%	0.0149%	0.0187%

Inherent in the table is the assumption that while Harlem Link's student population will grow each year, the total student population in New York City will remain the same. In the city's recent total register, an upward trend from 1996 to 1999 was followed by a downward trend from 1999 to 2004. These fluctuations have kept the total student population within a general range of 1.035 to 1.07 million, reflected in the estimate of 1.05 million in Table 1.

Table 2: New York City Public Schools Total Register

Year	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Register	1,037,774	1,056,945	1,064,487	1,071,328	1,066,163	1,064,407	1,057,130	1,048,989	1,033,330
Change	x	19,171	7,542	6,841	-5,165	-1,756	-7,277	-8,141	-15,659
Pct. Chg.	x	1.85%	0.71%	0.64%	-0.48%	-0.16%	-0.68%	-0.77%	-1.49%

As Table 1 shows, the relative fiscal impact of Harlem Link on New York City school finances is less than two-hundredths of one percent in the first four years.

Concerning local administrative Regions 9 and 10, Harlem Link has estimated that 25% of its student population will come from East Harlem (Region 9), 50% from Central Harlem and 25% from Manhattanville/West Harlem (Region 10). A similar analysis on the data in Regions 9 and 10, which have both had steadily declining student attendance for several years, reveals minimal impact on their operations as well:

Table 3: Region 10

School Year:	2005-06	2006-07	2007-08	2008-09
Region 10 register (estimated)	102,530	100,816	99,102	97,388
Per Pupil Expenditure (assumed 1.5% annual increase)	\$11,820	\$12,000	\$12,175	\$12,350
Total Region 10 funding (estimated)	\$1,211,904,600	\$1,209,792,000	\$1,206,566,850	\$1,202,741,800
Number of Students at Harlem Link Region 10 (estimated)	81	122	162	202
Harlem Link Per Pupil Funding (assumed 1.5% annual increase)	\$8,565	\$8,715	\$8,846	\$8,978
Total Harlem Link Revenue-R. 10	\$693,765	\$1,062,230	\$1,433,052	\$1,813,556
Charter School Revenue as a % of District Spending	0.06%	0.09%	0.12%	0.15%

Table 4: Region 9

School Year:	2005-06	2006-07	2007-08	2008-09
Region 9 register (estimated)	66,377	65,944	65,511	65,078
Per Pupil Expenditure (assumed 1.5% annual increase)	\$11,820	\$12,000	\$12,175	\$12,350
Total Region 9 funding (estimated)	\$784,576,140	\$791,328,000	\$797,596,425	\$803,713,300
Number of Students at Harlem Link Region 9 (estimated)	27	40	54	68
Harlem Link Per Pupil Funding (assumed 1.5% annual increase)	\$8,565	\$8,715	\$8,846	\$8,978
Total Harlem Link Revenue-R. 9	\$231,255	\$348,600	\$477,684	\$610,504
Charter School Revenue as a % of District Spending	0.03%	0.04%	0.06%	0.08%

Harlem Link does not anticipate significant enrollment from students currently attending or who would otherwise attend private schools. Harlem Link has been doing, and will continue to do, outreach to economically disadvantaged families, not families who typically have the means to pay for private school tuition. Additionally, the founding team did a significant amount of research on parent demand for a school such as Harlem Link, in the form of interviews, open forums and discussion groups, in which many parents of children in public schools indicated that they are actively seeking alternatives to those schools, while parents of children in private schools claimed that they have found an acceptable alternative.

Harlem Link can anticipate some impact on parochial schools over time, as some families select this option not for religious reasons but as an alternative to failing public schools. As Harlem Link's success and reputation grow, more families who would otherwise choose parochial schools may be brought back to public education, improving the standing of public education in New York City.

Programmatic Impact

Harlem Link will have a strong educational program, with some curriculum features similar to the citywide curriculum, and some innovations not found in the local district's traditional public schools. This program will be administered on less government funding per student than the traditional public schools, and will operate in an educationally and fiscally sound manner. Thus, it is anticipated that the school will have a positive programmatic impact on the local school district: its unique program fills a need of demonstrated demand, and the implementation of the program in a more cost-efficient measure provides the district with a source of "best-practice" examples it is free to replicate. In addition, Harlem Link is in the process of developing a plan to create a "critical friends network" through Bank Street College of Education and the Chancellor's Center for Charter Excellence, a professional development community of schools that is expected to include both charter and district public schools.

Partly through this cooperation, Harlem Link expects to create and maintain a professional working relationship with the local school district. Indeed, teachers and administrators from several district schools, including P.S. 191, P.S. 192, P.S. 242 and Future Leaders Institute, have contributed to Harlem Link's design and will continue to be part of Harlem Link's informal network. Harlem Link, being founded by public school teachers who learned from some of the best administrators New York City has to offer, will seek to work with and learn from leaders and staff of the school district, and to be available at all times to show district officials its unique programs and features.

Finally, in keeping with the mission goal of linking community with academics, Harlem Link is in the process of establishing relationships with nonpublic schools in Harlem. Founding team member Kathy Egmont heads The Children's Storefront, a private, free-tuition private school in Central Harlem. Harlem Link also has a burgeoning connection to the East Harlem School at Exodus House, in the form of a teacher who is a friend of the founding team and a parent of two students at the school who contributed to the design of Harlem Link during the beginning stages of research into community demand in 2003. Harlem Link will continually look to successful nonpublic schools for best practices, including these and others such as the Thea Bowman Middle School at St. Aloysius. As in the relationships the founding team is forming with other public schools mentioned above, these connections will foster an exchange that can only bolster the programs of nonpublic schools in Harlem as it also enriches Harlem Link.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section VI

SCHOOL GOVERNANCE

25. Qualifications for Board of Trustees Service

Attach the charter school's qualifications for service on the school's board of trustees.

As the Board of Trustees is ultimately responsible for Harlem Link meeting its mission, it is imperative that the Board be composed of talented individuals with a diverse range of expertise. The founding team has found, through a combination of its collective experience with nonprofit governance, research into excellent charter schools and training through the Building Excellent Schools Fellowship, that a strong board is a crucial indicator of overall charter school success.

In seeking new Trustees, the Board will consider qualifications and areas of expertise. All members of the Board will be expected to possess the following qualifications:

- belief in charter schools and Harlem Link's mission, vision, and values;
- commitment to high quality education and constant learning;
- unwavering belief that all children can achieve at high academic levels;
- ability to commit and contribute to the board through meetings and committee work;
- professionalism, entrepreneurial spirit, resourcefulness, and critical thinking;
- willingness to support, counsel and challenge when necessary the Co-directors and other Trustees;
- ability to collaborate on a diverse team;
- willingness to use personal and professional networks on behalf of the school;
- commitment to youth and community service; and
- enthusiasm and sense of humor.

Additionally, Harlem Link will look for Trustees who possess expertise in the following areas:

- Business
- Community Relations
- Elementary and Secondary Education experience
- Finance
- Fundraising
- Prior Governance experience
- Human Resources
- Law
- Non-profit Management
- Organizational Start-up
- Real Estate

26. List the proposed members of the board of trustees for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed trustee who is named must complete the "Request for Information from Prospective Charter School Board Members" contained in the Appendix to the Application Kit.

The proposed 9-member founding Board reflects expertise or significant experience in all areas stated in Attachment No. 25. The Co-Directors will be ex-officio, non-voting Board members as indicated in the summary table below.

Name	Job Title	Board Status
Jonathan Barrett	Hedge Fund Director, Luminus Management	Proposed Board member
David Brown	Associate, Paul, Weiss, Rifkind, Wharton & Garrison LLP	Proposed Board member
Kathy Egmont	Head of School, The Children's Storefront	Proposed Board member
Steven Evangelista	Co-Lead Applicant	Proposed ex-officio, non-voting member
Susan Goetz-Haver	Professor, Co-Chair Teacher Education Dept., Bank Street College of Education	Proposed Board member
Kate Grossman	Community Development Officer, LISC	Proposed Board member
Tajj Moteelall	Director of Communications, East Harlem Tutorial Program	Proposed Board member
John Reddick	Consultant, Trust for Public Land, Housing Authority, & Chinatown Planning Council	Proposed Board member
Margaret Ryan	Co-Lead Applicant	Proposed ex-officio, non-voting member

If chartered, the Board will grow to include between 13 and 17 members. The need for additional members reflects the greater amount of work that will be necessary beyond the application and chartering stage. Additional expertise in real estate and finance in particular will be necessary. Below is background information on each proposed Board member, followed by their Requests for Information:

Jonathan Barrett

Hedge Fund Director, Luminus Management

Proposed Board Member

Jonathan Barrett is a Director of Luminus Management, a Private Equity and Hedge Fund management company focused on the power sector. Prior to joining Luminus, Mr. Barrett was a Director in Salomon Smith Barney's Merger and Acquisition Group. During his six years at Salomon Mr. Barrett executed in excess of 40 transactions covering numerous industries and transaction structures, including, mergers, acquisitions, divestitures, sales and corporate restructurings. Prior to emigrating to the United States, Mr. Barrett graduated with honors in Accounting from the University of Witwatersrand in Johannesburg, South Africa and completed two years with Price Waterhouse. Before joining Salomon Smith Barney, he spent four years at

David Brown

*Associate, Paul, Weiss, Rifkind, Wharton & Garrison LLP
Proposed Board Member*

David W. Brown is an associate in the Litigation Department at Paul, Weiss, Rifkind, Wharton & Garrison LLP. His practice focuses primarily on general commercial and securities litigations and arbitrations, as well as on the defense of white-collar criminal and regulatory enforcement matters. He has also worked on appellate constitutional matters. Mr. Brown clerked for the Honorable Judith W. Rogers of the United States Court of Appeals for the District of Columbia Circuit from 2000-2001. He received his J.D., *cum laude*, in 2000 from Harvard Law School, where he was an articles editor of the *Harvard Law Review*. He received his A.B., *magna cum laude*, in 1997 from Harvard College, where he concentrated in Social Studies.

Kathy Egmont

*Head of School, The Children's Storefront
Proposed Board Member*

Kathy Egmont brings to the Children's Storefront more than 25 years of experience working with children and families, in a variety of settings. From her work at a private school in Kenya, to family day care work in the inner city, to founding a private elementary school, she has been instrumental in creating and supporting programs that meet the needs of working families and disadvantaged children. Prior to joining the Children's Storefront in Harlem, she worked for ChildrenFirst, Inc., a national back-up childcare company, as Vice-President of Education and Training.

Ms. Egmont was co-founder and Head of School at Community Day Charter School in Lawrence, MA. She has served as the Director of a 150-child program, the Family Day Care Program with Community Day Care Center of Lawrence, and was co-founder of an independent school, Prospect Academy, in Lawrence, MA. She spent several years as Director of a variety of preschools and nursery schools north of Boston, serving a variety of communities. She spent two years in Kenya, working as a housemother for elementary school students in boarding school. Ms. Egmont earned her BA in psychology from Barrington College in RI (1969) and her M.Ed. from Boston University (1999) in administration, policy and planning.

While raising her family in the suburbs north of Boston, Ms. Egmont served on several day care boards in urban settings. She also worked as a parent-volunteer, founding a Parent-Teacher Organization for her children's school and working on inner-city housing issues.

With experience in urban, low-income and suburban, upper income, populations, Kathy Egmont understands the needs of the Children's Storefront populations and the expectations of independent schools. As the co-founder of a charter school, and in her work with a national childcare company, she has developed an understanding of how to create a culture that supports excellence in teaching and learning. Her commitment to high expectations for all children, her understanding of culture and its impact on learning and her ability to communicate with families and children are all part of her dedication to excellence in education.

Steven Evangelista*Fellow, Building Excellent Schools**Co-Lead Applicant**Proposed ex-officio, non-voting Board Member*

Please see Attachment 2 for background information on Steven Evangelista.

Susan Goetz-Haver*Professor, Co-Chair of Teacher Education Department, Bank Street College of Education**Proposed Board Member*

Susan Goetz-Haver is a Co-Chair of Teacher Education at Bank Street College of Education, and a member of the Reading/Literacy faculty. She holds a Ph.D. in Educational Administration from New York University, with research in teacher development and inclusion. She received an M.Ed. in Educational leadership from Bank Street College, an M.A. in Elementary and Special Education from Teachers College, Columbia University, and a B.A. in English Literature from the University of Pennsylvania. Dr. Goetz-Haver was a classroom teacher (in both general and special education), a learning and literacy specialist, and a staff developer in New York City public schools from 1973-1995.

Kate Grossman*Community Development Officer, Local Initiatives Support Corporation (LISC)**Proposed Board Member*

Kate Grossman currently serves as a Community Development Officer (CDO) with the New York City office of the Local Initiatives Support Corporation (LISC). By providing capital, technical expertise, training, and information, LISC supports the development of local leadership and the creation of affordable housing, commercial, industrial and community facilities, businesses and jobs. As a CDO, Ms. Grossman provides financial assistance (in the form of grants, loans and equity investments) and helps build the capacity of nonprofit, community-based organizations in Brooklyn, Harlem, and the Bronx. Prior to joining LISC, Ms. Grossman worked with Edison Schools, a national education management company. First, she served as a member of a four-person start-up team working to open a K-12 charter school on the South Side of Chicago. Next, she served as Edison's Director of Principal Recruitment, responsible for identifying potential candidates to lead Edison schools around the country. Ms. Grossman's work both at LISC and Edison demonstrates her strong commitment to strengthening underserved and low-income communities. Ms. Grossman received her undergraduate degree from Amherst College and her MBA from the Wharton School at the University of Pennsylvania. Between Amherst and Wharton, she worked at the Federal Reserve Bank of San Francisco in media relations, communications, and economic education.

Taij Moteelall*Director of Communications, East Harlem Tutorial Program**Proposed Board Member*

Taij Kumarie Moteelall is an award-winning artist and activist whose writings reflect her belief in the power of cultural representation for resistance and empowerment. Ms. Moteelall is currently the Director of Development and Communications at the award-winning East Harlem Tutorial Program, an after school and youth development organization. She has served as consultant to several non-profit organizations. Ms. Moteelall is a co-founder of the Blackout Arts Collective, a national organization dedicated to empowering communities of color through the arts, education and activism. She is also the President of the Rajkumari Cultural Center, an Indo-Caribbean arts

organization. During the summer of 2001, Ms. Moteelall traveled to Guyana to develop the Eye to Eye Project, an arts-based youth development program geared towards promoting racial tolerance and intercultural understanding among Afro and Indo Guyanese youth. She is currently working on her first stage play (*Breathe Me In*) and her first novel (*Conflicting Karma*). In 2002, the Mayor and City Council of New York City honored Tajj for her stalwart contributions to her Indo-Caribbean community by bestowing her with a Proclamation. She is also a 2002 winner of the Union Square Awards for Grassroots Activists.

John Reddick

Consultant, Trust for Public Land, New York City Housing Authority, Chinatown Planning Council Proposed Board Member

A lifelong New Yorker, John Reddick was born February 25, 1952 in the Bronx. His love for education was inspired by his grandmother, a nursery school teacher who raised him. Shortly after graduating from high school, Mr. Reddick was given a unique responsibility by Dr. Jane Buggen, beginning his lifelong involvement in education. He was invited to participate in formulating the Mini-School Program for the New York City Board of Education at Teachers College, Columbia University.

Mr. Reddick started a family while studying education at Brooklyn College, prompting him to move into a career in publishing. Leaving a management position after several years at Laurel Book Center, Mr. Reddick began working on Wall Street, managing an account for suspended funds totaling \$19 million for Bradford Trust Company.

All the while Mr. Reddick developed a passion for karate. Receiving his black belt in 1973, he had the honor of studying under influential martial artists, including Reno Claudio, instructor at the Military Academy at West Point. While continuing to instruct in various martial arts at the same dojo for the past 30 years, Mr. Reddick has also given workshops in self-defense at the New York City Police Academy and to the United States Coast Guard.

In 1984, Mr. Reddick began a new career as a day care instructor under the Chinatown Planning Council. He continues in his position at First Avenue Day Care, teaching after-school programs in gardening, karate, homework help and enrichment. While working in day care, Mr. Reddick returned to post-secondary work in education. He took opportunities given by Day Care Local 205, DC 1707 to attend education courses at Adelphi University, Parsons School of Design, Pace University and City College of New York.

While working as a day care provider and karate instructor, Mr. Reddick took on two other jobs which he continues to hold. As a consultant for the Trust for Public Land, Mr. Reddick does work in many parts of the city, including Harlem, on community gardens and play spaces for children. As a consultant for the New York City Housing Authority, he has judged the Authority's gardening competition for the last 10 years in addition to working with children and seniors on gardening and education activities.

John Reddick brings many skills to Harlem Link's Board. He has held longstanding successful jobs in a diverse range of communities including Bay Ridge, Brooklyn, Chinatown and Harlem. His experiences growing up in Washington Heights and in Harlem, in the private sector, and in his many years as an early childhood educator add up to a profound understanding of the needs of this particular community.

Margaret Ryan

Fellow, Building Excellent Schools

Co-Lead Applicant

Proposed ex-officio, non-voting Board Member

Please see Attachment 2 for background information on Margaret Ryan.

[REDACTED]
[REDACTED] NY [REDACTED]
[REDACTED]

EXPERIENCE: LUMINUS MANAGEMENT, LLC - New York, New York

2003 -Present

Director – Acquisitions and Investments

- Investment in the Power and Utility sectors
 - Approximately \$100 million Hedge Fund with long / short focus on capital market positions at all levels of the capital structure
 - Over \$100 million Private Equity capital for investments in public, private, control and minority positions in power assets / companies.
- Affiliated with LS Power, a power development company with leading power station asset management operations, development success (\$1 billion of asset sale proceeds realizations) and highly regarded industry position.

SALOMON SMITH BARNEY INC. (IB - M&A Group) – New York, New York

1996-2002

Director – 2002

Vice President– 1999-2001

Associate–

1996-1998

- Significant transaction and new business experience.
- Over 30 announced transactions. Experience includes public and private company merger, acquisition, sale and divestiture, LBO, joint venture, Chapter 11, unsolicited and restructuring transactions (transaction sheet attached).
- Responsibilities included transaction negotiation and execution, new business, team and relationship management, franchise support and other advisory functions.
- Recognized ability to rapidly assess situations and digest complex issues, creatively solve problems, negotiate and structure transactions and provide in-depth technical knowledge; skills recognized through early promotion and top ranking 4 of 5 years.
- Strong leadership and interpersonal skills, ability to manage large working groups, Consistently recognized for commitment to training and junior resource development.
- Significant non-M&A experience includes financing structures, terms and considerations, options, financial instruments and merger arbitrage.

1992-1996

OSSA PROPERTIES, INC. – New York, New York

Vice President/Chief Financial Officer

- Acquired and "turned around" distressed NYC real estate. Established aggressive cost controls, refinanced and restructured debt, negotiated leases, enhanced productivity, improved management systems, increased rents, reduced vacancies and successfully structured unique condominium conversion .
- Identification, negotiation, diligence, and closing of acquisitions and restructurings of limited partnerships. Strategic planning, budgeting, financial forecasts, supervision of tax reporting, accounting, risk control.
- Other responsibilities included: Transactions with FDIC, RTC and other financial institutions, corporate restructurings, like-kind exchanges, contract litigation, IRS-Private Letter Ruling applications and Attorney General and governmental negotiations, industry lobbying and labor negotiations (Local 32 B-J).

1992-1996

J. EPSTEIN & CO. – New York, New York

Asset Manager

- Security and portfolio risk analysis, asset allocation, analysis of independent investment manager's risk and investment strategies, negotiation, organization, and dissolution/sale of real estate partnerships.

1990-1992

PRICE WATERHOUSE – Johannesburg, South Africa*Audit Senior – 1991-1992**Audit Assistant – 1990-1991*

- Supervised and conducted audits of multinationals, banks, and large national companies. Audit planning, personnel supervision and management, risk assessment, budgeting, and management reporting. Assignments included restructurings, due diligence, acquisitions, discontinued operations, foreign subsidiary consolidations, off-balance sheet liabilities, tax structuring, and "substance over form" issues. Identified significant cost savings.

1986-1992

J. BARRETT, TURF ACCOUNTANT – Johannesburg, South Africa

- Owned and managed a highly profitable business (profit margins four times industry average). Developed client base, trained personnel, designed and implemented risk arbitrage system, and negotiated distribution agreements.

EDUCATION:
1992-Present**CONTINUING EDUCATION – New York Institute of Finance**

Course work in Currencies, Options, Futures, Derivatives and Swaps, Series 7 & 63

1989

COMMERCE HONORS DEGREE (Cum Laude) - University of Witwatersrand*Majors in Finance, Accounting, Taxation, Managerial Accounting and Audit*

- Thesis: "Cash Flow: Quality of Earnings" - Graded as "First Class"
- Represented university in cricket and field hockey, lectured and tutored students and represented students in the Commerce Student Council

1988

BACHELOR OF COMMERCE – University of Witwatersrand, Johannesburg, South Africa*Majors in Business Economics, Accounting, Taxation and Law*

Request for Information from Prospective Charter School Board Members
Jonathan Barrett

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see attached resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be over 18.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I learned about Harlem Link through mutual friends of the lead applicants.

4. Please explain why you wish to serve on the board.

I strongly believe in the importance of a high quality education, and the benefits it provides to both the individual and society. I am in a position to help the school succeed in its mission.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have no prior "not for profit" experience. I have significant financial and operating experience with a strong accounting background. As such I am able to enhance the ability of the school to succeed. I am committed to improving the quality of education of inner-city children.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

A board member should provide guidance to the management team at the school and act as a fiduciary for the school's operations, resources and assets.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I have eight years of Wall Street experience, four years of New York City real estate experience, and two years of "Big 4" accounting experience. My expertise includes finance, operations, budgeting, accounting, management systems and forecasting.

8. Please provide a forecast of where you see the school in one year and then again in four years.

After one year, we will be well on our way to achieving the goals outlined in our mission and establishing a strong school culture. After four years, I expect that the school will have

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achieved the goals outlined in our mission and will be recognized as an increasingly important member of the Harlem community.

9. How would you 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)?

I would have very serious objections to any level of self-dealing and would likely look to sanction any person that was involved in any level of undisclosed self-dealing. The avoidance of even the appearance of self-dealing will be a priority of the Board. The Board has discussed this matter in detail and is focused on preventing self-dealing amongst either the staff or other Board members.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

The only relationship I have to the other Board members is that I have mutual friends with the lead applicants. Our friends were familiar with our common interest in improving education.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

I know the lead applicants through mutual friends (who know of our common interest in improving education).

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

Other than the employees mentioned in 11, I have no such relationship.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

This request is not applicable to Harlem Link.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

This request is not applicable to Harlem Link.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

I do not intend to conduct any business.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I am not aware of any potential ethical or legal conflicts.

Educational Philosophy**17. Please provide your understanding of the school's mission and/or philosophy.**

The school's mission statement provides the basis of the school's philosophy and goals. We are focused on providing a supportive environment (co-teachers, hands on teaching and small school) and strong community links. These attributes coupled with the longer school year, extracurricular activities and increased family involvement will provide the foundation for the school and its pupils' success.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

I am familiar with the teaching philosophy and educational philosophy as well as the literacy, math and other core curricular foci.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

To have a successful charter school the Board must recognize that the charter school is a public school granted certain flexibility with respect to its operations and educational philosophy. This flexibility comes with significant accountability. To meet the accountability standards we must fully develop the pupils, with emphasis on skills, independence, discipline, courtesy and respect. The Board's role is to provide the guidance and support to the school. We and the lead applicants have a clear focus for the school and we will work together to achieve the mission of the school.

Signed:

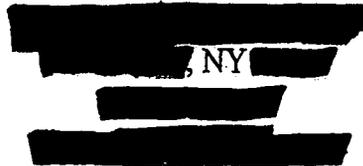


Print Name:

Jonathan Barrett

Date:

5/18/04

**EDUCATION**

HARVARD LAW SCHOOL, J.D. *cum laude*, June 2000

Activities: *Harvard Law Review*, Notes Editor

Harvard Black Law Students Association

HARVARD COLLEGE, A.B. in Social Studies, *magna cum laude*, June 1997

Activities: *Harvard Crimson*, Editorial Columnist

Harvard Black Register, Co-Founder and Editor

Thesis: Government Management of the Press During Military Interventions in the Post-Cold War Era

EXPERIENCE

PAUL, WEISS, RIFKIND, WHARTON & GARRISON LLP, New York, NY

Litigation Associate

October 2001 - present

Practice is focused primarily on general commercial and securities litigations and arbitrations, as well as on the defense of white-collar criminal and regulatory enforcement matters. Work has also included appellate constitutional matters (wrote amicus brief to the U.S. Supreme Court in *Grutter v. Bollinger*, the affirmative action case involving the University of Michigan Law School). Day-to-day responsibilities include drafting dispositive motions and briefs, interviewing witnesses, responding to discovery requests, conducting legal research, and supervising junior associates, staff attorneys and paralegals.

**U.S. COURT OF APPEALS FOR THE DISTRICT OF COLUMBIA
CIRCUIT**, Washington, DC

Law Clerk to the Honorable Judith W. Rogers

August 2000 - July 2001

Prepared legal memoranda; drafted and edited opinions and orders. Docket included primarily administrative, antitrust, constitutional and criminal appeals.

HARVARD COLLEGE, Cambridge, MA

Thesis Advisor

August 1998 - April 1999

Provided guidance for a student's research and writing of a Senior Honors Essay in the Social Studies Department. The Essay analyzed methods for improving the relationship between attorneys and low-income clients.

NATIONAL URBAN LEAGUE, New York, NY

Editorial Consultant

August 1997 - present

Research, write and edit news analysis, commentary and academic articles on politics, foreign policy and cultural issues for *Opportunity Journal*, a quarterly magazine, and for an annual report titled *The State of Black America*.

INTERESTS Travel, cinema of the 1970s, historical fiction.

**Request for Information from Prospective Charter School Board Members
David Brown**

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

My resume is attached.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be 29 years old at the beginning of 2005, the year in which Harlem Link will open.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I learned through a colleague that Harlem Link was assembling a diverse prospective Board and looking for someone with legal experience to agree to serve as a Board member.

Subsequently, I met with Harlem Link's lead applicants for several hours and reviewed their draft application materials. When they offered me the opportunity to join Harlem Link's proposed Board, I enthusiastically accepted.

4. Please explain why you wish to serve on the board.

I wish to serve on the Board of Harlem Link because I am dedicated to improving educational opportunity in New York City, particularly for racial minorities. I believe that every child can meet high academic standards, but that early intervention is necessary to achieve this goal. In addition, I have been very impressed by the lead applicants of Harlem Link, and their desire to create a safe, supportive learning environment for young children has inspired me. Finally, over the past few months I have become increasingly intrigued by charter schools because one of my closest friends took a position as the Chief Operating Officer of the California Charter Schools Association.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have not previously served on the board of any school district or not-for-profit corporation. I wish to serve on the Board of Harlem Link for the reasons stated above in my response to question four. I also think that my legal training and experience make me well-suited to serve as a Board member (e.g., I am familiar with issues relating to governance). Further, I look forward to serving on the boards of other educational and not-for-profit institutions over the course of my career and believe that Harlem Link would be a great introduction to such service.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

I believe that the appropriate role of a public charter school board member is to be accountable to three key constituencies. First, a board member owes a duty to the children of a school to make sure that they are getting the best education possible. Second, a board member is responsible to the faculty and staff of the school, and must ensure that they have the necessary tools to do their jobs well. Third, a board member is entrusted by the institution that awards the charter with the task of ensuring that public resources are used in an ethical and legal manner, and with the mission of ensuring that the school is a good public citizen.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

Although I would not serve as the Board's formal legal advisor, nor as legal counsel to Harlem Link, my legal training and experience as a litigator would inform my perspective on issues that require board attention. In particular, I may have unique insight on issues such as compliance, governance and statutory interpretation. I may also be able to identify developments that suggest that the Board should retain legal counsel.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I see dedicated Harlem Link teachers welcoming the first classes of students, who are excited about learning. In four years, my vision is that those students will meet the high expectations that will be set for them, and that Harlem Link will be a model for other charter schools.

9. How would you 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)?

First, I would gather as much information as possible about the possible self-dealing, so I could make an informed judgment about the situation. Second, I would review the by-laws of the school Board and other applicable rules and regulations to determine which provisions, if any, are being violated, and to determine what the penalties for such violations are. Third, I would bring the situation of other Board members and recommend appropriate corrective action, which may include dismissal from the Board and repayment of certain funds to the school. I would also attempt to discover whether the self-dealing requires disclosure to any regulatory or law enforcement agencies.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

I did not know any of the other prospective Board members until I met them for the first time on February 8, 2003. I do not have a spouse.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

See answer to question 10.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone that plans to do business with Harlem Link.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Harlem Link is not currently proposing to partner with an educational service provider (a management company).

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

See answer to question 13.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

See answer to question 13.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I do not foresee any potential ethical or legal conflicts of interests should I serve on the Board of Harlem Link.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.

I believe that Harlem Link's mission is to intervene early in students' educational careers, to impart values such as responsibility and integrity, and to leverage the resources of students' families and of the Harlem community. Harlem Link aims to be a school where children are cherished, challenged and held to high standards.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

I am familiar with Harlem Link's proposed educational plan. Harlem Link intends to focus on core subjects such as reading, writing, math and science, to ensure that it will graduate students who are equipped to succeed in high school and beyond. At the same time, Harlem Link will also emphasize the arts and teach students to take advantage of technology at an early age. Harlem Link will not only impart a body of knowledge to students; the school will encourage students to be intellectually curious. Finally, Harlem Link will also seek to foster civic values and community engagement.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that at a successful school, everyone involved with the school, from the faculty and staff to the parents to the Board, must be focused on guaranteeing that the students receive an excellent education. I also believe that a successful school is a vibrant, dynamic place, where each person (not just each student) feels like he or she is growing and learning.

I believe that the Board can facilitate the success of Harlem Link by carrying out its duties in a way that allows the faculty and staff to concentrate on the students, without having to worry about extraneous concerns. For example, this means that the Board must make certain that the school's finances are in order, that the school has appropriate facilities, and that the school's policies are respected and followed. The Board must also be proactive; it must anticipate problems and take affirmative steps to avoid them. Further, the Board must carry out its leadership role in a way that inspires confidence. For example, the Board must make decisions that are sound and prompt, while remaining open to hearing diverse points of view. Finally, while its primary function is an oversight role, I believe that Board members should be curious about the school's day-to-day events.

Signed:



Print Name:

David W Brown

Date:

5/13/04

[REDACTED]
New York
[REDACTED]
[REDACTED]

Summary

Experienced, innovative educator, with proven communication skills. Capable of building community; eager to lead a team in the adventure of creating and implementing effective educational programs. Skilled at defining and articulating goals and visions for a learning community. Committed to building strong partnerships with parents and the community. Experienced in providing leadership in urban, suburban and diverse populations, able to work in many settings. A strong proponent of the belief that every child can learn, that each child has worth and that the task of educators is to motivate, instruct and make it possible for each child to succeed.

Experience

The Children's Storefront, New York, New York

Head of School

July 2002 - present

Academic Dean

July 2001 - 2002

Provide leadership for tuition-free, independent school of 170 children in Harlem. Maintain high academic standards, supervise staff and faculty, develop curriculum and policies. Work closely with Board members and Development department to raise \$2.5 million a year. Build parent program, create a presence in the community.

ChildrenFirst, Inc. , Boston, Massachusetts

Vice-President, Education and Training

January 2001 - July 2001

Director of Operational Programming, NY, NY

August 1999 - January 2001

Developed education program and common curriculum for national back-up childcare company. Ensured compliance with company standards, licensing requirements for environment, curriculum and program.

Created and implemented national training program for teachers and directors; supervised training process. Established procedures for replication of company culture in new centers; created staff development program.

Provided oversight for NAEYC Accreditation renewal program for centers nationally.

Community Day Charter School, Lawrence, Massachusetts

July 1995 - 1999

Co-Founder and Head of School

Co-founded K-8 school; structured and implemented the start-up plan; marketed, recruited and enrolled the initial student body; developed the budget; hired and trained initial staff; established Parent Advisory Board. School raised \$1.5 million for capital and curriculum development; increased student scores by an average of 1.5 grade levels each year.

Successfully worked with faculty to design and align curriculum with Massachusetts Curriculum Frameworks.

Developed innovative, effective English immersion program for school with 75% bilingual populations, while developing Spanish proficiency. Established programs for reading that improved student performance on state testing.

Developed 400+ waiting list for enrollment. Achieved 100% participation in parent conferences.

Community Day Care Center of Lawrence, Lawrence, Massachusetts

1990 - 1995

Curriculum Project Director

1994 - 1995

Developed curriculum for childcare program serving 700 children from programs for infants, to teenage mothers.

Prospect Academy, Lawrence, Massachusetts 1991-1994
Head of School
Developed and marketed independent elementary school, grades K-3.
Managed day to day operations, curriculum development and extended day programs, hired and supervised faculty.

Family Day Care, Lawrence, Massachusetts 1990 - 1992
Director
Supervised and trained 40 licensed family day care providers, serving 150 children; managed all administrative functions related to operations, including compliance with state child care regulations, transportation and staff scheduling; introduced thematic curriculum planning; responsible for bilingual training program for Latina staff.

National Aerial Advertising, North Andover, Massachusetts 1989 - 1990
Administrative Coordinator
Prepared budget, developed policy, supported marketing efforts of company and managed airplane hangar construction project.

Community Cooperative Nursery School, North Andover, Massachusetts 1987 - 1989
Managed 50-plus family cooperative school, maintained compliance with state regulations; supervised teachers, student teachers and parent volunteers; directed curriculum planning and parent participation.

Andover Rompers Nursery School, Andover, Massachusetts 1986 -1987
Co-director, Head Teacher
Developed curriculum, taught enrichment class and preschool groups.

Andover/North Andover YMCA, Andover Massachusetts 1984 - 1985
Taught kindergarten.

Rift Valley Academy, Kijabe, Kenya 1971 - 1973
Childcare worker, dormitory supervisor, grades 1 - 3; founded and taught local nursery school program for international community.

West Church Nursery School, Peabody, Massachusetts 1970 - 1971
Director and teacher, preschool and kindergarten program

Hilltop Nursery School, Haverhill, Massachusetts 1969 - 1970
Director and teacher, preschool and kindergarten program

Education

443

Boston University, M.Ed. Administration, Planning and Policy 1999
Barrington College, Rhode Island, B.A. Psychology, minor in education 1969
Additional education and early childhood credits from: Salem State College, North Shore Community college, Gordon College, Lesley College and Wheelock College
Massachusetts Educator Tests – successfully completed

Presentations

Massachusetts Charter School Resource Center Program of Special Needs in Charter Schools 1995
NAEYC Essex Chapter, Massachusetts, Keynote speaker
1999
Philanthropy Roundtable 1998

Personal interests: Hiking, reading, travel and pottery

Request for Information from Prospective Charter School Board Members
Kathy Egmont

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see attached resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am well over 18 years old currently.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I have a colleague who works at the Building Excellent Schools Fellowship. She introduced me to the lead applicants, who invited me to be on their Board.

4. Please explain why you wish to serve on the board.

As the Head of School at the Children's Storefront, I am acutely aware of how limited the choices are for children in this region of Manhattan. Our waiting list is very long, and I would love to be a part of creating more options for these families.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have served on the board of several non-profit organizations: Los Amigos Daycare Center, Lawrence, MA, Covenant Housing, Lawrence, MA and a Parent-Teacher Organization in Peabody, MA. I have worked with Boards as the Director of several private Preschools, and currently work with the Board of the Children's Storefront as Head of School. I would like to give back to the community by volunteering my service on the Board of Harlem Link.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

The role of a public school charter board member is to hold fiduciary and legal responsibility for providing an excellent education, in a fair and equitable way to students in the community. Because the money is public money, there are certain laws and procedures to be considered in how business is handled. Board members are responsible to provide wisdom, support and assistance to the directors of the school, while maintaining a clear vision, high expectations and awareness of how business is being managed.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I have 20+ years of management, education and school administration, including budget management. I believe my strengths lie in understanding organizational leadership, school culture and start-up of organizations.

8. Please provide a forecast of where you see the school in one year and then again in four years.

I hope that in one year we will be getting ready to open the school, signing up parents for our lottery, getting ready to hire teachers and will have a building. In four years, we will have expanded our size, have seen our oldest students reach 4th grade and be well-established in our curriculum and procedures.

9. How would you 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)?

I would ask to meet with the Board President, the School Directors and make sure that my information was correct. The by-laws will clearly prohibit business dealing that are self-serving. Therefore, I would then ask the Board to establish clear guidelines to deal with this situation and a plan to address the problem. I would ask that we meet with the offender privately to explain what the issues are. I would expect the Board President and School Directors to set the tone and hold the Board to the highest standards. I believe that good policy, clarity of expectations and open discussion with other board members is the only way to keep everyone aware of what is needed.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

I do not.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

I do not.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

I do not.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

I do not.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

If I were to be asked to lead a workshop or do any professional development with staff I would do it as a volunteer and would not consider it a business opportunity.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I see none.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.

My understanding of the Harlem Link school philosophy is that it matches closely with my own: high expectations for student achievement; building a strong community with care and concern for individual students; the concept of linking knowledge, understanding, character and learning; belief in clarity of behavior standards; and understanding that thinking and articulating one's thoughts are the hallmark of an educated person. The philosophy that teachers are responsible for setting the goals and holding the standards high is one that I hold closely. The belief that values, knowledge and habits are tied together is important for the success of a school. The development of responsible citizens is a big part of the philosophy.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

I am familiar with it and am looking forward to deeper discussions of plans as we get closer – i.e. calendar, schedule, etc.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

1. Characteristics of a successful school:

- Collegiality of staff, ability to work together and change strategies as needed.
- Strong leadership – able to set standards, hire strong teachers and fire as needed.
- Student achievement – consistent assessment of student progress.
- High work ethic on the part of all; homework, classwork, research papers, etc.
- Strong parent community, who respect leadership, support goals and work together.
- Clarity of curriculum and standards, higher than typical, as most public standards set are minimum standards, it is my hope we would exceed them.
- Able to provide support services that are effective; serve all types of students.
- Provision of arts program, creativity and joy of self-expression.
- Aesthetics, building should be clean, organized and have beauty.
- A culture of innovation, everyone trying to find a better way to do things.
- A culture where each child feels unique and valued, while respecting each other and each other's culture.
- Content-rich curriculum with plenty of books, primary artifacts, field trips and enriching experiences.

Steps for the Board :

Work with Directors for clarity of vision and mission.

Encourage directors to hire for strength.

Financial responsibility; resources are channeled where needed; good procedures developed.

Develop clarity of our own goals and objectives and work with Directors for clear ways to measure success.

Ask hard questions and be very realistic.

Be clear about what our responsibilities are and what the job of the Director is.

Develop good communication between Board and staff/Directors.

Signed: Kathy Egmont

Print Name: Kathy Egmont

Date: May 27, 2004

**Request for Information from Prospective Charter School Board Members
Steven Evangelista**

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see Attachment 2 for my resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am over eighteen years old.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

As a Teach for America corps member and public school teacher in New York City, I began researching charter schools in 1999. While teaching, I consulted for the nonprofit SchoolStart and attended charter school conferences in Detroit, Washington, DC, and New York City. In 2001 at Bank Street College, I completed an independent study under the mentorship of Bernadette Anand entitled, "Rationale for a charter school in an urban public school district." Margaret Ryan and I decided in the fall of 2002 that we would take our accumulated ideas from teaching and school systems and pursue what has become this proposal.

4. Please explain why you wish to serve on the board.

As one of the lead applicants, my perspective is invaluable on the Board. In researching the state of charter schools in the Northeast and Midwest, I have learned that the success of a school has a great deal to do with the strength of its Board. I want to serve on the Board largely to bring a school-site management perspective to the Board and to see firsthand that its operations are ensuring success for the school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have never served on a not-for-profit or school board. In my observations of excellent schools and my discussions with charter school educators, I have recently come to see how vital a strong board in maintaining the health of a charter school is.

School governance is an issue that has been of interest to me since I began researching charter schools in earnest in 1999, and became even more so when I joined the School Leadership Team (SLT) at P.S. 242 in 2001. I took note of the inconsistent messages sent by the district to SLT members of schools in Harlem. Reflecting on this experience has made me more firm in my commitment to having a strong Board for Harlem Link that consistently follows best practices.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

The school Board exists to oversee, support and hold accountable the charter school, and in particular to interact with the school leaders for these purposes. Board members should take an interest in the operations of the school, but be careful not to act, as a board, in the realm of management.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

As an alumnus of Hunter College High School, Georgetown University, Teach for America, Bank Street College of Education and the Building Excellent Schools Fellowship, I bring not only a great deal of knowledge about schools and education, but connection to a wide network of leaders in education and other professional communities. As a teacher for five years in West Harlem and central Harlem, I have come to understand the needs of a great many students and families. I studied children and schools at Bank Street and I know what schools need to do in order to serve families well. As Co-Director for Operations, I bring my accumulated knowledge of budgets, fundraising, and strategic planning, which I will enhance through coursework at New York University, Bank Street and the Philanthropy Roundtable in the coming months and during the planning year.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year from now, we are preparing to open. We have found a school-ready site in central Harlem, and through our various strategies and networks we have created an extremely long waiting list. Fundraising goals have been met, and a small but growing list of donors eagerly anticipate the opening of the school in the fall. With the No Child Left Behind Act causing parents to take their children out of Harlem public schools, we will have either signed the lease on a facility previously occupied by a charter school or begun the process of moving into a hallway of a district public school. Most of the teachers have been hired, and they are already parsing the Kindergarten and First Grade Link Standards. In September, we will be ready to open our doors.

In four years, we are preparing for our annual fiscal and programmatic audits. We have built a sustainable and successful organization from the ground up. We have copious amounts of clear assessments in the language of state and school standards, showing that almost all students, including those with special needs, are reading on or above grade level and are generally above grade level in mathematics assessments. The school has lived up to its mission by having a peaceful atmosphere and many connections to other institutions, including Bank Street College for teacher training and numerous arts organizations that contribute to an excellent after-school program. Teacher attrition has been extremely low, due to our family-like atmosphere and the benefits of strong professional development and the visible success of students.

9. How would you 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)?

If I suspected one or more members of the Board of self-dealing, I would first review the evidence in reference to the school's bylaws, and then clarify and articulate my suspicions. I would then discuss the matter with the Board Chair, or, if he or she were the person in question, the Vice-Chair. Together we would make a decision about a course of action, including bringing the matter before the full Board. The bylaws allow for removal of a Board member through a majority vote. If the person(s) in question were found to be guilty of self-dealing and refused to either step down or end the contractual relationship benefiting himself or herself, I would discuss the evidence with the Board Chair or Vice-Chair before making a motion to remove the Board member(s) before the full Board.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

John Reddick and I have had a successful professional relationship since 1999, when I met him at a GreenThumb gardening workshop. Since then, Mr. Reddick has provided technical assistance and materials grants through the Trust for Public Land to the school garden I coordinated at P.S. 192 and one that I started at P.S. 242 in Manhattan.

Margaret Ryan and I have known each other since January, 2000. We have taught together in Manhattan's District 3 for two years. Prior to that, we were colleagues in the first Teacher Recruitment Initiative cohort at Bank Street College of Education for the 18 months of that Masters degree program. We met as Teach for America corps members.

Finally, I met Susan Goetz-Haver when I was a student in her class at Bank Street College of Education in 2000. Professor Goetz-Haver was an occasional informal mentor to me when I was a classroom teacher, and worked with me and Ms. Ryan to develop technology and literacy projects for our students in 2002 and 2003.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

See above, concerning Margaret Ryan.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

In the summer of 2003 I contacted Clara Villarosa, owner of the Hue-Man Bookstore, intending to do business in Harlem as another way of linking to the community. We have a completely professional relationship.

We are attempting to form a partnership with the Bank Street College of Education through the new Laboratory for Design and Redesign of Schools (LDRS), which would facilitate joint fundraising with other schools for the purpose of contracting Bank Street faculty for professional development. Other schools that may be involved include Bronx Charter School

for the Arts, Future Leaders Institute, Harlem Day Charter School and The Renaissance Charter School. Bronx Arts is led by Xanthe Jory, who I have known since 2000 as a fellow Teach for America and Hunter College High School alumna. Future Leaders Institute is led by Mark Waxman and Gianna Cassetta, whom I have known since 2001 when I began teaching at P.S. 242. Mr. Waxman is also a Teach for America alumnus. Finally, I.S. 131 Assistant Principal Delali Kodah and I completed Hunter College High School and Teach For America together, and taught in the same building at the Hans Christian Andersen Complex in Harlem for two years. Ms. Kodah is involved with the startup of several middle and high schools in the Bronx, which may become a part of the LDRS network as well, depending on points of contact in pedagogical philosophy. Upon submission of this application, I will begin a 9-week residency at Harlem Day, under the leadership of Gwen Stephens, as part of the Building Excellent Schools Fellowship.

I do not see any ethical challenges in potential work relationships with the above school leaders, as I have worked successfully with all of them in professional settings.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

This request is not applicable to Harlem Link.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

This request is not applicable to Harlem Link.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Other than my employment, I do not intend to conduct any business with Harlem Link.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I see no conflicts of interest. I would recuse myself from any Board discussions pertaining to my performance or compensation.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.

Harlem Link's mission places upon the school two expectations for its graduates—that they be successful academically and utilize connections to community resources to have a sophisticated understanding of active citizenship. The school sees educational equity as a major civil rights issue and therefore seeks to bring the opportunity for academic excellence to the children of Harlem, who have been traditionally underserved by public schools. To ensure academic success of students, Harlem Link intends to set high standards and provide a highly individualized education to its students. To develop active citizens, the school will infuse a

coherent set of core values into education and use the ideas surrounding those values to interact with community leaders, museums, libraries and other institutions in Harlem and around the city.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

As a teacher in Community School District 3, I taught many of the same features present in Harlem Link's educational program. Together with several other founding Board members, I was a leader in designing the educational program for the proposed school.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Successful schools have a clear vision, strong leadership, a positive culture, and a sense of coherence in purpose and practice. A clear vision sets a target for all staff. Good leadership is a sometimes intangible quality that, at its best, empowers others to be leaders. A positive culture—in which it is clear to all stakeholders that children are valued and are at the center of adults' efforts—is one necessary but not sufficient factor in a successful school. Finally, I have rarely seen a successful school that does not have a core set of pedagogical and cultural practices about which the faculty and administration say, "That is how we do things here."

The most important thing the Board can do to ensure that Harlem Link is successful is to set high expectations for the school's Co-Directors, beginning by hiring the right people for the job. While being positive and supportive, the Board should ask tough questions and hold the school leaders accountable for their momentous task.

Additionally, the Board will need to search far and wide, using professional and personal networks to help build Harlem Link's resource base. A significant amount of philanthropy is required for Harlem Link's ambitious academic program, and it is the Board's duty to assist the school leaders in meeting this challenge.

Signed: Steven Evangelista
Print Name: Steven Evangelista
Date: 5/13/04



Professional Experience

1999-Present: *Co-Chair*, Department of General Teacher Education, Bank Street College of Education.

Faculty, Reading/Literacy Program.

1998-1999: Faculty, Early Adolescence Program, Bank Street College
Partnership Liaison, Staff Developer, Midtown West School and CSD#2

1995-1998: *Undergraduate Advisement Coordinator*, Department of Teaching and Learning, New York University

Adjunct faculty and student teaching Supervisor, New York University. Co-led Research and Support group for new teachers in NYC public schools.

1994-1995: *Administrative Consultant and Staff Developer*, New York University and Bank Street College (Districts 8, 10, 13, 19)

1993-1994: *Graduate Assistant*, Office of Special Projects, New York University, Staff Developer, Bank Street College (District 10)

1981- 1993: *Teacher*, Central Park East Schools. Resource Room Teacher, Literacy Specialist, Family-School Coordinator, Leader - Child Study Team

Member of School Leadership Team, Central Park East II

Member of Board of Directors, Center for Collaborative Education

Organizational Consultant for schools, CCE

1974-1981: *Teacher*, P. S. 207M. Special Unit for Children with Multiple Disabilities.

1973: *Teacher*, P.S. 154 M

Education

Ph. D., Educational Administration. Research Focused on organizational sensemaking, teacher development and inclusion. *New York University*. 1998.

M.Ed., Educational Leadership. *Bank Street College of Education*. 1993.

M.A. Elementary and Special Education. *Teachers College, Columbia University*. 1973.

B. A. English Literature. *University of Pennsylvania*. 1971.

Bank Street College:

The Teaching of Reading, Writing, and Language Arts, K-3; Teaching Reading and Writing in the Content Areas for Elementary and Middle Schools; Literacy and Leadership; Supervision and Administration for Curriculum Development.

New York University:

The Study of Teaching; Integrating Seminars (for Student Teachers); Reassessing Social Studies.

Various presentations at AERA, AACTE, Urban Ethnography Forum, NECC and CITE on topics such as teachers' understanding of inclusion, supporting new teachers in high-need schools and integrating digital video into teacher education and children's curriculum.

Various presentations in schools on topics such as: developing and sustaining a writing curriculum, K-8; working collaboratively with families; reading and writing workshops, opening up the classroom, assessment and portfolios. Working with standards, planning a school-wide social studies curriculum. Building a shared school vision .

Board Experience

Member, Board of Directors, Center for Collaborative Education, 1989-1991

Member, Parent Board of Children's Underground Nursery School, 1984-1985

Request for Information from Prospective Charter School Board Members
Susan Goetz-Haver, Ph.D.

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see attached resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I was born [REDACTED]

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Steven Evangelista and Margaret Ryan were my students at Bank Street College of Education while they were pursuing a Masters' Degree in Education. I have worked with them on technology projects since then, and have become interested in the school.

4. Please explain why you wish to serve on the board.

I think Mr. Evangelista and Ms. Ryan are committed, talented educators who can accomplish good work that is sorely needed for children. I would like to support that work in whatever way I can.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have served on the Boards of Children's Underground Nursery School, The Center for Collaborative Education, and Educators for Social Responsibility.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

As I understand it, the role of a board member is to support the school's mission, assist in governing, advocate for the school, serve on committees where appropriate, assist in developing resources, and maintain the accountability and integrity of the board.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I bring knowledge about curriculum and assessment in schools, school organization and policy implementation, support of new teachers and new programs, and many years of experience in public schools, including alternative schools.

26-29

REDACTED

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I see the school beginning to develop its roots in the Harlem community with a small group of strong teachers and families. In four years, the school will be nearly at its capacity, with K-4 classes and a track record of demonstrated success. There should also be a strong parent/family presence in the school.

9. How would you 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)?

I would expect that we would have a clear policy in place addressing issues of conflict of interest on the part of Board members, with a process identified for dealing with such concerns. If I felt that this was being violated, I would raise the issue with the Board.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

My husband and I do not know the other prospective Board members, other than the two mentioned above.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

I know Steven Evangelista's and Margaret Ryan's classmates at Bank Street, several of whom would be excellent candidates for positions as teachers in the school. I have no specific personal interest in anyone taking such a position.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

My husband and I will not do any kind of business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

We do not know anyone who might partner with the school.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

I am an employee of Bank Street College, who may at some point wish to provide professional development to the staff of the school.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

I will not conduct any business with the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

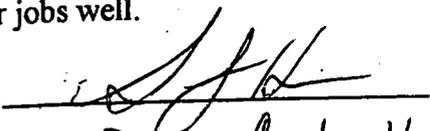
I do not anticipate any legal or ethical conflict of interest.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.
The school intends to provide an excellent education for all of its children, helping to establish and sustain connections (links) between children and their ideas, children and one another, children and their families and communities, children and the larger world of the artists, scientists, thinkers, activists, creators, dreamers and doers they will become.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.
There is a school design team that is in the process of developing the specific educational program(s) to be used in the school. I am familiar with the work of the two lead applicants, and I am certain that their work will be grounded in understanding of children and how they learn, teaching based on evidence and demonstrated success, and careful attention to all aspects of their growth.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
A school needs careful communication between the board, school administrators, teachers, families, and other partners so that the vision is clear and shared. There needs to be a process for sorting out differences of understanding, and a clear (although evolving) sense of what that vision looks like in action. There should be collaboration with the families at the beginning and throughout the life of the school. There should be careful management of financial resources, so that the plan is both realistic and effective. The Board should monitor these processes along the way, and help to make sure that the resources are in place for the school staff to do their jobs well.

Signed: 
Print Name: Susan Goetz-Haver
Date: 5/13/04

EDUCATION

THE WHARTON SCHOOL, University of Pennsylvania Philadelphia, PA
 Master of Business Administration, Major in Operations and Information Management May 2000

AMHERST COLLEGE Amherst, MA
 Bachelor of Arts, Major in English with a concentration in Creative Writing May 1995

EXPERIENCE

LOCAL INITIATIVES SUPPORT CORPORATION New York, NY
 Community Development Officer 2001 - present

- Build the capacity and strengthen the infrastructure of community-based organizations in NYC's low-income neighborhoods.
- Underwrite grants, loans and equity investments for affordable housing, economic development, community facility, and workforce development projects.
- Provide technical assistance through predevelopment and construction phases of real estate projects in Brooklyn, Harlem, and the Bronx.

EDISON SCHOOLS INC. New York, NY
 Director of Principal Recruitment 2000 - 2001
 Schools Division Intern Summer 1999

- Served on four-person management team to open a K-12 charter school on the south side of Chicago.
- Participated in parent meetings to gauge reaction and determine how school will be perceived in the community.
- Maintained database of over 3,000 applicants and oversaw professional development for the Chicago school's faculty and staff.
- Designed a survey to identify and promote internal talent in Edison's national system of schools.
- Built a network of educational contacts from central offices, universities, and education policy groups across the country.
- Researched best practices of direct and indirect competitors and analyzed effective leadership traits while recruiting principals.
- Wrote ad copy, internal and external marketing brochures, and principal recruitment strategic plans.
- Implemented system improvements by writing a procedural manual and creating tools to standardize regional recruitment process.

SUMMER PUBLIC INTEREST FUND, The Wharton School Philadelphia, PA
 Chair 1998 - 1999

- Ran fund that supports students pursuing summer internships in areas of public interest; grant money raised from classmates who donate 1% of their gross summer salary.
- Raised overall pledge participation rate from 49% to 60%; secured 80% participation from my own target group.
- Conceived and launched marketing campaign which increased the number of fund grantees from one to seven.

FEDERAL RESERVE BANK OF SAN FRANCISCO San Francisco, CA
 Supervisor, Public Information 1996 - 1998
 Analyst, Human Resources 1995 - 1996

- Led seven-person project team to develop new logo and image for Human Resources.
- Produced an original video for the Fed's United Way campaign and tripled participation in the Week of Caring.
- Built teams by coordinating individual projects with staff, defining expectations, setting assessment measures and building trust.
- Repaired relationship between Public Information and Economic Research by fostering productive personal relationships.
- Stabilized media relations function by assuming responsibility during transition between managers.
- Managed Public Information department's budget.

Professional

- Promoted four times in fewer than three years at the Federal Reserve.
- Awarded cash bonus in recognition of leadership in departmental culture change at the Federal Reserve.

Sports

- Varsity Squash, Captain 1994-1995, Academic All-American.
- Deeply devoted fan of Boston's professional teams.

Music

- Member, New York Choral Society with performances at Carnegie Hall.
- Co-president and co-founder, Whartones a cappella group.
- Competitor in the finals of the Florilège vocal tournament in Tours, France.

Volunteer

- Tutor, Penn-Bartram High School, Philadelphia, 1998-2000.

Request for Information from Prospective Charter School Board Members
Kate Grossman

Background

1. **Please provide your educational and employment history.**
 See attached resume.
2. **Please indicate that you will be at least 18 years old by January 1 of the year in which the proposed charter school would open.**
 I will.
3. **Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.**
 A colleague of mine who is working with the Harlem Link lead applicants on the development of the school recommended me for the Board. I was then contacted by Harlem Link's lead applicants, and interviewed with them for the position.
4. **Please explain why you wish to serve on the board.**
 I have a long-standing commitment to and interest in high-quality education and ensuring its accessibility to all children, as well as to strengthening New York City's underserved communities and their residents. This is an opportunity to develop and support an institution that will address both those needs simultaneously.
5. **Please indicate if you have previously served on the board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in the capacity.**
 I have not previously served on a board of a school district or not-for-profit corporation. I have, however, worked in the education field (ref. resume and bio), worked closely with not-for-profit boards, both of schools and other community-based organizations, and have strong financial and real estate skills.
6. **Please indicate your understanding of the appropriate role of a public charter school board member.**
 Along with the other Harlem Link Board members, I will oversee the school's Co-Directors as they pursue academic success, fiscal responsibility, and accountability to the charter. I will provide support and guidance to the Co-Directors as they shape and develop the school and its programs; demonstrate a deep commitment to the school's mission and vision; employ my professional contacts and expertise where appropriate to promote and strengthen the school; and guide the school in its pursuit of legal and ethical integrity.

- 7. Please indicate specifically the knowledge and experience that you would bring to the board.**

I have experience in a wide variety of applicable areas, including but not limited to real estate development and financing, charter school start-up, finance and budgets, charter school staffing and recruitment, and community development and preservation.

- 8. Please provide a forecast of where you see the school in one year and then again in four years.**

In one year, Harlem Link will have been awarded a charter and will be preparing to open its doors to two kindergarten and two first grade classes. It will have secured appropriate school space, have begun to engage in careful financing and aggressive fundraising, hired excellent staff, prepared them well, and engaged the community to ensure the school opens with solid support and commitment from families and neighborhood constituents. In four years, Harlem Link will have completed three years of successful operation. Test scores and financial performance will be strong, based on data and measurable analysis. Staff members will be receiving regular professional development to ensure a continued commitment to high quality education for students, and the school will be a strong and stable anchor in its neighborhood with deep roots in the Harlem community.

- 9. How would you 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)?**

I would consult school policies and procedures, discuss my concerns with the Board members who may be self-dealing, gather facts, engage other members of the Board along with the school Co-Directors to either gather additional information and/or determine an ultimate course of action.

Conflict of Interest

- 10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.**

I do not know any of the prospective Board members, and I do not have a spouse.

- 11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.**

I do not know any of the prospective school employees, and I do not have a spouse.

- 12. If you or your spouse knows anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.**

I do not know anyone who plans to do business with the school, and I do not have a spouse.

- 13. If the school proposes to partner with an educational services provider, please indicate if you or your spouse know any employees, owners, or agents of that provider.**

The school does not plan to partner with an educational services provider.

- 14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.**

The school does not plan to partner with an educational services provider.

- 15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both.**

The school does not plan to partner with an educational services provider.

- 16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.**

I do not foresee any ethical or legal conflicts of interest should I serve on the school's Board.

Educational Philosophy

- 17. Please provide your understanding of the school's mission and/or philosophy.**

Harlem Link will strive to be a safe learning community committed first and foremost to academic excellence. Graduates of the school will be articulate thinkers who form their own ideas and link the world around them to their own lives. Students will be conscientious citizens who connect what they learn in the classroom with their communities through active service.

- 18. Please indicate if you are familiar with the educational program that the school proposes to utilize.**

Our founding Board has met five times during which the educational philosophy of the school has been discussed, and I have spent additional dedicated time with Harlem Link's lead applicants learning about and familiarizing myself with the proposed educational program. As a result, I feel comfortable with my understanding of the chosen educational approach.

- 19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?**

A successful school provides its students with the tools necessary to succeed and excel in the world. It provides a safe environment conducive to academic instruction and personal growth. It hires talented and committed educators and staff and provides them with support and professional development opportunities. It stays accountable to its charter through measurable assessment, pursues fiscal health through careful financing and aggressive fundraising, involves families and community members, and always strives for

continuous improvement. To ensure the school's success, it will be critical for the Board to be honest, ethical, and accountable, and to take a leadership role in the school's pursuit of strong academic and financial performance and commitment to its charter. The Board must provide support and guidance to the co-founders as they shape and develop the school and its programs; demonstrate a deep commitment to the school's mission and vision; employ professional contacts and expertise where appropriate to promote and strengthen the school; and engage in regular Board self-evaluation to ensure continuous improvement and optimum Board function over time.

Signed: 
Print Name: Katherine Grossman
Date: 5/26/04

VOLUNTEER EXPERIENCE:**BLACKOUT ARTS COLLECTIVE (BAC)**

OCTOBER 1997 TO PRESENT

Co-Founder / Interim Executive Director

- Co-founded this non-profit organization with the mission of empowering communities of color through the arts, education and activism. BAC has chapters in NY, Boston, Philadelphia, New Haven and Houston, New Orleans, Los Angeles, Chicago and Washington D.C. BAC has several programs, ranging from performance events to youth development. In 2001, BAC launched a national, annual tour: *Lyrics on Lockdown* to raise awareness about the dehumanizing prison industrial complex.
- Play a leadership role in the management and operation of the organization, including: fund development, financial management, and evaluation; serve as the Chair of BAC's Strategic Planning Committee.
- Develop Arts-in-Education curriculum for workshops at community-based organizations and public schools.
- Co-hosted, performed at and produced shows at venues throughout NYC, including the Joseph Papp Public Theater, SOB's, Nell's, CBGB's and more.

RAJKUMARI CULTURAL CENTER, INC., New York, NY

JUNE 1999 TO PRESENT

President

- Provide leadership and work to develop capacity building strategies, namely Board and Fund Development for this leading Indo-Caribbean cultural and arts organization.
- Performed classical Indian dance, chutney dance and spoken word fused with dance at annual productions.

WEST INDIAN YOUTH CORP., INC.

MARCH 1998 TO PRESENT

Founding Member / Director of History Project

- Lead a team of youth on research and field-study in India, Jamaica, Trinidad and Guyana for the development of a project geared towards tracing Indo-Caribbean roots and understanding our identity.
- Lead a cultural Summer Camp in Kingston, Jamaica; developed art and history curricula and instructed.
- Launched the *Eye to Eye Project* in Guyana during the Summer of 2002 with the mission of promoting inter-cultural understanding and racial tolerance among youth of African and Indian descent.

EDUCATION:**NEW YORK UNIVERSITY, NEW YORK, NY**

JANUARY 1999

Master of Arts

Concentration: Interdisciplinary Study of Media, Communications & Culture

Research & Travel: Study Abroad in Mexico at the United States International University**HAMPSHIRE COLLEGE, AMHERST, MA**

MAY 1995

Bachelor of Arts

Concentration: Interdisciplinary study of History and Culture

Leadership: SISTERS, Women of Color Organization, President/Coordinator

SOURCE, Students of Under-Represented Culture & Ethnicity, Coordinator

WORD, Literary Magazine, Editor-In-Chief & Layout/Design Editor

Research & Travel: Independent anthropological research in India, visited Singapore & Belgium
Independent field-study in Guyana**THE SPIN ACADEMY, SAN FRANCISCO, CA***Media and Communications Training for the Social Justice Movement*

SUMMER 2003

THE NEW SCHOOL, NEW YORK, NY*Graduate Media Management Program*

FALL 1997

Concentration: Media Economics; Media Management & Leadership

School of Continuing Education

FALL 1995

Concentration: Non-Fiction Writing

MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

SUMMER 1994

James Madison Summer School in the Caribbean – Barbados, Guyana & Trinidad

Concentration: Caribbean Politics & Literature; Creative Writing

HONORS & AWARDS:

- 2002 *Union Square Award* for Grassroots Activists (as a co-founder of Blackout Arts Collective)
- *Proclamation* from New York City for outstanding Leadership in the Indo-Caribbean Community (2002)

OTHER: Writer; performed nationally and internationally; Featured in *News India Times*, *Desi Talk*, *The Caribbean Journal* and *The Caribbean Indian Times*

**Request for Information from Prospective Charter School Board Members
Taij Moteelall**

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see attached resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I attended a community outreach meeting organized by the lead applicants of the proposed charter school.

4. Please explain why you wish to serve on the board.

I strongly believe in the mission of and need for the proposed charter school. Serving on this Board is aligned with both my personal and professional commitments as I have dedicated much of my professional career and volunteer efforts to ensuring that inner-city youth receive quality educational opportunities.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have served on the board of Blackout Arts Collective, an arts and education organization that I co-founded, for over six years now. I am currently the president of the board for the Rajkumari Cultural Center, an Indo-Caribbean arts organization. I have also worked with non-profit boards of educational organizations as part of my professional experience as a development director and consultant. Please see attached resume for more details. As a board member I have been specifically instrumental in board development, fund development and strategic planning. I believe that I can contribute my development and public relations skills to complement the skill sets of my fellow Board members for the proposed school, ensuring that we are able to secure adequate resources for sustainability and growth.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school Board member assists in defining the school's mission, vision and direction; recruits, supports and evaluates the school leader(s); ensures effective planning and resource development; manages resources effectively; assists in public relations; ensures legal

integrity and maintains accountability; and works with the school's leader(s) to consistently strengthen programs and services.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I bring a wide range of experience to the Board from my professional work as a Development Director at an educational program in East Harlem, as well as from my volunteer experiences with several not-for-profit organizations. My expertise runs the gamut from fundraising and Board development to program development and strategic planning. Furthermore, as an artist and a fund development professional, I need to combine my vision with a keen attention to details on a daily basis to ensure that a vision can be operationalized.

I believe there is much I could bring to the Board, including:

- ✓ a successful track-record of raising funds from foundations, corporations and individuals;
- ✓ management skills, as well as evaluation methodologies and strategic planning;
- ✓ business organizing/data management skills from my corporate experience;
- ✓ community building/organizational skills from my founding Blackout Arts Collective;
- ✓ savvy experience due to voluntary leadership positions with community organizations;
- ✓ artistic/creative skills as a playwright, spoken word artist and writer;
- ✓ program development skills, especially related to youth;
- ✓ curriculum development skills through my youth development experience as an arts educator.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I forecast that we would have met the goals for our startup year by securing startup funds, identifying a facility, hiring teachers and recruiting students. In four years, I believe we will be at the stage where we have demonstrated organizational stability, and have successfully evaluated our programming to show that we are achieving our mission and meeting our goals.

9. How would you 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)?

I would bring my concern backed with substantive proof to a human resources sub-committee of the Board to address and take appropriate actions.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

I do not.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

I do not.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

This question is not applicable.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

This question is not applicable.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

I do not.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I do not foresee any conflicts of interest.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.

The mission/philosophy of the proposed school is to ensure that all participants achieve academic success and develop a positive character through an integrated approach to learning. By linking their learning to their communities and real-life experiences, the school seeks to produce articulate scholars and active citizens.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I am very familiar with the educational program the school proposes to utilize. Some of the program qualities of the proposed school that makes it unique include: a longer school year; small classes (no more than 27 students per class); individualized learning plans; two teachers in each classroom; arts and enrichment programming to supplement the academic component; community service opportunities; and more.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that a successful school needs qualified and effective leadership; clearly determined and stated mission, vision and programming (structure and goals); a sound financial plan as well as a resource development plan; an evaluation system to measure success of programs and to determine the effectiveness of staff; and accountability. I think the Board will need to establish active sub-committees that focus on the areas highlighted above; provide strong oversight and support to the leaders of the school; provide and cultivate resources; and be actively involved in the development of the school so that there is a sense of ownership and a clear understanding of the school.

Signed: Taj K. Motellall

Print Name: Taj K. Motellall

Date: 5/27/04

OBJECTIVE: Teach children a respect for the earth and each other.

QUALIFICATIONS

Commitment to children's learning, growth and understanding of their environment. Constant learning. Resourcefulness. Community organizing. Integrity.

EDUCATION

Credits Toward Teaching Certification:

City College of New York, 1994-1995

Pace University, 1991-1992

Adelphi University, 1989-1990

Brooklyn College, 1974-1975

Harren High School, New York City, 1973

High School Diploma.

Fordham University, audited education courses.

EMPLOYMENT

Trust For Public Land, New York City, 1992-Present

Consultant. Liaison between non-profit and school and community sites.

Provide workshops, materials, and technical assistance to community gardens. Design playgrounds using participatory design.

New York City Housing Authority, 1991-Present

Consultant. Judge annual garden competition. Provide multi-generational workshops in gardening and nutrition.

Chinatown Planning Council, New York City, 1984-Present

Group Teacher, First Avenue Day Care. Teach daily enrichment after-school program. Provide homework help, instruction in karate and gardening.

Bradford Trust Company, New York City, 1980-1984

Suspense Account Administrator. Managed \$19 million account.

Laurel Book Center, New York City, 1975-1980

Clerk. Specialized in customer service and organizing stock.

Manager. Balanced budget, supervised staff, maintained window displays.

Hoteikan Dojo, Brooklyn, New York, 1973-Present
Sensei. Teach shudokan karate, judo, and jujitsu.

SCHOOL-AGE CARE CREDENTIAL

SUNY Early Childhood Education and Training Program, 2002-Present
22.5 hours toward credential.

WORKSHOPS and SERVICE

GreenThumb, New York City, 1994-Present

Facilitate annual gardening workshops focused on environmental education, gardening skills and arts and crafts.

New York City Police Academy, New York City, 1996

Used skills as a 6th degree black belt to provide hands-on self-defense instruction.

United States Coast Guard, Brooklyn, New York, 1985

Used skills as a 1st degree black belt to provide hands-on self-defense instruction.

Teachers College, Columbia University, New York City, 1974

Developed curriculum for New York City Mini-School program.

REFERENCES

Furnished upon request

Request for Information from Prospective Charter School Board Members
John Reddick

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see attached resume.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I was born [REDACTED].

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Mr. Evangelista and Ms. Ryan invited me to the second meeting of the Board. I have been involved in education in Harlem for many years, and have worked with the lead applicants on garden-related projects for the past several.

4. Please explain why you wish to serve on the board.

Helping students and parents to get a better education is one of the things I live for. Also, seeing education from a new perspective is a way for me to further develop my own education practices. I decided to join the Board partly because I consider such an important opportunity to be a high point in a life in education.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I have never served on a board but I do work for a non-profit, The Trust for Public Land (TPL). In 1974 I helped put together the Mini School program for the Board of Education at Columbia University, under the supervision of Dr. Jane Buggen. I was naturally involved in governance design in that project, and remain interested in school governance to this day. Serving on this Board, like working with the Mini School program, is a way for me to have an impact on hundreds of children over time.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

A board member's role is to give ideas to the school leaders and to network with people who may help the school and the education of students in Harlem. A board member should support the school leaders and hold them accountable by asking them difficult questions if necessary.

REDACTED

7. Please indicate specifically the knowledge and experience that you would bring to the board.

For the past 18 years I have worked as a teacher in an after-school program at P.S. 19M. Also, I have been an Environmental Teacher for TPL for the past 15 years. I have all these years of experience in early childhood education and a genuine understanding of the needs of the Harlem community.

8. Please provide a forecast of where you see the school in one year and then again in four years.

I see the school sharing space with an existing public school, opening with two classrooms each of kindergarten and first grade. After this, one grade will be added each year and after the third year, we may be looking for the school's own building. By the fourth year, the school is thriving. Children are demonstrating their learning consistently and there are strong home-school partnerships in place.

9. How would you 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)?

I would try to talk to the member or members to try to make them see that they are doing something wrong. If it does not stop, then I would bring it to the whole Board.

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

I have known Mr. Evangelista and Ms. Ryan for several years. We met through the community and school gardening network, and developed a professional relationship.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

See above in respect to Mr. Evangelista and Ms. Ryan.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

This request is not applicable to Harlem Link.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
This request is not applicable to Harlem Link.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
I do not plan on conducting any business with Harlem Link.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
I see none.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.
Harlem Link's mission as I see it is to help students to have a better link to their community and to understand how education can help make their community better. There will be high academic standards and individual attention to support students to meet their goals.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.
Yes, I am familiar with the educational program. I am a member of the Board's education committee, which has done a lot of work in designing the educational program with the lead applicants and giving feedback.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school is a place where students want to learn, understand why they need to learn, and know that education is power. The Board should be concerned with general oversight and make sure the school is meeting its mission. To do this, a Board member should get student input and input from the community as well as listen to the school leaders, to make sure the organization is stable and meeting the students' needs and the school's goals.

Signed:

John Reddick

Print Name:

JOHN Reddick

Date:

5/13/04

**Request for Information from Prospective Charter School Board Members
Margaret Ryan**

Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

Please see resume in Attachment 2.

2. Please indicate that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am over 18 years of age.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I began to delve deeply into education and educational equity in 1997 when I joined Teacher For America and then formally while studying education practice and theory at Bank Street College of Education. With these experiences as my guides, I have devoted my career to finding the best educational setting for children. Steven Evangelista and I have pursued this topic with each other for the past four years when we attended Bank Street and then when we taught together at the same elementary school in Central Harlem.

At Bank Street I studied the relationship between children, the community, and the infrastructure of schools. Through these studies I have seen how schools can create an environment conducive to children's learning and welcoming to families and the community. Mr. Evangelista, who has similar views about education, and I decided in 2002 that it was time to take our years of study and experience in education and design Harlem Link.

4. Please explain why you wish to serve on the board.

In many ways an organization is only as effective as its board. As a lead applicant, I have a great deal of knowledge to offer the Board. I have visited many charter schools in New England and the Tri-state area and have observed board meetings for the past several months while receiving formal board training through the Building Excellent Schools fellowship. I have come to understand how important it is for a board to oversee a school and ensure that members of management are supported as they pursue the school's mission.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous service, please discuss why you wish to serve in this capacity.

I do not have any previous board experience, though I was a member of the School Leadership Team (SLT) at P.S. 242 from 2001-2003, and served as co-chair of this committee during the second year. This experience gave me my first perspective of local governance and the conflicts that can arise between governance and administration around setting school policy. Part of my job as a member of the Board will be to bridge the relationships between management and the Board so that the school runs well and stays on course with its mission. I

will also bring seven years of secondary and elementary education experience as well as my knowledge of best board practices through intensive training for a year with Building Excellent Schools.

6. Please indicate your understanding of the appropriate role of a public charter school board member.

The role of a charter school board is to oversee the school, to ensure that the school is fulfilling its mission, and to maintain the legal, fiduciary, and ethical health of the school. The board should work with the school's leaders regularly but should not become involved too deeply with the school's day-to-day management.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

To the Board I bring knowledge of secondary and elementary education from my six years as a teacher, from my affiliation with Teach for America, and from my Master's at Bank Street College. I also bring a great deal of knowledge about charter schools and organizational management from the training I have received through the Building Excellent Schools Fellowship. In addition, through the Fellowship and my own professional connections in education I bring a substantial network of educators and school leaders. As Co-Director for Instruction I will bring my knowledge of teaching and learning, assessment, child development, curriculum development, and professional development.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year I see the Co-Directors with the Board setting policies, expanding the Board to a total of 11-15 members, creating a long term fund development plan, and creating evaluation procedures for the Co-Directors and the Board. In addition, I see the Co-Directors hiring staff and faculty, fundraising money for an Extended Day program and professional development, and making further connections with the Harlem community through hosting open houses for families and meeting with community leaders.

By year four I see a well-managed school where children, teachers, and school leaders are supported. There is a positive culture of learning and citizenship and evidence of the school community embodying the core values of the school. Students' scores on ELA and Math assessments show that they are working at or above grade level and their standards-based student portfolios reflect mastery and sophistication in the core subject areas. I see the school preparing for programmatic and fiscal audits that will reflect that Harlem Link is financially and organizationally sound. Through its reputation, I also see Harlem Link having a strong private donor network and a substantial contingency fund since the school has been very careful with its finances.

9. How would you 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)?

If I suspected that a Board member was involved in self-dealing I would first study the Harlem Link by-laws and then consult the Board chair. If the Board chair were the member in question I would consult with the Vice chair. I would ask the Board chair to speak to the Board member in question. If the self-dealing persists it is up to the Board to vote on what is to be done with this Board member (e.g. probation, dismissal).

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

Before pursuing the charter I knew Steven Evangelista, Susan Goetz-Haver, and John Reddick. Mr. Evangelista and I have worked with each other for over four years as teachers, Fellows, co-founders of the school, and classmates during our Bank Street College graduate program. Ms. Goetz-Haver was one of my professors at Bank Street College and after college we collaborated together on two technology projects. I know Mr. Reddick who, through the Trust for Public Land, worked with Mr. Evangelista for several years with the community gardens Mr. Evangelista maintained with his students.

11. If you or your spouse know any people already known to be prospective school employees, please so indicate and describe the relationship.

I know Steven Evangelista who is seeking a position as the Co-Director for Operations and I am seeking a position as Co-Director for Instruction.

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

This question does not apply.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

This question does not apply.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

The school is looking into contracting Bank Street College of Education for its professional development, though I do not have any direct relation to the school except that I am an alumna.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

I do not plan to do business with the educational service provider or the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I foresee no conflict of interest. As Co-Director of Instruction I will serve as an ex-officio member of the Board.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.

Harlem Link's mission is to provide a top-notch elementary and middle school education for children in Harlem. The school will have a strong focus on academics to promote high student achievement and on the Harlem community and New York City to promote active citizenship among the students. Through these goals, students will be eligible for the most competitive private and public high schools in the city.

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

As a lead applicant of Harlem Link, I have assisted in the design of the school's educational program. As a teacher I also used much of the curriculum that the school is proposing to use.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school has a learning environment that exudes a positive school culture where people encourage one another to succeed, strong leadership, strong teaching, family involvement, community support and connections, and carefully managed finances. It will be the Board's responsibility to ensure that the school leaders are working toward these goals by supporting them in these efforts.

Signed:

Margaret E Ryan

Print Name:

Margaret Ryan

Date:

5/13/04

28. Responsibilities of Trustees

Attach a description of the responsibilities and obligations of the charter school trustees.

As the governing body that receives and holds the charter, Harlem Link's Board of Trustees will be legally and ethically responsible for the school. While the Board will have authoritative power over school policy and operational decisions, it will not be involved in the day-to-day management of the school, delegating this responsibility to the Co-Director for Operations and the Co-Director for Instruction. The Board will have specific responsibilities and obligations that include the following:

- Attending and preparing for all Board and committee meetings;
- Maintaining Harlem Link's mission and ensuring that the school is meeting it through academic success and connections to community resources;
- Hiring, counseling, evaluating, and if necessary firing the Co-Directors;
- Monitoring the progress toward the school's academic goals by reviewing reports from the Co-Directors, including state assessments and standardized test results;
- Developing the school's strategic plan;
- Overseeing the financial aspects of the school (budget and audit), making sound decisions regarding funds and ensuring that resources are managed effectively;
- Approving and assisting with fundraising efforts, identifying and cultivating funding sources for the school;
- Ensuring that the school follows all appropriate local, state, and federal laws, that all Trustees and personnel adhere to the school's Code of Ethics, the Board adheres to the By-laws, and that personnel policies are followed;
- Holding a minimum of six meetings a year, and recruiting, nominating, orienting, and evaluating Trustees;
- Representing the school to the public, promoting the school in Harlem and beyond and learning about Harlem;
- Hearing complaints pursuant to §2855(4) of the Charter School Law; and
- Conducting any other business or operations within its powers as a corporation.

Harlem Link has developed an initial job description for service on the Board. This job description outlines duties of individual Trustees, including the following:

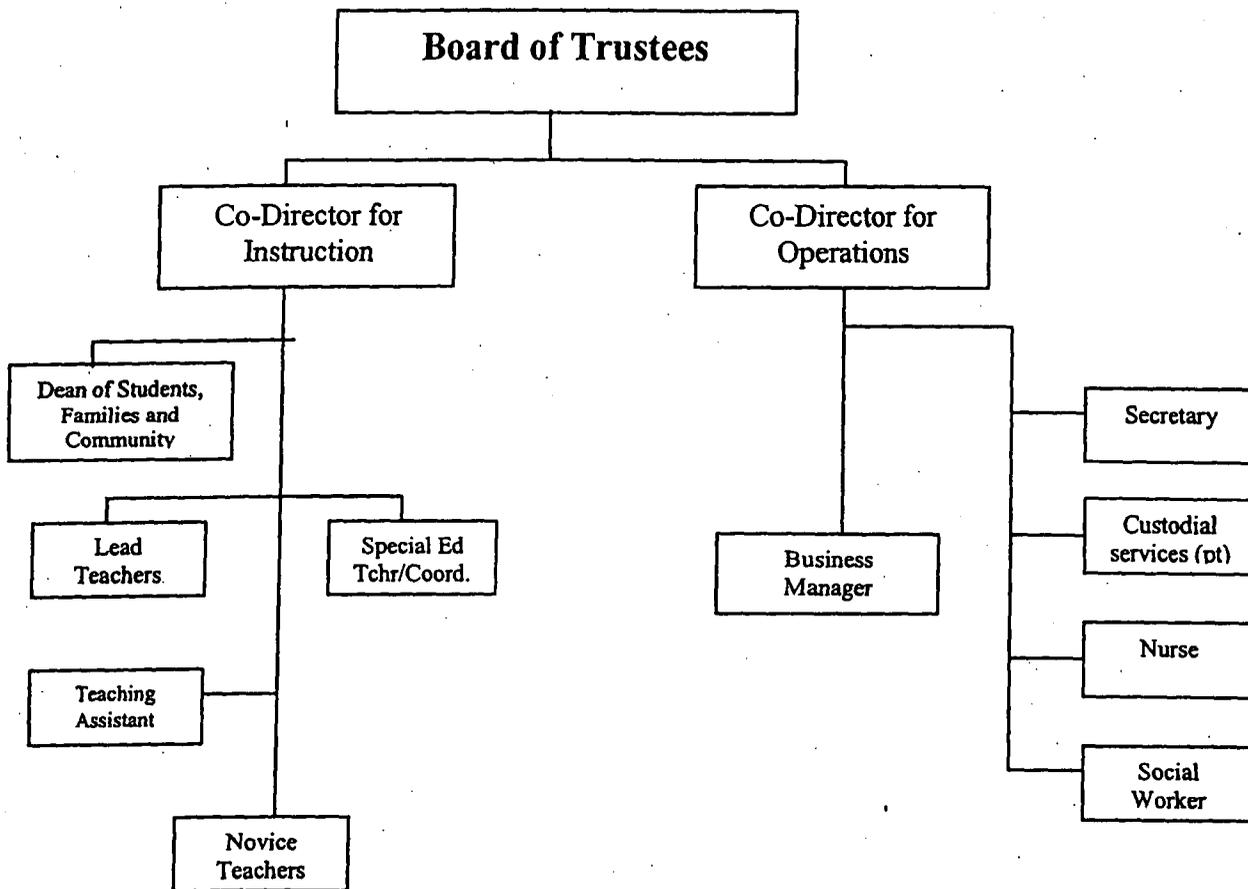
- Believe in and support Harlem Link's mission and purpose;
- Have relevant expertise to serve on a committee;
- Meet regularly and work in a collaborative, professional environment;
- Have general knowledge of all the Board's doings;
- Ensure effective organizational planning;
- Determine the school's programs and services;
- Use expertise and professional contacts for the benefit of the organization;
- Work with communities to cultivate relationships to support the school;
- Enhance the school's public standing;

- Ensure legal and ethical integrity and maintain accountability;
- Assist in Board development and leadership as needed; and
- Self-assess Board performance.

29. Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain the company's role in the organizational structure of the school.

Harlem Link Charter School Organizational Chart



Harlem Link's proposal for a Co-Director leadership structure will set a tone for the rest of the organization; while each Co-Director will have separate, clearly defined roles and primary responsibilities, they will operate in collaboration and lines of communication must be kept open. In formulating the Co-Directorship model, the Founding Team drew heavily on the models of successful charter schools such as Roxbury Preparatory Charter School in Massachusetts and North Star Academy Charter School in New Jersey.

The Board will hire, evaluate and, if necessary, fire both Co-Directors. Both Co-Directors, whose responsibilities are defined explicitly in Exhibit G, will report directly to the Board progress toward their respective responsibilities, progress toward meeting the goals set forth in this charter and in the forthcoming Accountability Plan, and any issues or concerns on a timely basis.

While the Board will be concerned primarily with broad governance issues, the Co-Directors will be responsible for daily school operations. Therefore, the Co-Directors will hire, evaluate, manage and, if necessary, fire staff members according to the chart above. Please note that the organizational structure and staff titles are provisional and may be modified depending on the level of experience of prospective employees and other unforeseen factors.

School leader succession is one of the most difficult and important challenges many organizations face and will be a primary responsibility of the Board of Trustees. Though it is not foreseeable that there will be a changeover in Co-Directors in the near future, the founding team is continually thinking about and planning for succession. The proposed Board of Trustees has put in place protections to ensure that, if a Co-Director should choose to or be asked to leave, the school remains focused on its mission and vision.

Harlem Link's mission is to graduate articulate scholars and active citizens who meet or exceed the New York State Performance Standards, and that is not necessarily tied to one particular organizational structure. The founding team acknowledges that the Co-Director structure, while potentially providing many benefits, brings with it a certain set of challenges regarding roles and responsibilities as well as succession. While the founding team currently believes that the Co-Director model is best for Harlem Link with its vision of a collaborative structure that begins with leadership and filters down to the faculty, staff, and students the founding team fully acknowledges that the success of the structure is dependent on how well two individuals can collaborate with one another. A clear set of qualifications, job roles and responsibilities, plus built-in communication between the Co-Directors will help diffuse potential miscommunication while promoting a method for the school leaders to problem solve together. However, absent a productive cooperative relationship there could be tension between the school leaders that could affect the overall health of the school.

As the organizational structure is a means to the end of meeting the mission and not an end in itself, it is subject to change by the Board of Trustees if necessary. If the Board is unable to find an acceptable successor to a Co-Director—one who understands the clear and precise roles for the position and who has demonstrated success in professional collaboration—the proposed Board of Trustees will change the organizational structure in order to continue to meet the mission. In this contingency plan, the remaining Co-Director could become the lead director and a new person coming in would fall beneath him or her on the organizational chart.

Another factor in school leader succession that the founding team has discussed is the potential for identifying future school leaders among the school staff. In providing leadership opportunities such as grade team leadership and committee membership and leadership, the Co-Directors and the Board can begin to identify potential Co-Director successors. Such individuals would already know about Harlem Link, its mission and vision, curriculum, daily operations, and the importance of collaboration. They could shadow a Co-Director before the Co-Director leaves to learn the systems and routines of that position. The Co-Directors and the Board will also know in advance if this person has demonstrated success in collaborating with others.

30. Code of Ethics

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to trustees, officers and employees of the school.

Code of Ethics

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, Harlem Link's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Excepting the Co-Directors, no member of the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any family relation (defined herein as sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law) of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer, or 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 that might reasonably be construed to be adverse to the Board's 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

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- the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
6. Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
 7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
 - d. Members of the faculty of the charter school.
 8. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
 9. Trustees, officers, or employees of any partner organization with Harlem Link Charter School shall hold no more than 40 percent of total seats comprising the Board of Trustees.
 10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
 11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
 12. Trustees shall not use their position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
 13. Charter school Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
 14. Two employees of Harlem Link who are family relations (see above) or engaged in an amorous relationship must promptly disclose such affiliation to their direct supervisors.
 - a. Supervisors have the right to take any necessary steps to protect the interests of Harlem Link Charter School, including reassigning or terminating the employment of either or both employees in question.
 - b. Specifically, supervisors have the right to terminate either or both of the parties' employment should the relationship cause dissension, interrupt the

work of the parties or other employees, or create a negative work environment.

- c. Such relationships between parties who have a direct supervisory relationship are prohibited. Alternative supervisory arrangements can be made with the agreement of the Board.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section VII

SCHOOL POLICIES

31. Student Admissions Policy

Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- the required anti-discrimination criteria and allowable admissions preferences;
- the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;
- an outreach plan including strategies for publicizing the school and recruiting prospective students;
- the specific targeted student population (if any);
- the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2); and
- the procedures for student withdrawal from the school.

Harlem Link's student admissions policy will be based on its mission, the needs of Harlem identified in Attachment 11, and the requirements of the New York Charter Schools Act of 1998 and other applicable law. Harlem Link intends to provide a top-notch education that allows students to meet or exceed New York State Performance Standards, but will not specifically target students who are already succeeding in school. In order to meet the intention of the charter law to address the needs of at-risk students, it will be essential for Harlem Link to have an open admissions policy. Section 2850(2)b requires that a charter school "increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure."

As such, the school will be open to any child who is eligible under the laws of New York State for admission to a public school, and will comply with the requirements of Education Law §2854(2) and all other applicable laws. Admission to Harlem Link shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other ground that would be unlawful. Harlem Link will reserve 10% of its enrollment each year for transfers under the No Child Left Behind Act of 2001.

In the winter of 2005, Harlem Link will open admission to children wishing to enroll in kindergarten or first grade. All children who would be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll, subject to

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availability and the process set forth below. Children who will be five years old before December 1, 2005 will be eligible for kindergarten in September, 2005.

Harlem Link will admit each eligible student who submits an application before March 1 of the previous school year, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. The school will admit approximately 54 kindergarteners and 54 first graders in its first year of operation. Harlem Link will then admit approximately 54 new kindergarteners in each successive year. A waiting list will be maintained for each grade for children who are not selected in the lottery process, if any (see below). New students will be admitted from the waiting list in successive years as needed.

Application Process

Returning students will automatically be granted a slot in their grade for the upcoming year. In order to fill remaining slots and kindergarten each year, Harlem Link will conduct an application process in three stages.

Stage One: Open Houses

At Open Houses held in the spring, prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the unique programmatic features of Harlem Link, the school's academic program and philosophy, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. Also discussed will be the community and organizational partnerships that exist to support the operations and mission of the school, and representatives of said organizations will be invited to participate. There will be sufficient time at the Open Houses for a question and answer period. As described below ("Outreach"), families will be recruited for Open Houses in a variety of ways.

Parents and guardians interested in submitting applications for their children who did not attend one of the school's springtime Open Houses will be provided with a packet of written materials covering all the topics formally discussed at the Open Houses, and a meeting will be scheduled with appropriate school staff and each interested parent or guardian to verbally review the material and answer any questions the parent or guardian may have. As reflected in the budget, translators will be on hand as needed.

After the school is open, interested students and their parents or guardians also will be encouraged to spend a half-day or so visiting the school and sitting in on classrooms.

As a mission-driven school and a school of choice, it will be important for Harlem Link to be very clear in informing students and their families about the values of the school and its academic and social expectations before parents and guardians are asked to make a decision to enroll their children. The school will take whatever additional steps deemed necessary to make sure that parents or guardians are prepared with this important information.

Stage Two: Family Application

Interested parents/guardians will be required to complete and submit a brief application form for each child they are interested in enrolling in the school. Such forms

will be made available at the school's springtime Open Houses, continuously at the school, and at accessible locations throughout the community (e.g., churches, businesses, community based organizations, etc.). The application, printed in English and in Spanish, will be simple and straightforward, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., any school currently attending).

The school will make staff or volunteers available to any parent or guardian who needs help completing the application. Completed applications will be required to be submitted to the school any time prior to March 1. The school may extend the application submission period if the need exists, and may hold a supplemental summer enrollment period if desired or needed.

Stage Three: Lottery

If the number of eligible applications for admission exceeds the spaces available for students, the school will conduct a random lottery on the first weekday in March. Pursuant to Section 2850(2)b, in addition to returning students Harlem Link will give preference for admission to siblings of students already accepted to the school and to students who reside in the local district, New York City. Therefore if, for any grade, the number of applicants who reside in New York City is fewer than the number of available spaces, those applicants will all be admitted to the school and a lottery will be held for out-of-district applicants for the remaining spaces. In either case the lottery will be open to the public, and conducted by a representative of an outside organization not affiliated with the school, such as a local business leader or a well-known figure in the community.

The lottery will be conducted as follows: the names of child applicants will be written on labels, which will be placed in a covered box with a hole wide enough for withdrawing the slips of paper. When two siblings are both applying to the school, the siblings will have their names written on two labels each, marked with a red dot for identification purposes, with one slip being put in the box and one left out. The conductor of the lottery will withdraw slips one at a time, announcing the name of each child and posting it on a bulletin board for the audience to see. When a sibling label is chosen, a slot will also be reserved for the child's sibling(s). This process will occur until the entire kindergarten and first grade has been filled up. Then, the remaining slips will be sorted in the same manner to create the waiting list in each grade.

Whenever Harlem Link intends to fill a vacancy in the student body, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the next student on the waiting list, which will carry over from year to year. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list, maintaining documentation of attempts made to contact the parents or guardians of any student removed from the waiting list.

Outreach

Prior to February, invitations to Open Houses during that month will be widely distributed to parents and students throughout Harlem. Harlem Link will vigorously get these announcements to the public through as many available routes as practical, including (but not limited to):

- community organizations of all kinds (e.g., Harlem Children's Zone, Schomburg Center for Research in Black Culture, Studio Museum in Harlem);
- churches;
- direct mailings;
- any public or private elementary schools that are willing to participate;
- after-school programs;
- youth and community centers;
- businesses and civic organizations; and
- flyers posted and distributed in Harlem.

These methods will help ensure that the invitation to hear directly about the opportunities offered to children by the charter school gets widely circulated.

Information about the charter school, the application process and time frame will also be widely distributed in a similar manner, affording families who do not attend one of the Open Houses the opportunity to learn about the Harlem Link and to apply for admission for their children.

Voluntary Withdrawal from Harlem Link

Harlem Link will be a school of choice. As such, there may arise circumstances in which a parent or guardian wishes to transfer a child to a different school. In these instances, school personnel will offer to meet with the family and discuss the reasons for the desired withdrawal, and seek solutions to any problems within the Harlem Link community. This initial meeting will serve both to help staff remedy problems and to receive direct feedback from families who are opting for alternatives other than the school. Such feedback could form the basis for an alteration in school practices.

If the parent or guardian still wishes to transfer the child to another school, Harlem Link staff will make every reasonable effort to help the student find a school that better serves the family's desires. Harlem Link will ensure the timely transfer of any necessary school records to the student's new school.

32. Discipline Rules for Regular Education Students

Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.

Introduction and Rationale

The first priority of any school is to ensure the safety of its constituents. To that end, Harlem Link has developed a framework for appropriate student behavior and maintenance of order within the school community, the Harlem Link *Discipline Code*. In addition to providing a safe environment, it will ensure that teaching and learning can flourish and that the school is achieving its mission-centered goal of creating Articulate Scholars and Active Citizens. It will also serve as a foundation for staff to create more specific policies for behavior during the planning year and revise them during operating years.

At the root of the *Discipline Code* is a set of Core Values, which adults will model at all times as an expression of appropriate behavior. The *Harlem Link Values Statement*, shown below, is a set of core Virtues (Integrity, Kindness, Responsibility, Patience, Wonder, and Courage) with associated Practices and Outcomes. Practices are concrete ways in which children and adults can exhibit the Virtues. Outcomes are statements about what kind of persons Harlem Link students will become by staying true to these Virtues and Practices.

Virtues	Practices	Outcomes
Integrity	Be honest = I own my actions and words, and can admit when I am wrong.	You are an individual that the Harlem Link community can depend upon and trust.
Kindness	Respect = I show that I care for myself and others by using helpful words and actions.	You are perceived as a humble and respectful person who understands others' feelings and needs.
Responsibility	Act = I work to make myself better and my community better.	You are a good citizen who cares about his/her community and strives for everyone to be treated fairly.
Patience	Persevere = I am not satisfied until I have done my best work, even when it gets difficult.	You show people that you see things to the end, even when things get difficult or take a long time, and as a result you know what it feels like to succeed.
Wonder	Question = I seek out answers about the questions I have about the world around me.	You are a role model by being a constant learner throughout life and even beyond school.
Courage	Take risks = I always try, even if I am afraid or others might disagree. I will learn from my mistakes.	You learn from even the most difficult situations, including ones you never thought you would be able to face.

Harlem Link will teach and model the Core Values and use clear and consistent positive and negative consequences to emphasize their importance. These values will be an ongoing subject of discussion in the school, specifically in morning meetings and whole school

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assemblies. Through practicing all six Virtues, students develop good character but in particular Integrity, Kindness and Responsibility, if practiced, will lead to a safe environment where academic learning can flourish. Therefore, when imposing negative consequences, teachers and other adults at Harlem Link will focus on students' actions that fail to meet those three virtues.

Staff will reinforce positive and negative consequences as detailed below in the *Discipline Code*, which will serve as a framework from which they will develop specific school-wide systems for demonstrating and commending appropriate student behavior and admonishing inappropriate behavior. The Dean of Students, Families and Community in concert with the Co-Director for Instruction will assist teachers in creating these systems within the Discipline Code framework prior to the opening of the school. These parties will maintain ongoing dialogue about positive consequences and reinforcement of values and revisit individual classroom rules and the schoolwide consequences as needed.

Home-School Communication: Values and Discipline

Harlem Link will ensure that parents and students are well informed of the *Values Statement* and *Discipline Code* both before enrollment and at the time students sign up for entry into the school. As such, students will know what type of behavior is expected from them, and parents will be clear about the type of classroom environment that will be maintained at Harlem Link.

Harlem Link recognizes the diversity of values among the many communities and families that will interact with the school. It is possible that there will be tension between Harlem Link's values and the values inherent in the families and communities to which the students belong. While validating this diversity, Harlem Link staff members will undertake a primary responsibility for maintaining and enforcing the Core Values, which are non-negotiable during school hours. Harlem Link staff and children will view this tension as an opportunity for discussion and learning. To that end, school staff will engage each family that joins the Harlem Link community with a discussion not only about the school's Values Statement but the family's values as well.

Harlem Link Discipline Code**A. DISCIPLINE IN THE CLASSROOM****Behavioral Expectations**

Harlem Link's system for discipline is based on Assertive Discipline, the clear set of expectations and reinforcements designed by Lee Canter. This system requires that adults have very clear expectations for behavior and very clear consequences—both positive and negative—for children's choices. By clearly putting the onus on the child, students see that their choices matter, one of the key ideas of Active Citizenship.

The following are examples of values-based expectations for behavior and actions that could disrupt the flow of classroom activities, together with teacher-assigned positive and negative consequences.

Virtues	Practices	Breaches of Virtue	Sample positive reinforcements	Sample negative reinforcements
Integrity	Be honest = I own my actions and words, and can admit when I am wrong.	Lie to teachers, staff members, or students. Cheat on exams.	Positive note home Commendation in front of classmates and in school assemblies	Warning Time out or loss of privilege Parent phone call
Kindness	Respect = I show that I care for myself and others by using helpful words and actions.	Disrupt class. Tease or taunt others. Use inappropriate language.	Special lunches with teacher, Dean, CDI, CDO	Conference between teacher and parent Conference with student, teacher, parent, Co-Director for Instruction, Dean of Students, Families and Community
Responsibility	Act = I work to make myself better and my community better.	Come to school late, unprepared, and/or out of uniform. Fail to follow instructions. Bring electronic items to school that detract from learning (e.g. cellphone, video game) without permission.		

B. IN-SCHOOL SUSPENSIONS

In-School Suspension shall refer to the premeditated removal of a student from his or her regular classroom for disciplinary reasons for any length of time.

A student who is determined to have committed any of the infractions listed below shall be subject minimally to an In-School Suspension, unless one of the Co-Directors determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. An Out-of-School Suspension also may be imposed.

Disciplinary Infractions

General

- Repeatedly commit minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act that school officials reasonably conclude warrants a disciplinary response.

Breach of Integrity

- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Trespass on school property after school hours.
- Possess tobacco or alcohol.

Breach of Kindness

- Attempt to assault any student or staff member.
- Vandalize or abuse school property or equipment.
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct that disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.

Breach of Responsibility

- Make a false bomb threat or pull a false emergency alarm.
- Refuse to identify himself or herself to school personnel.

Procedures and Due Process for In-School Suspensions

During an In-School Suspension, students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whoever was involved in imposing the suspension. Students will be afforded due process protections consistent with *Goss v. Lopez*.

Teachers will provide appropriate classwork for students receiving In-School Suspensions.

C. OUT-OF-SCHOOL SUSPENSIONS

Out-of-School Suspension shall refer to the removal of a student from school for disciplinary reasons for any length of time. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a Out-of-School Suspension, unless the Co-Directors or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to referral to law enforcement authorities and/or to Expulsion.

Disciplinary Infractions

- 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 controlled substance, or marijuana on school property or at school-sponsored events.
- 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 himself or herself from injury.
- Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants an Out-of-School Suspension.

In addition, a student who commits any of the acts that would ordinarily result in an In-School Suspension may, instead or in addition, be subject to an Out-of-School Suspension at the Co-Directors' discretion.

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that either Co-Director may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

Procedures and Due Process for Out-of-School Suspensions

The Co-Directors may impose an Out-of-School-Suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Co-Directors may expel the student from school. Upon determining that a student's action warrants a possible Out-of-School Suspension, the Co-Director shall verbally inform the student that he or she is being suspended and is being considered for an Out-of-School Suspension (or expulsion) and state the reasons for such actions. The Co-Director also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where

possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in an Out-of-School Suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

One of the Co-Directors shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Co-Director may accept or reject all or part of it. The Co-Director's decision after the formal hearing to impose an Out-of-School Suspension or Expulsion may be appealed to the Board of Trustees.

Provision of Services During Removal

The school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been given an Out-of-School Suspension, alternative instruction will be provided to the extent provided by law and as consistent with the practice of Community School District 5 during the period of suspension; for a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student and the school on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room on the grounds of Harlem Link. Instruction will be provided by one or more of the following individuals in consultation with the student's teachers: teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

33. Discipline Policy for Special Education Students

Please provide the discipline policy that the school will enact for students with disabilities.

F. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

Harlem Link will comply with Code of Federal Regulations §300.519 to §300.529.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified immediately of any suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is given Out-of-School suspensions during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended out of school for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

- a. The commission of an infraction by a student with a disability who has previously been suspended out of school for the maximum allowable number of days.
- b. The commission of any act resulting from the student's disability.

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c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Co-Director for Instruction would seek to impose a suspension in excess of five days.

Disciplinary Procedures for Students Not Yet Formally Identified as Disabled

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action may request to be disciplined in accordance with these provisions.

Provision of Services During Removal

For those students removed for a period of less than ten days Harlem Link shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During the school year, any subsequent removal that—combined with previous removals—equals ten or more school days but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination. During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior is not a manifestation of the disability, the CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence

believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and Harlem Link agree otherwise.

34. Dress Code Policy

If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

Harlem Link will require students to follow the Harlem Link Dress Code. Such a policy will aid in creating a sense of community and ensuring that students focus on learning and not on superficial issues such as appearance. The school will not allow clothing and accessories that could create disruption or disorder or that do not conform to standards of health, safety and cleanliness. Parents must pick up children who are not properly dressed for school, bring the necessary items to the school, or authorize the student to return home to retrieve the necessary items as students may not be permitted to attend class. Violations of the Dress Code may result in disciplinary consequences pursuant to the *Harlem Link Discipline Code*. The anticipated Dress Code follows.

Acceptable clothing includes:

- Light blue button-down Oxford-style dress shirt. No denim, no band collars, collar buttons must be buttoned.
- Navy blue crew or V-neck sweater or sweater vest (optional). No fleeces or sweatshirts during the school day.
- Navy blue or tan-colored dress or khaki pants. No jeans, no bell-bottoms, no slit bottoms, no overalls. Pants must be worn at or above hips.
- Navy or tan-colored corduroy or wool pants.
- Brown or black belt.
- Brown or black dress shoes, loafer or lace-up style. No sneakers, moccasins, no boots except during inclement weather. Heel size no higher than one inch.

In addition, the following rules apply:

- Hats, headbands, jeans, and jackets are not permitted indoors.
- Distracting accessories are not permitted, including but not limited to excessive jewelry.
- Chains and necklaces are permitted beneath students' shirts.
- Shirts must be tucked in and shoelaces must be tied at all times.
- Clothing must be neat and orderly. Large inkblots, food stains, rips and tears, modifications such as writing and drawing, etc., not permitted on clothing.
- Logos and insignias (i.e. Levi's, Polo, Gap, Tommy Hilfiger, etc.) are not allowed.

35. Food Services

Provide a description of the food services to be provided by the charter school.

Harlem Link will make available to students breakfast, lunch, and an afternoon snack.

Participation in Subsidized Meal Programs

Harlem Link will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including, but not limited to:

- meal pricing
- nutritional value
- determination of eligibility
- reporting requirements

Harlem Link will use any and all food service subsidy revenues received from the Federal and State meal programs for the sole purpose of providing meals to eligible students, and for no prohibited purpose.

Contracting

Harlem Link intends to contract with a vendor for the provision of food services. The school will explore arrangements with private companies providing food services to existing schools and with the local school district, including the potential of arranging "satellite" services by another public school in proximity to Harlem Link. The founding team expects that this potential arrangement will be only one example of ways in which the school will partner with other educational institutions through the various networks offered by Bank Street College's Laboratory for the Design and Redesign of Schools and the New York City Department of Education's Center for Charter Excellence.

Facilities

Harlem Link is not planning on having a dedicated cafeteria facility in the first years of the charter. However, the school will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

36. Health Services

Describe plans for health services to be provided by the charter school, or options under consideration.

Health in Harlem

Health is a major variable in providing excellent education in Harlem. No discussion of the state of health in Harlem would be complete without mention of the travesty of asthma. With no explicit connection between many schools and comprehensive health services, hundreds of school days are missed each year by Harlem's children for asthma-related reasons alone; over 800 children were hospitalized for asthma in Central Harlem and East Harlem in 2001.¹ A disproportionate share of the tremendous nationwide increase in asthma cases is concentrated in Harlem, as while asthma rates doubled nationwide during the 1990s, children of color in low-income neighborhoods like Harlem suffered the highest rates of increase.² In 2000 East Harlem and Central Harlem/Morningside Heights were the neighborhoods with the city's two highest rates of asthma hospitalizations per child under the age of 15, both more than twice the citywide average.³

Harlem Link shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The school shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in Regions 9 and 10. This will be done, if possible, through a contractual arrangement with the district to supplement the level of health services mandated to be provided by the district to the charter school in accordance with §2853(4)(a) and §912 of the Education Law. With an understanding of the health needs of children in the surrounding community, Harlem Link also has a long-term goal of forming a relationship with a local hospital and the Health Plus program, to become a Neighborhood Health Center.

Harlem Link will request from the New York City Department of Health a school Nurse. If the Department is not able to provide a Nurse, the Harlem Link will employ a part-time Nurse either on staff or through contract (this salary has been included in the projected operating budget, in keeping with Harlem Link's conservative method of budgeting). The Nurse will supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and train faculty and staff in first aid, including but not limited to cardiopulmonary resuscitation (CPR). The Nurse

¹ New York City Department of Health and Mental Hygiene website (2003). New York City Childhood Asthma Initiative. *Asthma Facts*. Retrieved on November 10, 2003 from the World Wide Web: <http://www.ci.nyc.ny.us/html/doh/pdf/asthma/facts.pdf>

² Children's Defense Fund website (n.d.). "Asthma is a Growing Problem, Particularly Among Low-Income and Minority Children." Retrieved on August 7, 2003 from the World Wide Web: http://www.childrensdefense.org/hs_tp_asthma.php

³ New York City Department of Health and Mental Hygiene websites (2003, 2003), *The Health of Central Harlem and The Health of East Harlem*. Retrieved on January 2, 2004 from the World Wide Web: <http://nyc.gov/html/doh/pdf/data/2003nhp-manhattana.pdf>, p. 7, and <http://nyc.gov/html/doh/pdf/data/2003nhp-manhattanc.pdf>, p. 7

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will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Harlem Link will comply with all health services requirements applicable to public schools. To the extent possible, the school will provide on-site health care services similar to those services available to children attending district public schools. Per sections 901 – 914 of New York State Education Law and Commissioner's Regulation 136.2(d)(2), Harlem Link will provide, at the very least, all health services required by law. These health services will include:

- Physical examinations upon admittance to the school and at any other time deemed necessary by district public schools and/or Harlem Link.
- Annual vision screening testing for all students. Per section 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Hearing testing for all pupils annually and any other time deemed necessary by district public schools and/or Harlem Link.
- Annual scoliosis (spinal) screening test for all students 8-16 years of age.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.

New Students

Hearing and vision testing will be done on all new students by a qualified individual. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the county health department, local school districts, and other appropriate authorities to provide these services.

Maintenance and Storage of Cumulative Health Records

Harlem Link will store all health records for enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 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) Born before 1985:1 dose of MMR; born on or after 1985:2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)]; Hepatitis B [Born on or after 01/01/93:3 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 [Born on or after 1/1/98:1 dose].

Before a child can be permitted to enter or attend school, 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

Harlem Link shall, in accordance with §917 of the Education Law, maintain on-site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations. Harlem Link has budgeted for an AED during the first year of operation (see Attachments 45 and 46).

39. Complaints Policy

Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

Any individual or group may bring a complaint to Harlem Link's Board alleging a violation of the provisions of Article 56 of the Education Law (i.e., the New York Charter Schools Act), the school's charter, or any other applicable provision of law relating to the management or operation of the school.

The complaint may be presented to the Board in an open meeting or in written form. The Board will respond at its next regular public meeting. The Board will make every effort to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, will direct one of the Co-Directors or other responsible party to act upon the complaint and report to the Board. The Board will render a determination in writing.

If, after presentation of the complaint to the Board, the individual or group determines that Harlem Link has not adequately addressed the complaint, the complainant may present the complaint to the Charter Schools Institute of the State University of New York, which shall investigate and respond, pursuant to its complaint policy, which shall be provided to the complainant. If, after presentation of the complaint to this charter authorizer, the individual or group determines that its complaint has still not been adequately addressed, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate. The decision of the Board of Regents is final.

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40. Dissolution Procedures

In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

In the event of closure or dissolution of Harlem Link, the Board will delegate to the Co-Director for Operations or another responsible party of its choosing the responsibility to manage the dissolution process. This process will include notification to parents of children enrolled in the charter school through public meetings and memoranda to parents.

In the event of dissolution, unless the Chair of the Board should choose otherwise, the Chair of the Education Committee will serve as the steward of school operational records and the Chair of the Finance Committee will serve as the steward of financial records. Harlem Link will transfer student records to the offices of their local Region and notify parents of the transfer. Additionally, the Co-Director of Operations will send a list of students enrolled at Harlem Link to the offices of both the student's Region and Community School District of residence. Harlem Link will conduct these actions as expeditiously as possible. The manager of the dissolution process will work with Region 10 staff to determine a timeline for placing students in new schools.

Harlem Link will conduct no fewer than two public meetings to provide information on the school's status to parents, one no more than 60 days after dissolution vote by the State University of New York and one no more than 60 days before the last day of instruction at the school.

Harlem Link will transfer its remaining assets, after satisfaction of outstanding debts, to another charter school within Region 10 or directly to Region 10 and in accordance with applicable law.

In order to prepare for a possible dissolution process, Harlem Link will place in escrow a total of \$25,000 during the first year of operations, which will be maintained throughout the life of the charter, to pay for legal and audit expenses incurred during dissolution.

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Charter Schools Institut

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section VIII

PERSONNEL

42. Roster of Instructional Staff

Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, i.e. one teacher, one teaching assistant, one paraprofessional for each class. Please indicate as well whether the charter school intends to utilize the limited waiver regarding teacher certification permitted by §2854(3)(a-1). If so, indicate your understanding of the limitations of that waiver.

Harlem Link intends to have the following instructional staff in its first year:

- 3 Lead Teachers
- 1 Lead ESL Teacher
- 4 Novice Teachers
- 1 Special Education Coordinator/Teacher
- 1 Title I-funded Teacher
- 1 Teacher's Aide

Each classroom will contain two full-time teachers. Each classroom will have a Lead Teacher and a Novice Teacher. As the school grows, this staffing pattern will continue. The Teacher's Aide will spend time in both kindergarten classrooms.

Harlem Link may choose to utilize the limited waiver regarding teacher certification permitted by §2854(3)(a-1). As both lead applicants are Teach for America alumni and at one point taught while uncertified, the founding team understands that there exists a number of teachers and individuals who are or have the potential to be excellent teachers though they are not be certified. The school would like to be in the position to hire such people, including Teach For America corps members and recent alumni. The founding team understands, however, that under the law among a first year total of 12 full-time teachers, only 3 teachers can be uncertified.

The school expects that if it were to hire any certification exempt teachers, they would likely fill the position of Novice Teacher. It is Harlem Link's belief that teachers, given several core competencies, can be trained to become excellent through systematic professional development, and Harlem Link's professional development plan and partnership with Bank Street College of Education would certainly aid these teachers in achieving certification.

43. Collective Bargaining Waiver

If the charter school would have more than 250 students in the first year of operation, indicate whether you are requesting a waiver from the requirement that instructional employees must be members of the existing collective bargaining organization in the school district where the charter school would be located.

This Request is not applicable, since Harlem Link will have fewer than 250 students in its first year.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section IX

FINANCES AND ACCOUNTABILITY

44. Start-up Budget

Detail a start-up budget for the charter school, including planned timetable, assumptions for revenues and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for funding.

The budget for Harlem Link's planning year follows, spanning the fiscal year ending on June 30, 2005. A self-explanatory chart of assumptions follows the startup budget. A more detailed explanation of the major assumptions is presented below.

Revenue

Harlem Link assumes that it will receive one \$175,000 federal Planning and Implementation (PCSP) grant for the start-up year. In addition, Harlem Link will seek a start-up grant of \$150,000 from the Walton Foundation, which awarded the planning team an \$8,000 planning grant in 2003. As will be discussed in Attachment 47 and Attachment 57, members of the founding team are part of both formal and informal charter school and philanthropy networks, and will be aggressive in raising additional funds during the start-up and succeeding years.

Expenses

As reflected in the attached budget, Harlem Link anticipates employing two Co-Directors throughout the start-up year and renting administrative office space for their use. As the eight Lead and Novice teachers are hired, Harlem Link will pay them on a part-time basis beginning in February to assist with curriculum development at the end of the start-up year. Harlem Link expects to pay one half full-time equivalent for these part-time teachers.

The budget also reflects computer hardware for employee use and professional consultants in the areas of Board of Trustees development, management systems for reporting purposes, and preparation for writing the Accountability Plan during the first year of operation. \$10,000 has been budgeted for marketing, including advertisements for teacher and student recruitment and open houses for family information sessions.

HARLEM LINK CHARTER SCHOOL
START-UP BUDGET 2004-2005

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	<u>7/1/04-6/30/05</u>	
Revenues		
Start-Up Grant: Federal Planning and Implementation	\$	175,000 <i>To be raised</i>
Start-Up Grant: Walton Family Foundation	\$	150,000 <i>To be raised</i>
Other Revenue	\$	15,000 <i>To be raised</i>
Total Revenues	\$	340,000
Expenditures		
<u>Administrative Expenses</u>		
Co-Director for Instruction	\$	50,000
Co-Director for Operations	\$	50,000
Lead Teachers	\$	43,000
Health Insurance	\$	8,568
FICA/Medicare	\$	10,940
Unemployment benefits	\$	5,720
Disability insurance-female	\$	71
Disability insurance-male	\$	35
Workers compensation	\$	1,666
Retirement Contribution	\$	2,860
Staff Development	\$	2,000
Recruitment/Marketing	\$	15,000
Food and Hospitality	\$	600
Bank Fees	\$	200
Membership Organizations	\$	500
Subscriptions	\$	40
Total Administrative	\$	191,199
<u>Supplies and Equipment</u>		
Instructional Materials	\$	5,000
Office Supplies	\$	3,000
Postage/Printing/Copying	\$	16,500
Phone System	\$	2,000
Internet	\$	10,000
Computers: Software and Hardware	\$	2,600
Total Supplies	\$	39,100
<u>Facility</u>		
Furniture	\$	2,000
Consultant	\$	5,000
Renovations & Repairs	\$	10,000
Rent/Lease	\$	18,000
Janitorial & Maintenance	\$	2,460
Utilities	\$	780
Insurance	\$	5,000
Total Facility	\$	43,240
<u>Contractual</u>		
Consultant-Accountability Plan	\$	15,000
Consultant-Board	\$	10,000
Consultant-Reporting	\$	10,000
Insurance	\$	5,000
Service Contract-Copier	\$	2,500
Legal and Accounting	\$	15,000
Translators	\$	1,500
Total Contractual	\$	59,000
Total Expenditures	\$	332,539
NET SURPLUS (DEFICIT)	\$	7,461

HARLEM LINK CHARTER SCHOOL
START-UP BUDGET ASSUMPTIONS

FISCAL YEAR
July 1-June 30

7/1/04-6/30/05

STAFF-FULL TIME FTE

Number of Co-Directors for Instruction	1
Number of Co-Directors for Operations	1
Number of Lead Teachers	0.5

EXPENSE ASSUMPTIONS

Full Time Salaries

Co-Director for Instruction	\$	50,000
Co-Director for Operations	\$	50,000
Lead Teachers	\$	43,000

Benefits

Number of Staff Receiving Benefits		2
Monthly FTE Health Insurance	\$	357
FICA/Medicare per employee		7.65%
Unemployment benefit rate	\$	0.04
Workers compensation rate per \$100	\$	0.40
Disability insurance per female employee per month	\$	5.60
Disability insurance per male employee per month	\$	2.30
Expected Percent of staff female		50%
Percent of coverage of health insurance		100%

Facilities Costs

Number of administrative offices		1
Square feet per administrative office		600
Cost Per Square Foot		30

Other On-Site Costs

Utilities Per Square Foot	\$	1.30
Custodial per Professional Staff	\$	1,200
Janitorial Supplies Per Square Foot	\$	0.10
Insurance-Facilities	\$	5,000
Purchase Internet Server	\$	10,000
Telecommunications	\$	2,000

45. First-Year Annual Budget and Assumptions

Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.

Harlem Link's first-year annual budget follows. Since Harlem Link is requesting a full planning year at the start of its five-year charter, the first year of operations will span the full twelve month period from July 1, 2005 to June 30, 2006. A self-explanatory chart of assumptions for Harlem Link's first year of operation follows the first-year budget. A more detailed explanation of the major assumptions is presented below.

Revenues

Harlem Link assumes:

- conservatively that Per Pupil state and local aid will not increase between 2003-2004 (\$7,848) and 2005-2006;
- a PCSP grant for \$175,000 during the first year of operation;
- revenue totaling \$196,038 in the first year from the New York City Department of Education's Other Than Personnel Services grant, based on 2003-2004 figures;
- \$78 per pupil for state textbook aid (NYSTL);
- that the school will receive \$740 per pupil in Title I funding and \$500 per special education pupil through the Individuals with Disabilities Education Act (IDEA);
- \$391 per pupil for supplies, \$625 per staff for furniture, and \$70 per classroom for furniture through the New York City Other Than Personnel Services grant (July, 2003 figures); and
- that Harlem Link will need to raise \$130,000 through private donations, less than the amount New York City charter schools often raise in their first (and ensuing) year of operation.

Expenses

Staffing

Harlem Link will:

- hire a total of 4 Lead Teachers and 4 Novice Teachers;
- seek one Lead Teacher with significant experience or certification in teaching English as a Second Language;
- hire a Special Education Coordinator/Teacher;
- hire several part-time staff members: a Dean of Students, Families and Community, a Business and Technology Manager, a Social Worker, and a Nurse; and
- hire one Teacher's Aide who will work part-time in both kindergarten classrooms.

Pupil-Related and Instructional

Harlem Link assumes:

- that professional development contracts will average \$150 per student for the year;
- that 10% of the student population will have special needs, based on the District 5 School Report Card; and
- that due to the extended year, the school will purchase approximately 18 extra days of bus transportation at \$450 per day.

Facility

Harlem Link assumes:

- that it will need to find a facility on the open market, the most expensive option in the school's facilities plan (see Attachment 51(b)) at \$22 per square foot per year;
- that neither a gymnasium nor a cafeteria will be needed in the first year, simply a 1,000 square foot common area for assemblies and physical education/team building activities;
- that budgeting for "breakout" classrooms—smaller rooms for small group instruction—are necessary to facilitate individualized instruction; and
- that to avoid moving costs, the school will lease a site large enough to accommodate the school in its second year.

Other

- The school will purchase a copy machine and pay a monthly service contract.
- The federal E-Rate discount will reduce internet and phone costs by 90%.
- A \$25,000 contingency expense fund will be kept at all times for emergencies and will accumulate over time.

**HARLEM LINK CHARTER SCHOOL
FIRST YEAR OPERATING BUDGET 2005-2006**

7/1/05-6/30/06

Enrollment

Student Enrollment 108

Revenues

Government Sources

Per Pupil Aid	\$	927,288
Title I Funding	\$	25,415
Special Education	\$	42,103
Free/Reduced Meal Program	\$	78,188
OTPS Grant	\$	196,038
CSP Grant	\$	175,000
Textbook, Library, E-Rate, Software Credits	\$	8,904

Non-Government Sources

Foundation Grants	\$	100,000
Individual Private Donations	\$	35,000
Total Revenue + Credits	\$	1,587,935

Expenditures

Administrative Personnel Costs

Co-Director for Instruction	\$	68,000
Co-Director for Operations	\$	68,000
Dean of Students, Families, Community	\$	20,000
Business Manager	\$	24,000
Secretary	\$	30,000

Instructional Personnel Costs

Teacher Salaries	\$	330,640
Special Ed Teacher/Coordinator	\$	50,000
Teacher's Aide	\$	22,000

Non-Instructional Personnel Costs

Security	\$	30,000
Social Worker	\$	16,000
Nurse	\$	9,500

Payroll Taxes and Benefits

Health Insurance	\$	77,198
FICA/Medicare	\$	51,113
Unemployment benefits	\$	26,993
Disability benefits-male	\$	184
Disability benefits-female	\$	858
Workers Compensation	\$	6,313
Retirement Contribution	\$	13,363
Total Personnel Costs	\$	844,162

Contracted Services

Accountability Plan Development	\$	15,000
Board of Trustees Consultant	\$	10,000
Reporting Systems Development	\$	10,000
Legal and Accounting Services	\$	18,500
Payroll Services	\$	1,200
Food Service	\$	78,188
Title I Services	\$	25,415
Special Ed Services	\$	36,703
Equipment Repair	\$	4,000
Translators	\$	3,000
Total Contracted Services	\$	202,005

HARLEM LINK CHARTER SCHOOL
FIRST YEAR OPERATING BUDGET 2005-2006

	<u>7/1/05-6/30/06</u>
<u>School Operations</u>	
Phone system and installation	\$ 10,000
Telephone	\$ 500
Postage/Printing/Copying	\$ 5,400
Service Contract-Copier	\$ 2,500
Technology Services	\$ 15,000
Textbook and Instructional Materials	\$ 27,120
Software	\$ 9,020
Computer Hardware	\$ 17,500
Internet Server	\$ 300
Furniture	\$ 37,800
Student Testing	\$ 4,104
Transportation	\$ 8,100
Field Trips	\$ 6,480
Office Expense	\$ 5,929
Health Supplies	\$ 1,609
Staff Development	\$ 16,200
Bank Fees	\$ 400
Insurance	\$ 25,000
Food and Hospitality	\$ 1,200
Community Outreach Group	\$ 1,500
Meetings and Retreats	\$ 1,013
Recruitment/Marketing	\$ 10,000
Membership Organizations	\$ 500
Subscriptions	\$ 270
Total School Operations Costs	\$ 207,445
<u>Facility Costs</u>	
Rent/Lease	\$ 220,000
Minor Renovations	\$ -
Moving Costs	\$ -
Utilities	\$ 13,000
Insurance	\$ 12,000
Janitorial & Maintenance	\$ 17,200
Facilities Consultant	\$ -
Total Facility Costs	\$ 262,200
<u>Contingency Fund</u>	\$ 25,000
<u>Dissolution Fund</u>	\$ 25,000
<u>Inflation for Non-Salary Costs</u>	\$ 16,202
TOTAL EXPENDITURES	\$ 1,582,013
NET SURPLUS (DEFICIT)	\$ 5,922
PRIOR YEAR CARRYOVER	\$ 7,461
ENDING FUND BALANCE	\$ 13,383

FYKSI YEAR CASH FLOW BUDGET

July 1, 2005-June 30, 2006

	2005 July	August	September	October	November	December	2006 January	February	March	April	May	June	Total Year 2
Revenues													
Government Sources													
Per Pupil Aid	\$ 154,548		\$ 154,548		\$ 154,548		\$ 154,548		\$ 154,548		\$ 154,548		\$ 927,288
Title I Funding	\$ 4,236		\$ 4,236		\$ 4,236		\$ 4,236		\$ 4,236		\$ 4,236		\$ 25,415
Special Education	\$ 7,017		\$ 7,017		\$ 7,017		\$ 7,017		\$ 7,017		\$ 7,017		\$ 42,103
Free/Reduced Meal Program	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 6,518	\$ 78,188
OTPS Grant	\$ 32,673		\$ 32,673		\$ 32,673		\$ 32,673		\$ 32,673		\$ 32,673		\$ 198,038
PCSP Grant	\$ 35,000			\$ 35,000			\$ 35,000			\$ 35,000		\$ 35,000	\$ 175,000
Textbook, Library, E-Rate, Software Credits												\$ 35,000	\$ 8,904
Non-Government Sources													
Foundation Grants	\$ 50,000					\$ 50,000							\$ 100,000
Private Donations			\$ 17,500			\$ 17,500							\$ 35,000
Total Revenue + Credits	\$ 289,990	\$ 6,518	\$ 222,490	\$ 41,516	\$ 204,990	\$ 74,016	\$ 239,990	\$ 6,518	\$ 204,990	\$ 41,516	\$ 204,990	\$ 41,516	\$ 1,587,935
Expenditures													
Administrative Personnel Costs													
Co-Director for Instruction	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 68,000
Co-Director for Operations	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 5,667	\$ 68,000
Dean of Students, Families, Community	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 20,000
Business Manager	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 24,000
Secretary	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 30,000
Total Administrative Salaries	\$ 17,500	\$ 17,500	\$ 210,000										
Instructional Personnel Costs													
Teacher Salaries	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 27,553	\$ 330,640
Special Ed Teacher/Coordinator	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 50,000
Teacher's Aides	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 1,833	\$ 22,000
Total Instructional Salaries	\$ 33,553	\$ 33,553	\$ 402,640										
Non-Instructional Personnel Costs													
Security	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 30,000
Social Worker	\$ 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
Nurse	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 9,500
Total Non-Instructional Salaries	\$ 4,625	\$ 4,625	\$ 55,500										
Payroll Taxes and Benefits													
Total Personnel Costs	\$ 72,977	\$ 70,084	\$ 70,084	\$ 70,084	\$ 844,162								
Contracted Services													
Accountability Plan Development			\$ 5,000			\$ 5,000		\$ 5,000					\$ 15,000
Board of Trustees Consultant		\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000			\$ 10,000
Reporting Systems Development			\$ 5,000	\$ 5,000									\$ 10,000
Legal and Accounting Services	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 1,542	\$ 18,500
Payroll Services	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,200
Food Service	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 6,516	\$ 78,188
Title I Services	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 2,118	\$ 25,415
Special Ed Services	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 3,059	\$ 36,703
Service Contract-Copier	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 2,500
Technology Services		\$ 7,500	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 15,000
Equipment Repair						\$ 2,000					\$ 2,000		\$ 4,000
Translators			\$ 1,000		\$ 1,000				\$ 1,000				\$ 3,000
Total Contracted Services	\$ 13,542	\$ 23,042	\$ 20,292	\$ 21,292	\$ 20,292	\$ 23,292	\$ 14,292	\$ 21,292	\$ 15,292	\$ 16,292	\$ 16,292	\$ 14,292	\$ 218,505

	2005				2006				2005-06				
School Operations													
Telephone system and installation		\$ 10,000											\$ 10,000
Telephone	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 500
Postage/Printing/Copying	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 5,400
Textbook and Instructional Materials		\$ 13,530	\$ 13,560										\$ 27,120
Software		\$ 9,020											\$ 9,020
Computer Hardware		\$ 17,500											\$ 17,500
Internet Server	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 300
Furniture		\$ 18,900	\$ 18,900										\$ 37,800
Student Testing			\$ 2,052							\$ 2,052			\$ 4,104
Transportation	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 675	\$ 8,100
Field Trips	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 540	\$ 6,480
Office Expense			\$ 1,976				\$ 1,976			\$ 1,976			\$ 5,929
Health Supplies			\$ 1,409					\$ 200					\$ 1,609
Staff Development	\$ 1,800	\$ 5,000	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 18,200
Bank Fees	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 400
Insurance	\$ 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
Food and Hospitality	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,200
Community Outreach Group				\$ 500				\$ 500			\$ 500		\$ 1,500
Meetings and Retreats		\$ 506						\$ 506					\$ 1,013
Recruitment/Marketing	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 10,000
Total School Operations Costs	\$ 6,382	\$ 69,288	\$ 43,639	\$ 5,742	\$ 6,242	\$ 7,718	\$ 5,742	\$ 6,442	\$ 8,224	\$ 7,794	\$ 6,242	\$ 5,742	\$ 189,175
Facility Costs													
Rent/Lease	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 18,333	\$ 220,000
Minor Renovations													\$ -
Utilities	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 1,083	\$ 13,000
Insurance	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 12,000
Janitorial & Maintenance	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 17,200
Facilities Consultant													\$ -
Total Facility Costs	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 21,850	\$ 262,200
Other Costs													
Membership Organizations	\$ 500												\$ 500
Subscriptions	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 23	\$ 270
Total Other Costs													\$ 770
Contingency Fund													
	\$ 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
Dissolution Fund													
	\$ 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
Inflation for Non-Salary Costs													
	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 1,350	\$ 16,202
TOTAL EXPENDITURES	\$ 118,184	\$ 187,877	\$ 159,298	\$ 122,401	\$ 121,901	\$ 126,377	\$ 115,401	\$ 123,101	\$ 118,884	\$ 119,453	\$ 117,901	\$ 115,401	\$ 1,582,013
MONTHLY SURPLUS (DEFICIT)	\$ 171,805	\$ (181,182)	\$ 63,191	\$ (80,885)	\$ 83,089	\$ (52,382)	\$ 124,589	\$ (118,585)	\$ 86,108	\$ (77,937)	\$ 87,089	\$ (73,885)	\$ 5,922
CASH ON HAND (CASH DEFICIT)	\$ 185,188	\$ 4,026	\$ 67,217	\$ (13,888)	\$ 69,421	\$ 17,059	\$ 141,847	\$ 25,062	\$ 111,168	\$ 33,231	\$ 120,319	\$ 46,434	\$ 13,383

**HARLEM LINK CHARTER SCHOOL
FIRST-YEAR BUDGET ASSUMPTIONS**

FISCAL YEAR
July 1-June 30

7/1/05-6/30/06

STUDENTS

Total Number of Students	108
New Students Enrolled	-
Special Education Students (10%)	11
<20% of day (40%)	4
20%-60% of day (5%)	1
>60% of day (55%)	6
Grades Served	2
Number of Classrooms	4
Number of New Classrooms	4
Number of School Days	201

REVENUE ASSUMPTIONS

<i>Government Aid</i>	
Per Pupil State & Local Aid	\$ 8,586
Per Pupil NYSTL	\$ 78
Per Pupil Title I funding	\$ 740
IDEA Special Education per pupil	\$ 500
Federal & State Start-up Grant	\$ 175,000
NYC Other than Personnel	
Supplies per pupil	\$ 391
Furniture per new staff	\$ 625
Furniture per new classroom	\$ 70
E-Rate Communications Discount	90%

STAFF-FULL TIME FTE

Co-Director for Instruction	1
Co-Director for Operations	1
Dean of Students, Family and Community	0.50
Special Education Coordinator	1
Lead Teachers	2
ESL Lead Teacher	2
Novice Teachers	4
Business Manager	0.50
School Secretary	1
Social Worker	0.50
Nurse	0.25
Teacher's Aide	1
Total Administrative Staff	3.50
Total Instructional Staff	8
Total Support Staff	3.25
Total Staff	14.75

**HARLEM LINK CHARTER SCHOOL
FIRST-YEAR BUDGET ASSUMPTIONS**

ISCAL YEAR
July 1-June 30

7/1/05-6/30/06

EXPENSE ASSUMPTIONS

Full Time Salaries

Co-Director for Instruction	\$	68,000
Co-Director for Operations	\$	68,000
Dean of Students	\$	40,000
Special Education Coordinator	\$	50,000
Lead Teachers	\$	43,000
ESL Lead Teachers	\$	45,000
Novice Teachers	\$	38,000
Business and Technology Mgr.	\$	48,000
School Secretary	\$	30,000
Social Worker	\$	32,000
Nurse	\$	38,000
Teachers Aide	\$	22,000

Benefits

Monthly FTE Health Insurance	\$	378
FICA/Medicare per employee		7.65%
Unemployment benefit rate		0.04
Workers compensation rate per \$100		0.40
Disability insurance per female employee per month		5.82
Disability insurance per male employee per month		2.39
Percent of staff female		70%
Percent of coverage of health insurance		100%

Operational (per pupil unless noted)

Texts & Instructional per new student	\$	200
Other books per new classroom	\$	1,000
Standardized Testing-Stanford 10	\$	38
Classroom supplies	\$	40
Bus Service per extended day	\$	450
Field Trips per student	\$	60
Staff Development Costs		150
Teacher Discretionary per teacher		200
Laptops per new staff		1
Laptops per new classroom		5
Price per laptop	\$	1,000
Software per new student	\$	65
Office Supplies	\$	40
Printing & Copying	\$	30
Service Contract-Copier per year	\$	2,500
Postage	\$	20
Health Supplies	\$	3
Furniture per new student	\$	350

**HARLEM LINK CHARTER SCHOOL
FIRST-YEAR BUDGET ASSUMPTIONS**

FISCAL YEAR
July 1-June 30

7/1/05-6/30/06

EXPENSE ASSUMPTIONS CONT

Facilities Costs

Number of classrooms	6
Square feet per classroom	700
Number of breakout classrooms	2
Square feet per breakout classroom	200
Square feet: Common area(s)	1,000
Square feet: Main office	400
Square feet: COG office	200
Square feet: Teacher office	1,000
Square feet: Nurse's office	200
Number of administrative offices	4
Square feet per administrative office	200
Other square feet (bathrooms, hallways)	1,700
Total Square Feet	9,700
Cost Per Square Foot	22.00

Other On-Site Costs

Utilities Per Square Foot	\$	1.30
Custodial per Professional Staff	\$	1,200
Janitorial Supplies Per Square Foot	\$	0.10
Insurances	\$	37,000
Telephone system and installation	\$	10,000
Telephone costs	\$	500

46. Five-Year Annual Budget and Assumptions

Provide a five-year budget plan for the charter school, including the assumptions for changes to expenditures and revenue amounts during this period.

Harlem Link's five-year annual budget follows for the period July 1, 2004-June 30, 2009. A self-explanatory chart of assumptions follows, but a more detailed explanation of the major assumptions for changes to expenditures and revenues is presented below.

Revenues

- Per pupil state and local aid is budgeted conservatively to increase by 1.5% per year.
- Other sources of government aid are budgeted conservatively not to increase.
- The amount of donations to be raised from foundations peaks in Year 3, when the school is expecting to build on a track record to increase its individual donor base, and scale back expected foundation support. For only two years of the charter is the school expecting to raise over \$200,000 in private funds, unlike many charter schools, which routinely raise in excess of this amount.

Expenses

Staffing

The following table shows the expected number of teachers and support personnel over the four operating years of the charter:

	108 2005-2006	162 2006-2007	216 2007-2008	270 2008-2009
Lead Teachers	3	5	7	9
ESL Lead Teachers	1	1	1	1
Novice Teachers	4	6	8	10
Business Managers	0.5	0.5	0.75	1
Deans of Students, Families, Com.	0.5	0.5	1	1
Special Education Coordinators	1	1	1	1
School Secretaries	1	1	1	1
Social Workers	0.5	0.5	1	1
Nurses	0.25	0.5	0.5	1
Teacher's Aides	1	1	1	1

Pupil-Related and Instructional

- Professional development costs continue to be budgeted at \$150 per child.

Facilities

- The facility has been budgeted for at \$22 per square foot on the open market, the most expensive option in Harlem Link's facilities plan (see Attachment 51(b)).
- As Harlem Link plans to expand by one grade each year, a larger facility will be needed. Budgeting conservatively—and incurring moving costs—assumes that Harlem Link will not be able to lease an increasingly large portion of the

same facility each year. Therefore, the budget reflects a facility large enough for the school in the ensuing year following each move (prior to the first and third years of operation).

- Moving costs have been estimated at \$10,000 per move, with a \$5,000 cost for a contracted part-time facilities consultant (5 months at \$1,000 per month) in the year prior to moving.

Benefits

Harlem Link makes the following assumptions about benefits and payroll taxes, which were quoted by the New York State Insurance Fund and other charter school budgets (see Attachment 47):

- Monthly FTE health insurance cost: \$357
- FICA/Medicare cost: 7.65% of payroll
- Unemployment benefit rate: 4%
- Disability insurance rates: \$0.40 per \$100 (female) and \$0.20 per \$100 (male). Harlem Link has conservatively assumed a 70% female staff beginning the first year of operation
- Maximum annual payroll considered for each employee for disability: \$17,680
- Worker's compensation rates: a base of \$400 (including Terrorism premium), an adjusted rate of .885% payroll (.70% plus 14.3% Assessment charge).
- Retirement contribution: 2% of payroll

The founding team has decided to contribute to an employee retirement plan after a great deal of discussion, partly due to a recently increased expectation for per pupil revenue. The school has a number of ways of attracting and retaining excellent teachers in addition to a retirement plan, including the opportunity to work in a serious professional setting, the promise of regular professional feedback on teaching, and the spirit fostered by a bold and coherent mission. The salary and benefits package Harlem Link presents is superior to that offered by many private schools, and is similar or superior to that offered by many successful charter schools.

Other

- A 2.5% inflation rate has been assumed for non-salary expenses each year.
- The budget reflects the purchase of a copy machine in the first year of operation.
- A contingency fund will be funded with \$25,000 per year in order to provide a reserve for emergencies.

**HARLEM LINK CHARTER SCHOOL
FIVE YEAR OPERATING BUDGET 2005-2009**

	Year 1 Start-Up	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
Student Enrollment		108	162	216	270
Revenues					
Government Sources					
Per Pupil Aid		\$ 927,288	\$ 1,411,796	\$ 1,910,631	\$ 2,424,113
Title I Funding		\$ 25,415	\$ 38,122	\$ 50,829	\$ 63,536
Special Education		\$ 42,103	\$ 63,154	\$ 84,205	\$ 105,257
Free/Reduced Meal Program		\$ 78,188	\$ 117,282	\$ 156,376	\$ 195,470
JTPS Grant		\$ 196,038	\$ 24,894	\$ 27,394	\$ 24,894
PCSP Grant	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -
Textbook, Library, E-Rate, Software Credits		\$ 8,904	\$ 13,131	\$ 17,358	\$ 21,586
Non-Government Sources					
Foundation Grants	\$ 150,000	\$ 100,000	\$ 155,000	\$ 155,000	\$ 25,000
Individual Private Donations	\$ 15,000	\$ 35,000	\$ 45,000	\$ 55,000	\$ 70,000
Total Revenue + Credits	\$ 340,000	\$ 1,587,935	\$ 1,868,379	\$ 2,456,793	\$ 2,929,855
Expenditures					
Administrative Personnel Costs					
Co-Director for Instruction	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Co-Director for Operations	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Dean of Students, Families, Community		\$ 20,000	\$ 21,500	\$ 46,000	\$ 49,000
Business Manager		\$ 24,000	\$ 25,000	\$ 39,750	\$ 56,000
Secretary		\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729
Instructional Personnel Costs					
Teacher Salaries	\$ 43,000	\$ 330,640	\$ 520,679	\$ 728,842	\$ 956,464
Special Ed Teacher/Coordinator		\$ 50,000	\$ 52,500	\$ 55,125	\$ 57,881
Teacher's Aides		\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468
Non-Instructional Personnel Costs					
Security		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Social Worker		\$ 16,000	\$ 16,320	\$ 33,293	\$ 33,959
Nurse		\$ 9,500	\$ 19,380	\$ 19,768	\$ 40,326
Total Salary	\$ 143,000	\$ 668,140	\$ 883,979	\$ 1,162,107	\$ 1,443,827
Payroll Taxes and Benefits					
Health Insurance	\$ 8,568	\$ 77,198	\$ 101,084	\$ 127,558	\$ 156,845
FICA/Medicare	\$ 10,940	\$ 51,113	\$ 67,624	\$ 88,901	\$ 110,453
Unemployment benefits	\$ 5,720	\$ 26,993	\$ 36,070	\$ 47,893	\$ 60,098
Disability-female	\$ 71	\$ 858	\$ 1,082	\$ 1,314	\$ 1,555
Disability-male	\$ 35	\$ 184	\$ 232	\$ 282	\$ 333
Workers compensation	\$ 1,666	\$ 6,313	\$ 8,223	\$ 10,685	\$ 13,178
Retirement Contribution	\$ 2,860	\$ 13,363	\$ 17,680	\$ 23,242	\$ 28,877
Total Taxes and Benefits	\$ 29,859	\$ 176,022	\$ 231,994	\$ 299,874	\$ 371,338
TOTAL PERSONNEL COSTS	\$ 172,859	\$ 844,162	\$ 1,115,973	\$ 1,461,981	\$ 1,815,165
Contracted Services					
Accountability Plan Development	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -
Board of Trustees Consultant	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -
Reporting Systems Development	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -
Expansion/Renewal Consultant	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Legal and Accounting Services	\$ 15,000	\$ 18,500	\$ 18,500	\$ 18,500	\$ 18,500
Payroll Services	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Food Service	\$ -	\$ 78,188	\$ 117,282	\$ 156,376	\$ 195,470
Title I Services	\$ -	\$ 25,415	\$ 38,122	\$ 50,829	\$ 63,536
Special Ed Services	\$ -	\$ 36,703	\$ 55,054	\$ 73,405	\$ 91,757
Technology Services	\$ -	\$ 15,000	\$ 12,000	\$ 12,000	\$ 12,000
Equipment Repair	\$ -	\$ 4,000	\$ 4,500	\$ 5,000	\$ 5,500
Translators	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total Contracted Services	\$ 51,500	\$ 217,005	\$ 249,658	\$ 320,310	\$ 410,963

**HARLEM LINK CHARTER SCHOOL
FIVE YEAR OPERATING BUDGET 2005-2009**

	Year 1 Start-Up	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
School Operations					
Telephone	\$ 2,000	\$ 10,500	\$ 500	\$ 500	\$ 500
Postage/Printing/Copying	\$ 16,500	\$ 5,400	\$ 8,100	\$ 10,800	\$ 13,500
Textbook and Instructional Materials	\$ 5,000	\$ 27,120	\$ 19,080	\$ 21,840	\$ 24,600
Software	\$ 1,000	\$ 9,020	\$ 3,710	\$ 3,710	\$ 3,710
Computer Hardware	\$ 1,600	\$ 17,500	\$ 11,000	\$ 17,538	\$ 17,100
Internet	\$ 10,000	\$ 300	\$ 300	\$ 300	\$ 300
Furniture	\$ 2,000	\$ 37,800	\$ 18,900	\$ 18,900	\$ 18,900
Student Testing	\$ -	\$ 4,104	\$ 6,156	\$ 8,208	\$ 10,260
Transportation	\$ -	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100
Field Trips	\$ -	\$ 6,480	\$ 9,720	\$ 12,960	\$ 16,200
Office Expense	\$ 3,000	\$ 5,929	\$ 6,966	\$ 9,288	\$ 11,610
Service Contract-Copier	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Health Supplies	\$ -	\$ 1,609	\$ 486	\$ 648	\$ 810
Staff Development	\$ 2,000	\$ 16,200	\$ 24,300	\$ 32,400	\$ 40,500
Bank Fees	\$ 200	\$ 400	\$ 400	\$ 400	\$ 400
Insurance	\$ 5,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Food and Hospitality	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Community Outreach Group	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Meetings and Retreats	\$ -	\$ 1,013	\$ 1,313	\$ 1,706	\$ 2,025
Recruitment/Marketing	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Membership Organizations	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Subscriptions	\$ 40	\$ 270	\$ 359	\$ 478	\$ 582
Total School Operations Costs	\$ 66,940	\$ 192,445	\$ 160,089	\$ 188,476	\$ 209,797
Facility Costs					
Rent/Lease	\$ 18,000	\$ 220,000	\$ 220,000	\$ 311,300	\$ 311,300
Minor Renovations	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -
Moving Costs	\$ -	\$ -	\$ -	\$ 10,000	\$ -
Utilities	\$ 780	\$ 13,000	\$ 13,000	\$ 18,395	\$ 18,395
Facility Insurance	\$ 5,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Janitorial & Maintenance	\$ 2,460	\$ 17,200	\$ 22,000	\$ 28,715	\$ 33,815
Facilities Consultant	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
Total Facility Costs	\$ 41,240	\$ 262,200	\$ 272,000	\$ 390,410	\$ 380,510
Contingency Fund		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Dissolution Fund		\$ 25,000			
Inflation for Non-Salary Costs	\$ -	\$ 16,202	\$ 33,204	\$ 54,601	\$ 78,620
TOTAL EXPENDITURES	\$ 332,539	\$ 1,582,013	\$ 1,855,924	\$ 2,440,778	\$ 2,920,054
NET SURPLUS (DEFICIT)	\$ 7,461	\$ 5,922	\$ 12,455	\$ 16,015	\$ 9,801
PRIOR YEAR CARRYOVER		\$ 7,461	\$ 13,383	\$ 25,838	\$ 41,853
ENDING FUND BALANCE	\$ 7,461	\$ 13,383	\$ 25,838	\$ 41,853	\$ 51,654

**BUDGET ASSUMPTIONS
HARLEM LINK CHARTER SCHOOL**

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FISCAL YEAR
July 1-June 30

2004-05 2005-06 2006-07 2007-08 2008-09

STUDENTS

Total Number of Students	108	162	216	270
Net New Students Enrolled	0	54	54	54
Special Education Students (10%)	11	16	22	27
<20% of day (40%)	4	6	9	11
20%-60% of day (5%)	1	1	1	1
>60% of day (55%)	6	9	12	15
Grades Served	2	3	4	5
Number of Classes	4	6	8	10
Number of New Classes	4	2	2	2
Number of School Days	201	201	201	201

REVENUE ASSUMPTIONS

Government Aid

Per Pupil State & Local Aid	\$ 8,586	\$ 8,715	\$ 8,846	\$ 8,978
Per Pupil NYSTL	\$ 78	\$ 78	\$ 78	\$ 78
Per Pupil Title I funding	\$ 740	\$ 740	\$ 740	\$ 740
IDEA Special Education per pupil	\$ 500	\$ 500	\$ 500	\$ 500
Federal & State Start-up Grant	\$ 175,000	\$ 175,000	\$ -	\$ -
NYC Other than Personnel				
Supplies per pupil	\$ 391	\$ 391	\$ 391	\$ 391
Furniture per new staff	\$ 625	\$ 625	\$ 625	\$ 625
Furniture per new classroom	\$ 70	\$ 70	\$ 70	\$ 70
E-Rate Communications Discount	90%	90%	90%	90%

STAFF-FULL TIME FTE

Number of Co-Directors for Instruction	1	1	1	1	1
Number of Co-Directors for Operations	1	1	1	1	1
Number of Deans of Students		0.5	0.5	1	1
Number of Special Education Coordinators		1	1	1	1
Number of Lead Teachers	0.5	2	3	4	5
Number of ESL Lead Teachers		2	3	4	5
Number of Novice Teachers		4	6	8	10
Number of Business Managers		0.5	0.5	0.75	1
Number of School Secretaries		1	1	1	1
Number of Social Workers		0.5	0.5	1	1
Number of Nurses		0.25	0.5	0.5	1
Number of Teacher's Aides		1	1	1	1
Total Administrative Staff	2	3.5	3.5	4	4
Total Instructional Staff	0.5	8	12	16	20
Total Support Staff	0	3.25	3.5	4.25	5
Total Staff FTE	2.5	14.75	19	24.25	29
Total Staff-Benefits	2	17	21	25	29

**BUDGET ASSUMPTIONS
HARLEM LINK CHARTER SCHOOL**

FISCAL YEAR
July 1-June 30

2004-05 2005-06 2006-07 2007-08 2008-09

EXPENSE ASSUMPTIONS

Full Time Salaries

Co-Director for Instruction	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Co-Director for Operations	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Dean of Students, Families, Com.		\$ 40,000	\$ 43,000	\$ 46,000	\$ 49,000
Special Education Coordinator		\$ 50,000	\$ 52,500	\$ 55,125	\$ 57,881
Lead Teachers		\$ 43,000	\$ 45,150	\$ 47,408	\$ 49,778
ESL Lead Teachers		\$ 45,000	\$ 47,250	\$ 49,613	\$ 52,093
Novice Teachers		\$ 38,000	\$ 39,900	\$ 41,895	\$ 43,990
Business and Technology Mgr.		\$ 48,000	\$ 50,000	\$ 53,000	\$ 56,000
School Secretary		\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729
Social Worker		\$ 32,000	\$ 32,640	\$ 33,293	\$ 33,959
Nurse		\$ 38,000	\$ 38,760	\$ 39,535	\$ 40,326
Teacher's Aide		\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468

Benefits

Monthly FTE Health Insurance	\$ 357	\$ 378	\$ 401	\$ 425	\$ 451
FICA/Medicare per employee	7.65%	7.65%	7.65%	7.65%	7.65%
Unemployment benefit rate	0.04	0.04	0.04	0.04	0.04
Disability per \$100 payroll-female	0.40	0.40	0.41	0.41	0.42
Disability per \$100 payroll-male	0.20	0.20	0.20	0.21	0.21
Maximum individual payroll-NYSIF	17,680	17,857	18,035	18,216	18,398
Workers Comp rate + assessm charge	0.89%	0.89%	0.89%	0.89%	0.89%
Workers Compensation base	400	400	400	400	400
Percent of staff female	50%	70%	70%	70%	70%
Percent of coverage of health insurance	100%	100%	100%	100%	100%
Retirement Contribution	2%	2%	2%	2%	2%

Operational (per pupil unless noted)

Texts & Instructional per new student	\$ 200	\$ 205	\$ 210	\$ 215
Other books per new classroom	\$ 1,000	\$ 1,025	\$ 1,051	\$ 1,077
Standardized Testing-Stanford 10	\$ 38	\$ 39	\$ 40	\$ 41
Classroom supplies	\$ 40	\$ 41	\$ 42	\$ 43
Bus Service per extended day	\$ 450	\$ 461	\$ 473	\$ 485
Field Trips	\$ 60	\$ 62	\$ 63	\$ 65
Staff Development Costs	\$ 150	\$ 150	\$ 150	\$ 150
Teacher Discretionary per teacher	\$ 200	\$ 200	\$ 200	\$ 200
Laptops per new staff	\$ 1	\$ 1	\$ 1	\$ 1
Laptops per new classroom	\$ 5	\$ 5	\$ 5	\$ 5
Price per laptop	\$ 1,000	\$ 1,025	\$ 1,051	\$ 1,077
Software per new student	\$ 65	\$ 67	\$ 68	\$ 70
Office Supplies	\$ 40	\$ 41	\$ 42	\$ 43
Printing & Copying	\$ 30	\$ 31	\$ 32	\$ 32
Postage	\$ 20	\$ 21	\$ 21	\$ 22
Health Supplies	\$ 3	\$ 3	\$ 3	\$ 3
Furniture per new student	\$ 350	\$ 359	\$ 368	\$ 377
Membership Organizations	\$ 500	\$ 500	\$ 513	\$ 538
Subscriptions per Instructional staff	\$ 20	\$ 20	\$ 21	\$ 22

BUDGET ASSUMPTIONS
 HARLEM LINK CHARTER SCHOOL

529

FISCAL YEAR
 July 1-June 30

2004-05 2005-06 2006-07 2007-08 2008-09

EXPENSE ASSUMPTIONS CONT

Facilities Costs

Number of classrooms		6	6	10	10
Square feet per classroom		700	700	700	700
Number of breakout classrooms		2	2	4	4
Square feet per breakout classroom		200	200	200	200
Square feet: Common area(s)		1,000	1,000	1,400	1,400
Square feet: Main office		400	400	400	400
Square feet: COG office		200	200	200	200
Square feet: Teacher office		1,000	1,000	1,400	1,400
Square feet: Nurse's office		200	200	200	200
Number of administrative offices	1	4	4	5	5
Square feet per administrative office	600	150	150	150	150
Boiler Room, Water Pump, etc.		350	350	350	350
Other square feet (bathrooms, hallways)		1,650	1,650	1,650	1,650
Total Square Feet	600	10,000	10,000	14,150	14,150
Cost Per Square Foot	30.00	22.00	22.55	23.11	23.69

Other On-Site Costs

Utilities Per Square Foot	\$ 1.30	\$ 1.30	\$ 1.30	\$ 1.30	\$ 1.30
Custodial per Professional Staff	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Janitorial Supplies Per Square Foot	\$ 0.10	\$ 0.10	\$ 0.10	\$ 0.10	\$ 0.10
Insurance	\$ 5,000	\$ 25,000	\$ 25,625	\$ 26,266	\$ 26,922
Phone system installation	\$ -	\$ 10,000	\$ -	\$ -	\$ -
Telephone costs (after E-Rate)	\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500
Internet server purchase	\$ 10,000	\$ -	\$ 0	\$ 0	\$ 0
Internet costs (after E-Rate)	\$ -	\$ 300	\$ 300	\$ 300	\$ 300



New York State Insurance Fund

April 5, 2004

DBL

MR. STEVEN EVANGELISTA
HARLEM LINK CHARTER SCHOOL
481 FORT WASHINGTON AVENUE #58
NEW YORK, NY 10033

Dear Mr. Evangelista:

Thank you for considering NYSIF as your provider for Disability Benefits Insurance.

The annual premium for your policy is based upon the number of male and female employees employed by your organization, in addition to the total estimated annual wages for those employees. The NYSIF standard rate premium is \$.20 per \$100 of payroll for each male employee and \$.40 per \$100 of payroll for each female employee, up to a maximum individual annual payroll of \$17,680.

The following quotation is based upon the payroll information provided:

	<u>Male</u>	<u>Female</u>	
Number of employees	6	11	
Total estimated annual payroll	\$106,080	\$194,480	
Rate per \$100 Payroll	\$0.20	\$0.40	
Standard rate premium	\$212.16	\$777.92	
	Total NYSIF Premium		\$990.08

Applicants are requested to provide three (3) years claims history from their former Disability Benefits insurance provider. If claims history is unfavorable, NYSIF reserves its right to impose a differential to the Annual Premium.

As a NYSIF policyholder, if your company employs 49 people or less throughout the policy year, your business may qualify for a Return of Premium dividend. This program offers qualified policyholders the opportunity to receive premium credit based upon the total Loss Ratio for all NYSIF policyholders that employ 49 people or less. This credit is not based upon a company's individual Loss performance, but the cumulative loss performance of all NYSIF policyholders that meet the criteria. Prior year cumulative loss performance is not an indication of future Return of Premium credit and policyholders must remain in active status throughout the policy year to participate.

To secure coverage with NYSIF, please complete and return the enclosed application with a check for your deposit of \$495.04. Coverage will be effective at 12:01 AM the day following the postmark on the envelope.

We appreciate the opportunity to serve your insurance needs.

Sincerely,

Underwriting
Disability Benefits

Enclosures


New York State Insurance Fund
Workers Compensation & Disability Benefits Specialists Since 1914

199 CHURCH STREET, NEW YORK, NY 10007

April 29, 2004

Reference No. 27271

HARLEM LINK CHARTER SCHOOL

Details of Premium Calculations and Summary Lines

This insurance quote calculation is not an offer of insurance

Class #	Description	Payroll	Manual Rate	Manual Premium
8868	COLLEGES-SCHOOLS&TEACHERS&CLERICL-U	\$530,000.00	0.77	\$4,081.00
8868	COLLEGES-SCHOOLS&TEACHERS&CLERICL-U	\$136,000.00	0.77	\$1,047.20

1	MANUAL RATE PREMIUM			\$5,128.20
2	EXPENSE CONSTANT			\$180.00
3	RATING BOARD PREMIUM			\$5,308.20
4	TERRORISM PREMIUM			\$226.44
5	EST. ANNUAL SIF PREMIUM + TERRORISM PREMIUM			\$5,534.64
6	ASSESSMENT CHARGE 14.3% OF ITEM 5 LESS ITEM 2			\$765.71
7	EST ANN SIF PREM + TERRORISM PREMIUM & ASSESSMENT			\$6,300.35
8	DEPOSIT REQUIRED 50% OF ITEM 7			\$3,150.18

47. Evidence of Fiscal Soundness

Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound and that the proposed school would have sufficient start-up funds available to it.

Support in Preparing the Budgets

The founding team has members with considerable expertise in creating and managing sound budgets, and has marshaled support from other sources to vigorously review, question and refine the budgets.

The founding team formed a Finance Committee in November 2003, which includes proposed Trustees Jonathan Barrett and Kathy Egmont. Mr. Barrett brings significant experience and discipline from the private sector as a former Chief Financial Officer, Price Waterhouse accountant and investment banking director, while Ms. Egmont knows what it takes to make a school budget work, having successfully managed budgets as Director of The Children's Storefront in Harlem and Lawrence Community Day Charter School in the Commonwealth of Massachusetts.

The founding team has also sought outside support in ensuring that the budgets are both sound and sufficient to achieve the school's mission. The lead applicants, as Fellows in the Building Excellent Schools (BES) Fellowship, received multiple training sessions on charter school budgets and internal financial controls (see Attachment 57 for a complete BES training schedule). In addition, they benchmarked the Harlem Link budgets by referring to models of several existing and future charter schools, including but not limited to Bronx Charter School for the Arts, Bronx Charter School for Excellence, and Bedford-Stuyvesant Preparatory Charter School for Excellence in New York, and Salem Academy Charter School and Excel Academy in Massachusetts. The first-year and five-year operating budgets were also reviewed by consultants from the BES Fellowship, the New York Charter School Resource Center and Allison Blumenthal, independent consultant and Business Manager for Bronx Charter School for the Arts and Bronx Charter School for Better Learning.

Conservative Budgeting

The founding team made a number of conservative assumptions in preparing the budgets. The most important source of funding for charter schools is state Per Pupil allocation, and Harlem Link budgets assume that there will be no increase in the allocation between 2003-2004 and 2005-2006, the first year of operation. Further, Per Pupil allocation is assumed to increase by only 1.5% per year, lower than the average rate of increase, while a 5% inflation rate is assumed for professional salaries.

The estimated number of students eligible for Title I services, taken from U.S. Census data, is a conservative one when compared to the data from School Report Cards of the local school district. The budget assumes a market rental rate of \$22 per square foot of facility, ignoring the possibility of a considerably reduced rate charged by a community non-profit or the New York City Department of Education. Even with fundraising targets that are well within the average range of the other charter school budgets studied, contingency reserves of \$25,000 have been budgeted for each year of the

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charter, comprising 1.7% of total revenue in the first year of operation. The cash flow budget provides significant cash balances on hand at all times.

Finally, consistent with sound, conservative budgeting practices, Harlem Link will not add additional programs or services unless funding is secured in advance. Partnerships with several organizations promise to lead to joint fundraising opportunities, including Yaffa Arts and Bank Street College of Education.

Development Plan

Though the lead applicants have no formal experience in fundraising, the BES Fellowship has provided significant training and other benefits in this regard.

A comprehensive development plan, begun as part of the BES Fellowship, will be in place by June 2004. The Development Committee of the proposed Board, headed by Taj Moteelall, Development Director for East Harlem Tutorial Program, is in the process of forming the plan, which will break down conservative, moderate and aggressive targets from individuals, foundations and corporations. Harlem Link has already taken the first steps in carrying out the plan, which include crafting a coherent mission statement and identifying programmatic goals and as indicated in the plan many other aspects of the plan have been in place for months, including cultivating foundations and individual donors. The plan will delineate not only goals, but also the steps required to reach them, with a specific timeline and tasks for each member of the Harlem Link team. Please find an updated draft of the Development Plan below.

Other Support

The BES Fellowship and its precursor, the Massachusetts Charter School Resource Center, have had a hand in practically every charter school in Massachusetts. The lead applicants' credibility with potential funders has been significantly enhanced by being the first Fellows to apply for a charter in New York State.

Model charter schools continually to be of service. Danielle Officer, the Development Director at Bronx Arts, recently attended a Harlem Link board meeting and offered to provide ongoing advice and assistance. The Fellowship has placed Mr. Evangelista at Harlem Day Charter School for a 10-week residency. He will spend part of that time working directly with development personnel at Sheltering Arms, Inc.

Finally, federal, state and city financial support remains strong. The New York City Schools Chancellor's public support for charter schools has been matched by the promise and reality of start-up funds, including a sizable Other than Personnel Services grant for the startup years. Harlem Link is confident that the Co-Director for Operations and the Board's Development Committee will guide the organization to raising sufficient money.

Contingency Budget

Consistent with the Development Plan below, to date Harlem Link has not yet secured commitments for private donations reflected in the budgets. Although the founding team is confident that the school will meet the targets set forth in the budgets and Development Plan, Harlem Link has developed a contingency budget in the event that actual revenues fall significantly short of those expected. To do so, the founding team eliminated all expected foundation contributions after the startup year, reduced the

expected foundation support in the startup year by half, and adjusted expenses other sources of revenue. As reflected in the contingency budget below, in the event that they are necessary, Harlem Link would take a combination of the following steps as needed:

- hire fewer outside consultants in the start-up year, paying the Co-Directors out of the PCSP grant for their services that outside consultants would otherwise be doing;
- wait until the first year of operation to purchase an Internet server, by then being able to use the E-Rate credit to reduce its cost;
- not rent office space in the startup year;
- increase class size in the first and second year to 29 (reducing all incoming kindergarten class sizes back to 27 beginning in Year 4 of the charter);
- remove costs for field trips in Year 1 and Year 2, taking advantage of many free opportunities in New York City instead; and
- conduct all professional development activities in-house in the first three years, paying the Co-Director for Instruction to do so.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

2004 Fund Development Plan

DRAFT 4-7-04

Contents

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I Mission and Rationale

Education is the civil rights issue of our time. With educators, policy makers and the general public alike scrambling for solutions, charter schools are uniquely poised to leverage public and private resources to increase student achievement with their clear lines of accountability and shelter from the rapid pace of policy reform that characterizes urban education. Simply put, if a charter school is well run, it stands as a rock of stability and success

The mission of Harlem Link takes up the challenge of providing equity for a community that has been left behind by educational reform. Harlem Link Charter School, a K-4 public school, links academics, values and community to graduate articulate scholars who meet or exceed New York State Performance Standards and active citizens who learn and serve in their communities.

Families, staff and community join together to provide a safe, supportive learning environment that empowers students to take an active role in learning and demonstrate good character.

in a sea of school failure and continual change.

Harlem Link began as a response by educators and community leaders to demand from parents for increased and improved educational options for children in Harlem. Pending approval, the school will open in 2005 with two classes each of kindergarten and first grade, featuring two teachers in each classroom. The school will target a majority of students eligible for free or reduced-price lunch.

Charter schools—publicly funded, independently run schools—first came to New York State in 1998. In exchange for increased accountability to state authorizers, charter schools enjoy greater autonomy in crafting a mission and an academic program and in setting policies. Charter schools are generally given less public money than district public schools and have what is in New York City an especially burdensome financial disadvantage as, unlike district schools they are generally not provided with capital revenues or assets.

II Role of Essential Parties

A good development plan, like many other aspects of a successful school, requires coherence and clear understanding of responsibilities at all levels of the organization. While the different parties will do varying amounts of work, all will have a part in executing the plan.

The Board of Trustees will:

- Provide general oversight of the fund development process and timelines
- Adopt a development plan each year

Individual Trustees will:

- Give a personally meaningful contribution to the school
- Use networks to assist in widening the school's donor giving network
- Assist in specific activities in the Development Plan

The Board Development Committee will:

- Set and maintain fundraising targets
- Flesh out the Development Plan
- Work with Co-Director for Operations (CDO) and other staff
- Provide oversight and review of CDO, report to full Board on progress

The Co-Director for Operations will:

- Coordinate the overall Development Plan
- Carry out solicitations, planning of events, giving tours and newsletter production
- Serve as a liaison between the Board and all funders
- Act as public face and point of contact
- Spend roughly 50% of his or her work time working on development

Staff will:

- Comment on and contribute to the Development Plan
- Identify prospective donors, volunteers and Advisory Council members

The Advisory Council will:

- Serve as volunteers and advisors to the CDO and Development Committee
- Take on projects including helping with fundraising events and giving tours
- Volunteer at the school on occasion

III Action Plans

Targets

Harlem Link's 2004-2005 and 2005-2006 Operating Budgets include pre-fundraising revenue shortfalls of \$165,000 and \$130,000, respectively. In addition, a Reserve Fund of \$137,350 has been created that is not included in the budgets. The Reserve Fund, which would only be funded by revenue raised through fundraising activities, would pay for the Extended Day Program (including part-time teachers and an Extended Day Coordinator to manage the program) and a Development Assistant.

Methods

Harlem Link believes that two of the most important factors in sustainable fund development are an outstanding and successful program/track record, and a transparent, well-organized fund development structure with clear goals and timelines that ensures every stakeholder knows his or her role. Since the former is as yet unavailable to this startup school, development approaches will focus on expressing the case for Harlem Link, needs and opportunities in order to bolster the latter and build a network of support.

Harlem Link will go about reaching its fund development targets in three distinct ways, each presenting different challenges and potential yields:

- applying for grants from foundations and corporations;
- cultivating an individual donor base; and
- applying for government grants.

The Development Committee of the Board of Trustees will perform and continually revisit a cost-benefit analysis for each funding source, estimating the amount of resources put in to acquire new donors. Foundations are expected to provide a majority of the funding during the startup years, but individual donors are more likely to return for a number of years. Foundations account for only 7% of charitable giving in the United States (Third Sector New England, *Executive Director's Guide to Fundraising*), but offer a distinctly charter-friendly environment in New York City. Individual donors, which account for more than 75% of charitable giving nationwide, will return and give increasing amounts for many years when they are cultivated well. Government sources cannot be counted on to remain stable, but with the right program that cuts across different constituent groups, charter schools can be attractive to elected officials' discretionary money.

Harlem Link will keep in mind some consistent rules of fundraising:

- the 80/20 rule, where 80 percent of funds raised from individuals will come from 20 percent of donors;
- three to four prospects need to be identified for every 1 gift; and
- the largest single gift should be 10 percent of the total campaign goal.

Foundations and Corporations

Following a search of organizations that fund charter schools (one that will continue in earnest through June 2004), Harlem Link has prioritized a short list of foundations based on their likelihood of supporting the school. These organizations exist as part of a larger Harlem Link foundation and corporation database, which has been compiled and will be continually updated with the assistance of resources such as The Foundation Center database and many friendly

charter schools. The school anticipates applying to these foundations for grants for amounts approximated in the chart below. The total of the goals are higher than what Harlem Link requires to operate, accounting for the expectation that some or many of the organizations will choose not to fund the school.

Harlem Link has experience with some of the prioritized organizations. The Walton Family Foundation has already given Harlem Link a small planning grant and typically provides startup grants of roughly \$150,000 to qualified applicants. Harlem Link is in regular communication with the New York City Department of Education regarding disbursement of funds raised by the Center for Charter Excellence. Additionally, Harlem Link has been in contact with program officers from the Robin Hood Foundation dating back to the year 2000, and more regularly since fall 2003. With ties to many of the charter schools Robin Hood (as well as other foundations) has funded, Harlem Link believes it is well positioned to be chosen for a grant. Finally, Harlem Link has a relationship through Board member John Reddick with Waste Management and is in the process of meeting with community relations representatives to discuss grants. The other foundations on the list have all funded other charter schools in New York City and have been recommended by Development Directors and/or Executive Directors of those schools.

Priority Foundations/Corporations	Goal
Walton Family Foundation	\$ 150,000
NYC Center for Charter Excellence	\$ 75,000
Robin Hood Foundation	\$ 40,000
Waste Management	\$ 10,000
Achelis Foundation,	\$ 25,000
Bodman Foundation	\$ 25,000
Tiger Foundation	\$ 50,000
Challenge Foundation	\$ 25,000
Clark Foundation	\$ 25,000
Starr Foundation	\$ 15,000
Louis Calder Foundation	\$ 15,000

Individual Giving

Harlem Link recognizes individual giving as potentially the most rewarding and definitely the most sustainable method of meeting fundraising goals. Harlem Link will take a multi-step process to cultivating individual donors and building a strong network of supporters, detailed in the list below and the timeline in Section IV.

Harlem Link has identified a preliminary rationale for giving levels. In 2003, charter schools received \$3,779 less per child in state aid than New York City schools.¹ In order to operate an excellent school, Harlem Link estimates that the school needs to make up only a portion of this difference—\$2,000 per pupil. Donors can choose to sponsor a child for one year (\$2,000), for up to five years (\$10,000), or an entire class of 27 students for one year (\$54,000). Harlem Link will identify the numbers of donors it needs at each level as part of completing this plan prior to June 2004. Harlem Link's multi-step donor network creation process:

¹ The state calculation of school expenditures per student by New York City schools was \$11,627. New York City charter schools received an allocation of \$7,848 per student.

- **Board Outreach:** Board members will contribute to a detailed potential donor database using personal and professional contacts.
- **In-House Giving:** 100% of Board members will give at a personally significant level.
- **Cultivation Activities:**
 - **E-Newsletter:** Several dozen list members have received up to 18 Harlem Link e-newsletters since signing on, beginning January 2003. Currently irregular, the list will grow and the newsletter format will be revised in September 2004.
 - **Board-Hosted Cocktail Receptions**
 - **Summer Fundraising Event:** Celebration for (pending) CSI approval.
- **Direct Appeal:** Mass mailing will be sent to list that did not contribute at summer fundraising event as part of holiday fund drive.
 - Levels of giving still to be fleshed out

Government Grants

Harlem Link has currently made contact with the offices of Councilmembers Bill Perkins and Eva Moskowitz and Borough President C. Virginia Fields, the latter specifically about grants. Elected officials have a certain amount of discretionary public funds available to assist community efforts. Due to the wide range of constituencies to which officials are accountable, programs that cut across various demographic groups and demonstrate great popular support are more likely to be funded. Harlem Link will not consider such funding a priority until 2005, possibly for projects such as coordinating volunteer efforts and community partnerships.

IV Timeline

Category	Action	Who is Responsible?	Who Participates?	When	Follow Up	Notes
Indiv. Donor Cultivation	Monthly e-newsletter	CDO	CDO	monthly (already running)		1 st of each month beginning Sept.
Foundations/Corporations	Develop Targeted Corporations and Foundations Database	CDO	Development Committee comment	April-June	5/25 and 6/29 report to Board	
Structure & Planning	Bank Street College Grant-writing course	CDO	CDO	4/23-24	5/25 report to Board	
Government Grants	Contact elected officials on grant cycles	CDO	CDO	May		Discretionary funds
Foundations/Corporations	Harlem Newspaper Publicity Campaign	CDO	CDO, CDI, COG Committee	print in May or June (already begun)		use contacts at <i>Amsterdam News</i> , <i>The Citizen</i>
Foundations/Corporations	Write basic cover letter, simple proposal	CDO	Development Committee comment	May		
Structure & Planning	Harlem Link Board training on fundraising and 2004 plan	CDO & CDI	Board, BES Consultant	5/25	6/29 (final 2004 plan approval)	Watch Raising More Money at follow up meeting?

Category (con't)	Action	Who is Responsible?	Who Participates?	When	Follow Up	Notes
Structure & Planning	AFP New York Chapter Fundraising Day	CDO	CDO	6/25	6/29 report to Board	Waiting on BES 501c3 letter
Structure & Planning	Foundation Center Grantwriting Workshops	CDO	CDO	summer	n/a	Many options
Structure & Planning	Research fundraising database software	CDO	Development Committee	summer	purchase in fall	i.e., Raiser's Edge, DonorQuest, etc.
Foundations/ Corporations	Apply for 501c3	CDO	CDO	6/22	Receive letter confirming application	As soon as CSI recommends charter to SUNY Board
Indiv. Donor Cultivation	Board Outreach: Develop detailed potential donor list	Development Committee	Board	6/29	Database maintenance-categorize by prospective amount	
Indiv. Donor Cultivation	In-House Giving	Development Committee	CDO, CDI, Board	summer	Thank-Yous	A personally significant amount each
Indiv. Donor Cultivation	Summer Fundraising Event	CDO	CDO, CDI, Board	summer		Post-chartering celebration
Foundations/ Corporations	Fall Round of Foundations	CDO, Development Committee	CDO, Development Committee	Rolling Deadlines-August on	Thank-Yous	see foundations chart
Government Grants	Maintain presence on DYCD RFP list	CDO	CDO	September		Check-in on status of RFPs
Structure & Planning	Create separate bank account and internal controls	Development Committee	Development Committee	fall		Must complement process, chart of accounts
Structure & Planning	Create structure for assessing progress of plan	Development Committee	Development Committee	fall		
Indiv. Donor Cultivation	Website creation	Development Committee	Tech consultant	fall		
Indiv. Donor Cultivation	Identify volunteer base	Development Committee	Development Committee	fall	Training session(s)	
Structure & Planning	Create 2005 Plan	Development Committee	Board ratifies	November		include annual event, parent giving cycle
Indiv. Donor Cultivation	Holiday fund drive	Development Committee	CDO, Development Committee	November/ December		Meetings, phone calls, pledge card mailings
Indiv. Donor Cultivation	Create Advisory Council?	Development Committee	The most involved donors and volunteers	December or later		Necessary at this stage?

Appendix: Specific Programming Targets

While General Operating Support is the most desirable form of contribution, often donors prefer to fund specific projects. In the event that donors have a policy or strong preference of not giving General Operating Support, Harlem Link has to date targeted five projects for the first two years.

Planning Year Personnel

Harlem Link's planning has been slow and deliberate in order to maximize student success when the doors open in fall 2005. Accordingly, the school will take an additional planning year in 2004-2005, unfunded by state per-pupil allocations. The Co-Directors for Instruction and Operations will be pursuing the essential goals of securing a temporary facility, organizing the Data Management System, hiring an excellent staff, and developing curriculum and assessment resources. A 2005 Teacher Summer Institute will be vital for preparing teachers to open the school with Harlem Link rules, routines and policies in place.

- Teachers: \$43,000
- Co-Director Activities salary and benefits: \$107,000

	Baseline	Aggressive
Year 1	\$43,000	\$150,000

Bank Street College Professional Development Program

Harlem Link has an institutional connection to Bank Street College of Education, one of the four institutions chosen by the Carnegie Foundation to be part of its Teachers for a New Era program, and one of seven chosen nationally as a high-quality teacher preparation program by the National Commission on Teaching and America's Future. Given proper funding, Bank Street faculty will assist teachers by observing their practice, assisting in connecting instruction and assessment to standards and providing workshops.

- 1 hour session: \$128
- Full day session: \$896

	Baseline	Aggressive
Year 1	\$2,000	\$4,000
Year 2	\$16,000	\$32,000

Technology Initiative

The school is developing a software-based comprehensive Data Management System, the goal of which is to track each student's growth in meeting the school standards. Teachers will use the system for planning in order to align their instruction with standards and for various modes of assessment. Teachers and students alike need the hardware and software to utilize the system. This need will continue to grow as the school grows by one grade each year until 2012. If possible, Harlem Link will raise funds for a full-time Technology Manager, who will maintain equipment, the server and the Data Management System.

- Laptop costs: \$800 each (Year 1), \$1,000 each (Year 2)
- Software licenses: \$10,020
- Technology Manager salary and benefits: \$43,480

	Baseline	Aggressive
Year 1	\$2,600	\$7,500
Year 2	\$26,520	\$70,000

Extended Day Program

Harlem Link will only be able to implement a planned Extended Day program as a consequence of Reserve Fund development. The founding team has devised a complex and comprehensive Extended Day program, featuring artist-teachers and other professionals who will provide two hours of daily instruction in one of six courses: athletics, drama, gardening, movement, music and visual arts. Tutoring may also be made available for students on a need basis. Harlem Link is seeking funding for artist-teachers from reputable organizations such as Urban Stage as well as a part-time Extended Day Coordinator to ensure that the programs relate to Harlem Link Standards and maximize student growth.

- Teachers: \$30,150
- Ext. Day Coordinator salary and benefits: \$47,200

	Baseline	Aggressive
Year 2	\$30,150	\$77,350

Development Assistant

While the Co-Director for Operations will perform most of the development duties in any case, an experienced Development Assistant would be a welcome addition to the Harlem Link team. Foundations are occasionally willing to fund development personnel in order to bolster the long-term stability of charter schools. In this startup case, the main selling point of the school is not its easily accessible and expressed track record, but the extraordinary vision of the founding team. Hence, a Development Director would necessarily play more of a supporting role at first in cultivating donors and soliciting gifts. His or her real value would be in establishing effective systems for fund development coordination and management, making the transition to Development Director in years to come.

	Baseline	Aggressive
Year 2	\$ --	\$60,000

Summary of Specific Program Targets

Year 1	Baseline	Aggressive
Planning Year	\$43,000	\$150,000
Personnel		
Professional	\$2,000	\$4,000
Development		
Technology	\$2,600	\$7,500
Total	\$47,600	\$161,500

Year 2	Baseline	Aggressive
Professional Development	\$16,000	\$32,000
Technology	\$26,520	\$70,000
Extended Day* Development	\$30,150	\$77,350
Assistant*	\$ --	\$60,000
Total	\$72,670	\$239,350

*Reserve Fund (not included in budgets)

HARLEM LINK CHARTER SCHOOL
FIVE YEAR CONTINGENCY OPERATING BUDGET 2005-2009

	Year 1 Start-Up	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
Student Enrollment		116	174	228	282
Revenues					
Government Sources					
Per Pupil Aid		\$ 995,976	\$ 1,516,373	\$ 2,016,777	\$ 2,531,851
Title I Funding		\$ 25,415	\$ 38,122	\$ 50,829	\$ 63,536
Special Education		\$ 42,103	\$ 63,154	\$ 84,205	\$ 105,257
Free/Reduced Meal Program		\$ 78,188	\$ 117,282	\$ 156,376	\$ 195,470
OTPS Grant		\$ 196,038	\$ 24,894	\$ 27,394	\$ 24,894
PCSP Grant	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -
Textbook, Library, E-Rate, Software Credits		\$ 8,904	\$ 13,131	\$ 17,358	\$ 21,586
Non-Government Sources					
Foundation Grants	\$ 75,000				
Individual Private Donations	\$ 15,000	\$ 30,000	\$ 45,000	\$ 55,000	\$ -
Total Revenue + Credits	\$ 265,000	\$ 1,551,623	\$ 1,817,957	\$ 2,407,939	\$ 3,012,593
Expenditures					
Administrative Personnel Costs					
Co-Director for Instruction	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Co-Director for Operations	\$ 50,000	\$ 68,000	\$ 72,000	\$ 76,000	\$ 80,000
Dean of Students, Families, Community		\$ 20,000	\$ 21,500	\$ 46,000	\$ 49,000
Business Manager		\$ 24,000	\$ 25,000	\$ 39,750	\$ 56,000
Secretary		\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729
Instructional Personnel Costs					
Teacher Salaries	\$ 43,000	\$ 330,640	\$ 520,679	\$ 728,842	\$ 956,464
Special Ed Teacher/Coordinator		\$ 50,000	\$ 52,500	\$ 55,125	\$ 57,881
Teacher's Aides		\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468
Non-Instructional Personnel Costs					
Security		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Social Worker		\$ 16,000	\$ 16,320	\$ 33,293	\$ 33,959
Nurse		\$ 9,500	\$ 19,380	\$ 19,768	\$ 40,326
Total Salary	\$ 143,000	\$ 668,140	\$ 883,979	\$ 1,162,107	\$ 1,443,827
Payroll Taxes and Benefits					
Health Insurance	\$ 8,568	\$ 77,198	\$ 101,084	\$ 127,558	\$ 156,845
FICA/Medicare	\$ 10,940	\$ 51,113	\$ 67,624	\$ 88,901	\$ 110,453
Unemployment benefits	\$ 5,720	\$ 26,993	\$ 36,070	\$ 47,893	\$ 60,098
Workers compensation-male	\$ 35	\$ 184	\$ 232	\$ 282	\$ 333
Workers compensation-female	\$ 71	\$ 858	\$ 1,082	\$ 1,314	\$ 1,555
Retirement Contribution	\$ 2,860	\$ 13,363	\$ 17,680	\$ 23,242	\$ 28,877
Total Taxes and Benefits	\$ 28,194	\$ 169,708	\$ 223,771	\$ 289,189	\$ 358,160
TOTAL PERSONNEL COSTS	\$ 171,194	\$ 837,848	\$ 1,107,750	\$ 1,451,296	\$ 1,801,987
Contracted Services					
Accountability Plan Development	\$ -	\$ 15,000	\$ -	\$ -	\$ -
Board of Trustees Consultant	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -
Reporting Systems Development	\$ -	\$ 10,000	\$ -	\$ -	\$ -
Legal and Accounting Services	\$ 15,000	\$ 18,500	\$ 18,500	\$ 18,500	\$ 18,500
Payroll Services	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Food Service	\$ -	\$ 78,188	\$ 117,282	\$ 156,376	\$ 195,470
Title I Services	\$ -	\$ 25,415	\$ 38,122	\$ 50,829	\$ 63,536
Special Ed Services	\$ -	\$ 36,703	\$ 55,054	\$ 73,405	\$ 91,757
Technology Services	\$ -	\$ 15,000	\$ 12,000	\$ 12,000	\$ 12,000
Equipment Repair	\$ -	\$ 4,000	\$ 4,500	\$ 5,000	\$ 5,500
Translators	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total Contracted Services	\$ 26,500	\$ 217,005	\$ 249,658	\$ 320,310	\$ 390,963

**HARLEM LINK CHARTER SCHOOL
FIVE YEAR OPERATING BUDGET 2005-2009**

	Year 1 Start-Up	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
<u>School Operations</u>					
Telephone	\$ 2,000	\$ 10,500	\$ 500	\$ 500	\$ 500
Postage/Printing/Copying	\$ 16,500	\$ 5,400	\$ 8,100	\$ 10,800	\$ 13,500
Textbook and Instructional Materials	\$ 5,000	\$ 27,120	\$ 19,080	\$ 21,840	\$ 24,600
Software	\$ 1,000	\$ 9,020	\$ 3,710	\$ 3,710	\$ 3,710
Computer Hardware	\$ 1,600	\$ 17,500	\$ 11,000	\$ 17,538	\$ 17,100
Internet	\$ -	\$ 1,300	\$ 300	\$ 300	\$ 300
Furniture	\$ 2,000	\$ 37,800	\$ 18,900	\$ 18,900	\$ 18,900
Student Testing	\$ -	\$ 4,104	\$ 6,156	\$ 8,208	\$ 10,260
Transportation	\$ -	\$ 8,100	\$ 8,100	\$ 8,100	\$ 8,100
Field Trips	\$ -	\$ -	\$ -	\$ 12,960	\$ 16,200
Office Expense	\$ 3,000	\$ 5,929	\$ 6,966	\$ 9,288	\$ 11,610
Service Contract-Copier	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Health Supplies	\$ -	\$ 1,609	\$ 486	\$ 648	\$ 810
Staff Development	\$ -	\$ -	\$ -	\$ -	\$ 40,500
Bank Fees	\$ 200	\$ 400	\$ 400	\$ 400	\$ 400
Insurance	\$ 5,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Food and Hospitality	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Community Outreach Group	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Meetings and Retreats	\$ -	\$ 1,013	\$ 1,313	\$ 1,706	\$ 2,025
Recruitment/Marketing	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Membership Organizations	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Subscriptions	\$ 40	\$ 270	\$ 359	\$ 478	\$ 582
Total School Operations Costs	\$ 54,940	\$ 170,765	\$ 126,069	\$ 156,076	\$ 209,797
<u>Facility Costs</u>					
Rent/Lease	\$ -	\$ 220,000	\$ 220,000	\$ 311,300	\$ 311,300
Minor Renovations	\$ -	\$ -	\$ -	\$ 10,000	\$ -
Moving Costs	\$ -	\$ -	\$ -	\$ 10,000	\$ -
Utilities	\$ -	\$ 13,000	\$ 13,000	\$ 18,395	\$ 18,395
Facility Insurance	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Janitorial & Maintenance	\$ -	\$ 17,200	\$ 22,000	\$ 28,715	\$ 33,815
Facilities Consultant	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
Total Facility Costs	\$ 5,000	\$ 262,200	\$ 272,000	\$ 390,410	\$ 380,510
<u>Contingency Fund</u>		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<u>Inflation for Non-Salary Costs</u>	\$ -	\$ 16,202	\$ 33,204	\$ 54,601	\$ 78,620
TOTAL EXPENDITURES	\$ 257,634	\$ 1,529,020	\$ 1,813,681	\$ 2,397,693	\$ 2,886,876
NET SURPLUS (DEFICIT)	\$ 7,366	\$ 22,603	\$ 4,276	\$ 10,246	\$ 55,717
PRIOR YEAR CARRYOVER		\$ 7,366	\$ 29,969	\$ 34,245	\$ 44,491
ENDING FUND BALANCE	\$ 7,366	\$ 29,969	\$ 34,245	\$ 44,491	\$ 170,209

48. Programmatic and Fiscal Audit Requirements

Detail the charter school's requirement for the performance of programmatic and fiscal audits.

Harlem Link will conduct fiscal and programmatic audits in accordance with the requirements of law and as additionally directed by the Board of Trustees.

Fiscal Audit

Harlem Link will annually contract with an independent New York State certified public accountant to perform audits of financial statements, pursuant to Education Law §2854(1)(c), and such audit shall be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The Finance Committee of the Board will select the auditor and oversee the process. Harlem Link shall include this audit as part of its annual report to the Charter Schools Institute and the state Board of Regents.

Programmatic Audit

Harlem Link will produce an annual report, in accordance with Education Law §2857(2), including the School Report Card required by regulations of the Commissioner of Education [8 NYCRR 119.3]. This annual report will constitute the annual programmatic audit, as it will include student performance on standardized exams and state assessments, suspensions, enrollment and withdrawal data, and other required information. Additionally, the programmatic audit, as part of the annual report, shall include a discussion of the progress made toward achievement of the goals set forth in this application and charter agreement.

Administration and faculty will continuously assess the programmatic effectiveness and the academic needs of the students throughout the school year to determine the extent, if any, that changes are warranted in the school's education program or its administration. Time is allotted for staff to provide such input during daily professional development sessions, including review of the standards, and in participation on the School Congress (see Attachment 22(b)). Harlem Link will inform the Charter Schools Institute of any significant changes made, or pending to be made, that are deemed necessary to fulfill the achievement goals of the school.

Finally, Harlem Link will consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to recommend changes for improvement. The Board's decision will take into account the progress (or lack thereof) made toward achievement of the school's educational goals and the affordability of such a contractual arrangement, among other factors.

49. Insurance Coverage

Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

Harlem Link plans to develop a comprehensive plan for insurance coverage, in consultation with a licensed and state approved insurance broker or company, such as Chubb, CAN, or Travelers. The school's coverage is expected to include:

- General commercial liability with limits of one million dollars (\$1,000,000) per incident, aggregate two million dollars (\$2,000,000);
- Professional liability with limits of one million dollars (\$1,000,000) or higher;
- Employee dishonesty with limits of one million dollars (\$1,000,000) and forgery and alteration with limits of one million dollars (\$1,000,000);
- Student accident policy with limits of twenty-five thousand dollars (\$25,000);
- Directors and Officers insurance for officers and board members with limits of five million dollars (\$5,000,000);
- Employee benefits such as health, dental, vision, and life insurance;
- Property insurance that protects the building, equipment, valuable documents, property of others on our premises, etc. with limits of two hundred thousand dollars (\$200,000);
- Hired and non-owned auto with limits of one million dollars (\$1,000,000);
- Umbrella liability insurance that provides excess protection and increases the limits of the Property and Directors and Officers policies, with limits of one million dollars (\$1,000,000) per incident and five million dollars (\$5,000,000) aggregate; and
- Workman's Compensation insurance with statutory limits, likely provided by the New York State Insurance Fund.

The anticipated costs of the insurance policies are included in the budgets, detailed in the assumptions, found in Attachments 44-46.

APR 09 2011

APR 09 2011

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section X

SCHOOL FACILITIES

50. Facility Location

Indicate where the charter school would be located, including complete street address (if known), municipality and school district. If the school would be located within the City of New York, provide the community school district of location.

Harlem Link will be located in Central Harlem, in Region 10, Community School District 5. While no street address is yet known, the Founding Team has established a priority area bounded by 110th Street to the south, 145th Street to the north, Eighth Avenue (Frederick Douglass Boulevard) to the west, and Fifth Avenue to the east.

51.(a) Description of Facility

If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use.

Harlem Link has yet to identify a facility, although there are several promising possibilities. The Board recognizes that the securing of a facility is of extremely high priority, and is taking steps to address the issue (see Attachment 51(b)).

51. (b) Plans for Securing a Facility

If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the Charter Schools Institute within ten days of securing a facility.

Potential Facility Spaces

In December, 2003 the founding team formed a Facilities Committee with the express purpose of strategic planning for the challenging task of finding a facility for the school. The committee weighed the mission of the charter school, the consequent needs of the student body, and the ability of the founding team to raise the funds necessary for each possibility, from a capital campaign to renting, including reconstruction costs. The committee has therefore considered several strategies for securing an appropriate facility:

a) New York City Schools Chancellor's Center for Charter Excellence

The most desirable space for Harlem Link's needs is existing public district school space controlled by Schools Chancellor Joel Klein. Such space is school-ready and will likely feature such amenities as a gymnasium and auditorium (which the school might not be able to afford on the open market). The Chancellor also has a record of offering school space to charter schools at rent far below market rate.

Harlem Link's Founding Team understands the extremely competitive nature of securing this type of space. The Board has taken several steps to put Harlem Link in position to secure district school space in Harlem:

- Founding team members have met twice with Jonathan Gyurko, director of the Chancellor's Office of New Schools, to discuss the availability of district school facilities. While choosing not to apply to the Chancellor's office for charter authorization, the Board is very clear about its interest in working with district schools, a prerequisite to utilizing district space. Mr. Gyurko has said that Harlem Link will be considered if space is available after the Department of Education has satisfied the needs of Chancellor-authorized charters.
- Harlem Link will continue to work with the Chancellor's office, introducing Mr. Gyurko to the new initiative emerging at Bank Street College of Education, Laboratory for Design and Redesign of Schools (LDRS), which seeks to offer many of the services promised by the Chancellor in the Center for Charter Excellence. This burgeoning partnership will help demonstrate that Harlem Link is aligned with the Chancellor's priorities.
- As part of its enrollment policy, Harlem Link will accept transfers under the No Child Left Behind Act comprising 10% of new students. This is a policy required for all Chancellor-authorized charter schools, and is a step towards receiving district school space.

b) Church or nonprofit space

School space in churches in Harlem may confer some of the same advantages that district school spaces do, such as being school-ready and including large common areas. Churches dot the landscape of Central Harlem, and constitute a key cultural component of the community. Aside from spiritual edification, churches often provide social

services and/or seek to empower constituents and further community improvement efforts. In light of these goals, Harlem Link's mission makes the school an attractive tenant.

Although Harlem Link is still as far as a year or more away from signing a lease, the founding team has identified two church spaces that the Board considers as possibilities, and is considering the positives and negatives associated with each space:

- Canaan Baptist Church, at 25 W 115th St., is the current home of Sisulu Charter School. This facility is in Harlem Link's priority area (see attachment 51(a)), is only five years old and features an active proprietor who insists on maintaining a clean, intact facility. The current tenant is paying below the \$22 per square foot per year market rate that Harlem Link has budgeted for. One negative associated with this space is that although the lease expires this June, it may be occupied by Sisulu from 2004-2006 (the school may choose to renew a short-term lease rather than move to a new site). The only other potential drawback is that the space is much larger than is currently necessary for Harlem Link, and would have to be shared with another tenant.
- The other church site that the founding team has identified is the space used by New Song Learning Partnership After-School program at New Song Presbyterian Church. This facility, the Triangle Building at 2230 Frederick Douglass Boulevard, is also located in Harlem Link's priority area and has undergone extensive recent remodeling. The drawback is that this beautiful building already hosts an After-School program, and is therefore only available until 3:00 pm each day. Harlem Link considers this space a low-priority possibility, because of the sacrifices the school would need to make in occupying it, namely not pursuing an Extended Day program and beginning and ending school earlier than planned in order to exit by 3:00 pm each day. Nevertheless, this example illustrates the kind of relationship that could lead to a facility for Harlem Link.

Harlem Link is pursuing church space in other ways as well. Church leaders are connected to each other in many ways, through both informal networks and organizations such as Harlem Congregations for Community Improvement (HCCI). The Local Initiatives Support Corporation (LISC) has offered to help facilitate a meeting with HCCI. The founding team is also reaching out to Harlem churches through informal networks. For example, Andrea Jackson, an active member of Harlem Link's Community Outreach Group, is also a member of the congregation at Greater Refuge Temple at 2081 Adam Clayton Powell, Jr. Boulevard.

c) Housing Authority

Like churches, low- and middle-income housing developments may offer ideal space for Harlem Link, especially in the early years of the charter when a great deal of space is not needed. Housing projects often have multi-use space that sits dormant for much of each weekday, and could be ideal for Harlem Link. A Housing Authority space would also provide an automatic link to a community resource for the school; Harlem Link has already established a relationship with the tenants' rights organization, Neighborhood Advisory Group (NAG), and gave a presentation about the school

proposal at the NAG meeting on February 26, 2004. Being located in a housing development would be a perfect fit with the school's mission, as the Housing Authority with its many programs itself represents a community resource. Additionally, because a charter school would provide a community service using government facilities, the Housing Authority is likely to seek rent far below market rate, if at all.

Harlem Link Board member John Reddick works as an educational consultant for the Housing Authority. Through Mr. Reddick, supervisor Howard Hemings has offered support in assisting to find space in an unused Housing Authority facility for Harlem Link.

d) Open market

Space is one of the greatest challenges facing charter schools, and nowhere is it more difficult than in New York City. Finding initial space requires particular energy because the school will quickly grow out of it and cannot invest in it as it might otherwise. To make the open market option work, given the necessary capital and credit, will require a great deal of creativity and flexibility. The founding team believes that these two qualities will be hallmarks of Harlem Link's rise to becoming a stable, strong and accountable institution. Some first year charters have found space in such creative places as the back of a supermarket, a downsizing nursing home, a former bank, and an unused factory. If need be, Harlem Link will pursue such innovative options to ensure that an appropriate and conducive learning environment is secured by the school's targeted opening date.

The founding team has taken several steps to prepare for a possible venture into the open market. Brokers such as Carrie Reich have offered quotations on square-foot prices and advice on availability in more expensive retail corridors and less expensive commercial areas. Secondly, as reflected in the budget, Harlem Link intends to become a member in the Greater Harlem Chamber of Commerce, the oldest and most prominent continuous business organization in upper Manhattan. Finally, Harlem Link is reaching out to nonprofit community development corporations, such as West Harlem Group Assistance (WHGA), and for-profit broker/developers such as Webb & Brooker, that have a finger on the pulse of real estate issues in the community.

Resources and Support for Harlem Link

This application is submitted with the support of the Local Initiatives Support Corporation (LISC), which has committed to using its resources and experience in locating, financing, and helping to manage the development of facilities for community-based organizations and charter schools in the search for a facility for Harlem Link. Harlem Link Founding Board member Kate Grossman is a community development officer with LISC's New York City program, and works closely with Carmen Maldonado, the Project Director for LISC's Educational Facilities Fund of New York, who has provided a letter of support for this application.

LISC will provide a range of technical assistance to Harlem Link as it moves forward in securing a school facility for its fall 2005 opening, including the following:

- Space needs assessment
- Financial analysis
- Identification of predevelopment needs

- Recoverable grant funds for feasibility study

In addition, as Harlem Link closes in on an actual targeted facility, LISC has resources available to help provide project financing (e.g., predevelopment, acquisition, construction, mini-permanent and/or bridge loans), as well as to bring other lenders and financing sources to the table.

As referenced above, through an introduction by LISC, members of the founding team have already met with WHGA to discuss potential spaces and to increase Harlem Link's network of support in Harlem. LISC is currently working to facilitate meetings with the other key community development corporations in Harlem, such as Abyssinian Development Corporation and HCCI. LISC is also arranging introductions with broker/developers in Harlem, such as Webb & Brooker, who have extensive expertise in both affordable and market developments.



February 27, 2004

James D. Merriman
Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dear Mr. Merriman:

The New York City office of the Local Initiatives Support Corporation (LISC) is pleased to provide this letter of support to **Harlem Link Charter School** in its application to SUNY's Charter Schools Institute and its pursuit of a charter for a K-8 public school in Harlem. We are confident that Harlem Link will provide high quality and critical educational opportunities to children and families in the Harlem community.

LISC is able to support Harlem Link's efforts to secure a school facility for its fall 2005 opening through a range of technical assistance activities, including:

- Space needs assessment
- Financial analysis
- Identification of predevelopment needs
- Recoverable grant funds for feasibility study

In addition, as Harlem Link closes in on its targeted facility, LISC has resources available to help provide project financing (e.g., predevelopment, acquisition, construction, mini-permanent and/or bridge loans), as well as bring other lenders and financing sources to the table.

School overcrowding and inadequate facilities have been ongoing problems in New York City's public education system. In an effort to encourage the development of new, quality educational opportunities in New York's neediest communities, LISC's Educational Facilities Fund of New York (EFFNY) is assisting alternative public education and after-school programs throughout the five boroughs in renovating or building appropriate and safe sites for their programs. The Department of Education has named LISC in its five-year capital plan as one of the organizations it will work with to foster joint public-private school facility financing and to identify affordable, convertible commercial real estate for alternative school construction.

LOCAL INITIATIVES SUPPORT CORPORATION
733 Third Avenue ■ New York, NY 10017
Phone 212-455-9800 ■ Fax 212-687-1396 ■ WWW.LISCNET.ORG

Charter schools are often started by people with visions of how to bring innovative and quality education to the children in this city who are most in need. EFFNY will work to help finance and develop the school facility, so that the Harlem Link founding team can dedicate their time and energy to their vision and mission of providing high quality and accountable public education to Harlem residents. We strongly support Harlem Link's application, and look forward to working with the school in the future.

Sincerely,



Carmen Maldonado
Project Director
Educational Facilities Fund of New York
New York City LISC



1524/1528 Amsterdam Avenue
New York, NY 10031
Tel: 212.862.1399
Fax: 212.862.3281
www.whgoinc.org

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February 26, 2004

James D. Merriman
Executive Director
Charter Schools Institute
State University of New York
74 North Pearl St., 4th Floor
Albany, NY 12207

To Mr. Merriman:

For over 30 years, West Harlem Group Assistance (WHGA) has provided consistent support to property owners, tenants and businesses in historic Hamilton Heights, Manhattanville, Morningside Heights and Central Harlem. As Executive Director of WHGA for the past five years, I have seen a great deal of positive change in these neighborhoods. We have been active in fostering home ownership and facilitating social services that have bolstered and strengthened these communities on the rise.

The proposed Harlem Link Charter School's mission is right in line with our goal—to make West Harlem a strong neighborhood. Without safe, strong schools with high standards, we cannot reach our aim of helping Harlem stakeholders to be responsible, financially sound, well-educated and well-informed.

Therefore, WHGA would be delighted to work with the leaders and Board of Harlem Link on the school's facility needs in the coming years. I have discussed with them their interest in occupying 10,000 square feet in the first two years of their charter, as well as their challenging growth plan and the rent they would likely be able to afford. It seems to me that they have budgeted wisely for a rent of \$22 per square foot, and we may be able to help them find a better rate in a suitable space.

Feel free to contact me for more information on the services WHGA offers.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald C. Notice", written over a horizontal line.

Donald C. Notice
Executive Director

52. Ownership or Lease Arrangement

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.

It is too early for Harlem Link to be able to address this question as the school does not have a definitive facility. Harlem Link has not entered into any formal discussion relating to purchasing or leasing a facility or any contractual arrangements that may result in potential conflicts of interest.

53. Layout of Facility

Provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities (e.g., dormitories or faculty housing).

Harlem Link's growth plan presents particular challenges in identifying and laying out a facility for use, as the school's population will grow by at least 100 students and two classes per year.

Although no particular facility has been chosen, the school is considering seeking an initial space that will accommodate the first two academic years of the charter in order to minimize the financial and organizational costs of having to move many times, as explained in Attachment 55. The Facilities Committee of the proposed Board has created a breakdown of the amount of space desired for each purpose, listed in chart form and then explained below:

Item	@ Sq. ft.	Total
6 classrooms	700	4200
2 breakout classrooms	200	400
1 common room	1000	1000
1 main office	400	400
1 COG office	200	200
4 administrative offices	150	600
1 teachers' office	1000	1000
1 nurse's office	200	200
3 bathrooms	350	1050
hallways	est.	600
boiler room, other	est.	350
Total		10,000

Several assumptions were made in creating this chart:

- Classroom size is based on an average room size of 28 ft x 25 ft. Two extra classrooms are budgeted for the first year, so as not to have to occupy larger space as new classes are added in the second year. The extra classrooms will be used for storage in the first year, and their loss will not have an adverse effect in the second year.
- As the mission requires holding high standards and the targeted population includes many at-risk students, breakout classrooms are a necessary feature to aid in individualizing instruction. They can be used for small group instruction by one of the Co-Teachers, a Title I-funded instructor, a contracted service provider such as for Speech or Occupational Therapy, or the on-site Special Education teacher.
- The common room is a space for the whole school community to gather for assemblies and for classes to have physical education classes. Its size assumes a 25 ft x 40 ft space.

- The COG office refers to the Community Outreach Group, which parents and guardians are welcome to join (see Attachment 22(a)). Parents will always be welcome in the school, and this room will serve as a home base for them when visiting the school or working on behalf of COG.
- The administrative offices are for the two Co-Directors, the Dean of Students, Families and Community, and a room shared by the part-time Social Worker and Special Education Coordinator.
- The Teachers' Office will house staff computers, a professional library and children's book room.

As shown below, Harlem Link's space needs will not grow proportionately with its student population. The chart below shows the expected facility needs by the end of the charter, 2008-2009:

Item	@ Sq. ft.	Total
10 classrooms	700	7000
4 breakout classrooms	200	800
1 common room	1400	1400
1 main office	400	400
1 COG office	200	200
5 administrative offices	150	750
1 teachers' office	1400	1400
1 nurse's office	200	200
3 bathrooms	350	1050
hallways	est.	600
boiler room, other	est.	350
Total		14,150

It is important to note that Harlem Link will remain flexible in seeking an appropriate facility, with these assumptions used as a guide. The common room is essential; a gymnasium, due to the small school size early on, and a cafeteria, due to family-style eating in the classrooms, are not. Given a space without as many smaller (200 square feet) rooms, larger rooms could be broken up to provide space for two entities, for example COG could share space with the Special Education coordinator or two or even three breakout areas could be made out of one larger classroom.

54. Transportation Arrangements

Attach a description of the transportation arrangements made for charter school students, including arrangements made for students who would not qualify for public school transportation under Education Law, and any supplemental transportation arrangements planned with the school district.

Students attending Harlem Link will receive transportation services for which they are eligible under §2853(4)(b) and §3635 of the Education Law. Subject to annual approval and funding by the Board, the school may seek to provide transportation for any enrolled student who is not eligible for transportation from his or her school district of residence. Harlem Link may accomplish this by arranging provision of transportation with any school district that does not provide such services to resident students attending the school since such school district(s) would receive state transportation aid monies for this purpose. Any transportation agreement entered into between the charter school and a school district shall be forwarded to the SUNY Charter Schools Institute.

On the days on which Harlem Link will be in session when the students' school districts of residence are not, the school will seek arrangements with such school districts to provide transportation, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. These costs are reflected in the Harlem Link Operating Budget (see Attachments 45 and 46).

Absent the provision of transportation services by Harlem Link or through arrangements with applicable school districts, parents or guardians of students ineligible for such transportation or transportation by their school district of residence shall be responsible for providing transportation for such students.

55. Expansion Plans

Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the charter.

Since the period of the charter is five years, and Harlem Link intends to be a K-8 school, the school will continue to expand in grade levels and student population served until 2012, when it has its full complement of approximately 486 students. The school will need to identify appropriate sites to house the student population as it grows and make crucial decisions about location. One possibility, reflected in the Operating Budget (see Attachment 46), includes occupying larger space than necessary at different points during the charter, offsetting the cost of moving every year.

Grades	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
K	PLANNING YEAR	54	54	54	54	54	54	54	54
1		54	54	54	54	54	54	54	54
2			54	54	54	54	54	54	54
3				54	54	54	54	54	54
4					54	54	54	54	54
5						54	54	54	54
6							54	54	54
7								54	54
8									54
Max.	0	108	162	216	270	324	378	432	486

The founding team has made difficult choices in early planning for Harlem Link's long-term growth and stability, notably in the areas of budgeting and facilities. The budget will expand concurrently with the student population, as indicated in Attachment 46. A full-fledged gymnasium is not in the plans for this proposal, but any discussion of a permanent space for Harlem Link will include a gymnasium. A smaller common room is large enough to accommodate the eight classes the school will have in 2008-2009 on a rotating basis for physical education, but as the school and its students grow and a middle school is added, a larger space will be necessary. Currently outdoor play space is being sought in the form of a park or local institution such as the YMCA, but again, a permanent facility would serve Harlem Link's students best by featuring an outdoor schoolyard.

Because of the steady pace of school size growth, the school will not actively seek a permanent home during the life of the first charter. Harlem Link expects to initiate plans for finding a permanent home during the 2007-2008 school year, five years before reaching peak capacity. Starting at that time would yield enough time for an exhaustive needs assessment and feasibility study, and to start a capital campaign that could help finance a permanent facility by 2012.

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

Section XI

MISCELLANEOUS

56. Relationship to a Private School

Please indicate whether the charter school you propose would:

- have the same or substantially the same board of trustees and/or officers as an existing private school;
- draw from an existing private school a substantial portion of the employees of the charter school;
- would receive from an existing private school a substantial portion of such private school's assets or property
- would be located at the same site as an existing private school.

These conditions do not apply to Harlem Link.

JUL 02 2004

Harlem Link Charter School

LINKING ACADEMICS, VALUES AND COMMUNITY

APPLICATION FOR CHARTER

March 1, 2004

Submitted to

THE CHARTER SCHOOLS INSTITUTE
STATE UNIVERSITY OF NEW YORK

Submitted by

Jonathan Barrett, David Brown, Kathy Egmont,
Steven Evangelista, Susan Goetz-Haver, Kate Grossman,
Taj Moteelall, John Reddick, Margaret Ryan

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Charter Schools Institute

Volume II: Exhibits

PART 1

Harlem Link Charter School

Application to the State University of New York
Charter Schools Institute
March 1, 2004

Volume II: Exhibits

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MAR 01 2004

Charter Schools Institute

A. Management Company Contracts

If the charter school would be established in conjunction with a for-profit entity (including but not limited to a management company) or non-profit management company, then please provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- a term sheet indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms of the contract's renewal and all provisions for termination; and**
- copy of the last two contracts that the management company has executed with operating charter schools (in new York or other states) and, if applicable, the status of those charter schools' application for tax-exempt status under section 501 (C) 3 if the Internal Revenue Code;**

Harlem Link is not applying in conjunction with a management company.

B. Management Company Information

If Requests Nos. 9(a) and 9(b) are applicable to your application, then provide all of the following information. If not applicable, please so note and proceed to Request No. 10.

- **evidence that the corporate entity is authorized to do business in New York State;**
- **the number of schools the entity presently manages (if any) and the location of those schools;**
- **the length of time the entity has been in business;**
- **the most recent annual report of the entity; and**
- **a description or summary reports of student achievement results in schools**
- **managed by the entity.**

Requests Nos. 9(a) and 9(b) are not applicable since Harlem Link is not applying in conjunction with a management company.

C. Learning Standards, Curriculum and Alignment with New York State Standards

Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, indicate that the education program you have described meets or exceeds the student performance standards established by the Board of Regents.

Introduction

The Harlem Link Standards are designed to set clear expectations for students and hold them accountable. The founding team crafted the standards beginning with the specific objectives of the school's learning goals and the New York State Learning Standards. The founders prioritized content, skills and strategies, then drew on numerous established standards, including those from Bedford-Stuyvesant Preparatory Charter School for Excellence, Bronx Charter School for Excellence, Bronx Charter School for the Arts, New York City, the states of California and Indiana, and professional associations including the National Council of Teachers of Mathematics (NCTM).

Please find below New York State Learning Standards followed by Harlem Link Standards and a Curriculum Overview for English Language Arts, Mathematics, Science and Technology, and the Arts. A Curriculum Crosswalk for each of the above subjects follows the standards and overviews. Finally, please find Harlem Link's Health Overview.

Harlem Link English Language Arts Curriculum Overview

The Founding team views English Language Arts (ELA) as a foundation for all other subject areas. At Harlem Link teachers will integrate reading, writing, speaking and listening into all subjects and will stock each classroom library with quality literature that includes topics in science, social studies, math, and art, as well as fiction, poetry, and more to nurture readers' curiosities, inspire writing, and spark discussion.

Someone walking into a classroom at Harlem Link at any time of the day will see students engaged in at least one form of ELA, whether it be kindergarteners engaged in a Science read aloud about frogs or fourth graders working on a research report about the Harlem Renaissance in Discover Social Studies.

Although students will practice reading, writing, speaking and listening in all subjects, the school will also have deliberate time set aside everyday for students to participate in a structured and sequential ELA program. Harlem Link does not believe that students will automatically attain appropriate reading, writing, and speaking habits simply by being in a print and dialogue rich environment. Nor does the school believe in isolating skills, which often results in students having very little time to experience reading, writing, and speaking in context.

Therefore the school will engage in a balanced approach to this subject, one where students are explicitly taught reading strategies for comprehension and analysis, phonics skills for decoding, phonemic awareness, spelling, and vocabulary development, writing skills for craft and conventions, and discussion skills for engaging in meaningful

dialogues. Throughout this deliberate practice, students will learn to love the written word by reading it, creating it, and speaking it.

Harlem Link will structure its ELA program to reflect the following essential instructional approaches:

1. Teach students that people read for specific purposes (e.g. information, meaning-making, pleasure, research).
2. Teach students to read by using high quality literature.
3. Have a comprehensive, sequential phonics/word study program.
4. Teach and expand concepts by using many texts.
5. Teach using direct instruction and student-led discussions.
6. Emphasize the importance of building concepts and background knowledge of topics.
7. Work with students in small groups.
8. Give students plenty of time to read in class and think about what they've read.
9. Give students plenty of time to write and think about what they have written.
10. Provide direct and guided instruction in phonics, reading, and writing strategies to promote independent reading and writing.
11. Use a variety of assessment techniques to inform instruction.¹

The elements illustrated above are embedded into the four main components of Harlem Link's ELA program: Reading Workshop², Writing Workshop³, Word Study, and Speaking and Listening Time. This ELA program has a specific, structured approach to each of the four components, a structure that Harlem Link will expect all teachers to follow.

Teachers will plan for ELA instruction in four to six week units, which will include reading strategies, Word Study skills, writing skills, and speaking and listening skills from Harlem Link's ELA Standards and will introduce and reinforce each skill over the course of the unit. Once teachers introduce a new strategy and skill each week, the students will have several opportunities to try it, practice it, and eventually master it.

With skills and strategies addressed, Harlem Link will expect teachers to take a thematic approach with units to give each more depth. For instance, teachers can choose to create a standards-based unit around an author or a genre study. Alternatively, teachers may design a unit to complement a theme in Discover Social Studies or Discover Science, choosing non-fiction or fiction literature that corresponds to certain topics or ideas.

Reading Workshop

As part of the school's learning Standards, Harlem Link has developed a series of forty-eight K-3 reading strategies for comprehension and analytic skills and Word Study skills for phonics, phonemic awareness, and vocabulary development and analysis that correspond to the New York State Learning Standards. Using the Link Standards, each grade level team will group the strategies and skills sequentially into four- to six-week thematic units throughout the year.

¹ Adapted from Mazzoni, Susan and Linda Gambrell (2003). "Principles of Best Practice: Finding the Common Ground." *Best Practices in Literacy Instruction, 2nd Ed.* New York: The Guildford Press

² Modeled after Fountas, Irene and Gay Su Pinnell (1999). *Matching Books to Readers: Using Leveled Books in Guided Reading K-3.* Portsmouth, NH: Heinemann.

³ Modeled after the Teachers College Writing Workshop and Graves, Donald (1994). *A Fresh Look at Writing.* Portsmouth, NH: Heinemann.

SSR (Silent Sustained Reading)

Each day at Harlem Link, children will have twenty to thirty minutes for Sustained Silent Reading. Children will choose books from the classroom library, with a Co-Teacher's assistance in the early grades, and read. During SSR, each of the two Co-Teachers will circulate, spending several minutes in discussion with different children about their books. This time is useful as both an informal assessment of particular challenges and successes children are having, and as a one-on-one teaching time. With two teachers keeping standardized notes and conferencing in this way every day, every child will be read with individually each week, some more than once per week.

Through consistent SSR conferencing and feedback, students will grow more independent with their reading and more responsible for their own reading comprehension and analysis. The SSR conference form shown below is an example of what teachers will use. Teachers will keep careful records of the books students are reading, what the students talk about, and what instruction teachers provided during the conference. The data from SSR records is one way for Harlem Link to individualize instruction; from the conferences, teachers can plan Guided Reading sessions (see below) for students who need more practice with certain skills or plan teaching points during Read Aloud or Shared Reading sessions (see below) for further reinforcement.

Figure 1: Sample Standard SSR Conference Form

Text:	Level:	Date:
Child's comments:	Teaching point:	

Teachers will also monitor students' SSR progress by participating in a letter-writing exchange with them. Teachers and students will respond to the literature that students are reading through a weekly letter exchange. The letters are driven by teacher and student interest—reactions to the reading, connections to other books, and other reading strategies expressed in the Harlem Link ELA Standards. Beginning with extensive teacher modeling with teachers in the early grades providing writing prompts at first, children will use this process to become reflective readers, pausing to think about themes and issues as they read.

Read Aloud

During the daily read aloud component, teachers will introduce and demonstrate deliberately chosen strategies from among the Harlem Link Reading Strategies (see above) and foster in children an understanding of the cadences and habits of a model reading voice. In order to stretch the reading levels of children and introduce more sophisticated texts, teachers will choose books that are too difficult for the majority of the class to read alone.

In kindergarten and first grade, Read Aloud will often be replaced by Shared Reading of big books in which children read along with the teacher. Big books are simply larger versions of traditional trade picture books, with large enough text for

children to see as the teacher reads. In addition to all the benefits of Read Aloud, Shared Reading of books such as *Curious George* by H. A. Ray captures children's interest—especially, at this developmental stage, when done multiple times with the same book—while allowing them to make sound-to-print associations. Teachers will, whenever possible, incorporate Shared Reading into Writing Workshop.

In addition to the other benefits, Read Aloud exposes children to excellent literature and engages children's imaginations. Each time they choose a book, teachers will use or contribute to an annotated bibliography of read-alouds. Each entry will feature a brief summary and review of a book as well as the strategies and themes for teachers to highlight when they use the book. Teachers can also use the annotated bibliographies for Guided Reading (see below) when appropriate, during Writing Workshop (see below), and for integrating literature across subject areas when planning units. By requiring teachers to create annotated bibliographies, Harlem Link is creating a teaching staff who will be well versed in excellent children's literature across subject areas and genres and who will know how to use books effectively during instruction (see Exhibit H for a more detailed list of annotated bibliographies for math, social studies, and literature).

There will be considerable latitude for teachers to choose books for read alouds, and for this reason the planning process requires a great deal of knowledge on the part of the faculty. Teachers, with the help of the Co-Director for Instruction, will choose from lists of hundreds of picture and chapter books. In the founding years, while teachers are building an annotated bibliography list, they will use resources like *Children's Literature in the Elementary School*, an annotated literature guide with thousands of book titles that are categorized by subject, theme, and grade level.⁴ The list includes but is not limited to the award winning literature listed in Table 1 below.

Table 1: Possible Read Aloud List of Pictures Books and Chapter Books for Grades K-4

Grades K-2
<i>A Chair for My Mother</i> by Vera B. Williams ^
<i>Anno's Counting Book</i> by Mitsumasa Anno
<i>Bats</i> by Gail Gibbons
<i>Blueberries for Sale</i> by Robert McCloskey ^
<i>Borreguita and the Coyote</i> by Verna Aardema
<i>Come on Rain!</i> by Karen Hesse
<i>Doctor De Soto</i> by William Stieg ^^
<i>Frederick</i> by Leo Lionni ^
<i>Frog and Toad Are Friends</i> by Arnold Lobel ^
<i>The Hatseller and the Monkeys: A West African Folk Tale</i> by Baba Wagué Diakité
<i>In Daddy's Arms I Am Tall: African Americans Celebrating Fathers</i> by Javaka Steptoe ^^
<i>Make Way for Ducklings</i> by Robert McCloskey *
<i>Madeline</i> by Ludwig Bemelmans ^
<i>Mirandy and Brother Wind</i>
<i>Moja Means One: Swahili Counting Book</i> by Tom Feelings, ill., and Muriel Feelings ^^
<i>Mufaro's Beautiful Daughter: An African Tale</i> by John Steptoe ^ and ^^
<i>Owl Moon</i> by Jane Yolen *
<i>Stone Soup</i> by Marcia Brown ^
<i>Strega Nona</i> by Tomie de Paola ^

⁴ Huck, Charlotte, Susan Hepler, Janet Hickman, and Barbara Kiefer (2001). *Children's Literature in the Elementary School*. Boston: McGraw-Hill.

Sylvester and the Magic Pebble by William Steig *

Tar Beach by Faith Ringgold ^^

Wake up House: Rooms Full of Poems by Dee Lilledgard

Where The Wild Things Are by Maurice Sendak *

Grades 2-4

All About Turtles by Jim Arnosky

The Birchbark House by Louise Erdrich

Crocodiles and Alligators by Seymour Simon

Dog Friday by Hilary McKay

Honey I Love and Other Poems by Eloise Greenfield

I Was a Rat by Philip Pullman

The Lion, The Witch, and the Wardrobe by C.S.Lewis

The Magic School Bus Explores the Senses by Joanna Cole

The Middle Passage: White Ships Black Cargo by Tom Feelings ^^

The Most Beautiful Place in the World by Ann Cameron

Misoso: Once Upon a Time Tales from Africa by Verna Aardema

Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf by Stephen Swinburne

The Mystery of the Mammoth Bones: And How It Was Solved by James Cross Giblin

Ramona Quimby, Age 8 by Beverly Cleary

Sarah, Plain and Tall by Patricia MacLachlan **

The Secret Garden by Francis Hodgson Burnett

Stockings of Buttermilk: American Folktales by Philip Neal

They Came from the Bronx: How the Buffalo Were Saved from Extinction by Neil Waldman

Weslandia by Paul Fleischman

Where Do You Think You're Going, Christopher Columbus? by Jean Fritz

The Whipping Boy by Sid Fleischman **

Grade 4

Abel's Island by William Stieg ^^

Bluish by Virginia Hamilton

Bridge to Terabithia by Katherine Paterson **

Bud, Not Buddy by Christopher Paul Curtis ** and ^^

The Dream Keeper and Other Poems by Langston Hughes

Holes by Louis Sachar **

Island of the Blue Dolphins by Scott O'Dell **

Joyful Noise: Poems for Two Voices by Paul Fleischman **

Julie of the Wolves by Jean Craighead George **

Lincoln: A Photobiography by Russell Freedman **

Maniac McGee by Jerry Spinelli **

My Brother Sam Is Dead by James Lincoln Collier and Christopher Collier ^^

Number the Stars by Lois Lowry **

Pink and Say by Patricia Polacco

Scorpions by Walter Dean Myers ^^

Shipwreck at the Bottom of the Worlds: the Extraordinary True Story of Shackleton and the Endurance by Jennifer Armstrong

The True Story of the Three Little Pigs by Jon Scieszka

The Watsons Go to Birmingham—1963 by Christopher Paul Curtis

The Well by Mildred Taylor

A Wrinkle in Time by Madeleine L'Engle **

* Caldecott Medal Winner ^ Caldecott Honor Book ^^Coretta Scott King Award

** Newbery Medal Winner ^^ Newbery Honor Book

Teachers will use Read Aloud time as another opportunity for assessment. The Co-Teachers will record anecdotes about children's attention, behaviors, habits, propensity for speaking during discussion, and the nature of their comments (see Attachment 16).

Guided Reading/Independent Work Time

When planning units of study, Co-Teachers will plan Guided Reading lessons to reinforce the strategies from read alouds or to address particular strategies with which particular students are still struggling. In this 20-30 minute block of time, each Co-Teacher will meet with between 4-7 students who are grouped by reading level for individualized direct instruction. It is important that each child in the group be on relatively the same reading level and have a similar need in terms of reading strategies or phonemic awareness, since all children in the group will use the same text and the lesson will teach or reinforce a particular skill or strategy.

Generally, during this time the teacher will begin the lesson by introducing the strategy the students will practice while reading and any vocabulary the students may not know. Then while students read the text and practice the strategy the Co-Teacher will circulate through the group, reading with each student and taking an assessment called a running record (see Attachment 16) to assess if each student comprehends the text and listen for particular reading errors. Co-Teachers will file and later discuss running records, using them as a basis for further instruction.

The Co-Teacher and the students will discuss the text and the strategy that was used and then conclude the lesson with students filling out a graphic organizer to show what they've learned (see Exhibit H for an example of a Guided Reading form, running record, and graphic organizer).

During Guided Reading two groups will work with the Co-Teachers, while the rest of the class will participate in Independent Work Time, when they will be engaged in independent reading, writing Dear Teacher letters, or working on other individualized response to literature assignments. (See Exhibit for examples of a Dear Teacher letter, a reading, and word study assignment). Teachers will use this work as another opportunity to assess students and decide where they may need extra support during Reading Workshop or Enrichment.

As part of their ongoing assessment once a month, the Co-Teachers will take a formal running record on each student, which will show how each student is progressing with fluency, phonics, and comprehension. Teachers will use this data, which will be recorded in the student information system, to plan Guided Reading lessons for students and to assist students with choosing SSR books that are on their appropriate reading level.

As children become more adept readers they will not need to meet with teachers as often for Guided Reading. Students who are ready for less intensive instruction (for many children this will happen in the third grade), will make the switch from 'learning to read' to 'reading to learn,' and will enter the Literature Circles program.

Literature Circles

Once students master the Harlem Link Reading Strategies and are working at or above grade level, the school will give them a greater independence with their reading. Literature Circles, or book clubs, are a way for students to read, think, and write about

high quality literature and have a chance to share their ideas with a small group of peers.⁵ In a Literature Circle, a group of four to seven students on the same reading level will read a high-quality book. All members of the group will rotate through several different roles, which will require them to practice the Harlem Link reading strategies. Table 2 lists several sample roles.

Following a very specific schedule (coordinated at first by a teacher, but eventually student-coordinated), students will read at school and at home, prepare their roles, and present their ideas to their Literature Circle group. Teachers will hold the students accountable by requiring students to keep journal entries each time they read with summaries and reflections of what they've read and by having students engage in self-reflection to evaluate the quality of their work and participation in the book group.

Table 2: Literature Circle Roles and Strategies and How They Correspond to the Harlem Link Standards

Literature Circle Role	Strategy Practiced	Harlem Link ELA Standards for Getting the Meaning and Literary Analysis
Discussion Director	Recognize plot development based on knowledge of text structure, for example recognizing problem and solution.	GM 2a-GM2d GM 3b and GM 3d GM 4a-GM4e GM 7a LA 1a-4f
Word Wizard	Use surrounding text to understand the meaning of new words.	GM 1 a-GM 1c GM 2a and 2d
Connector	Connecting strategies	LA 1a-1e
Passage Pleaser	Recognize the author's use of language to communicate meaning and emotions in various ways. Evaluate the writer's craft in light of appropriateness of genre, use of language, or other criteria.	GM 4a – GM7a LA 1a – LA 4f
Artful Artist	Appreciate the aesthetic qualities of a text.	GM 4a – GM 7a LA 1a – LA 4f
Line Betweenner	Understand what is not stated but is implied in the text.	LA 2a – LA 4f

Upon a book's completion, a Literature Circle group will create a culminating project that reflects what they have learned and present it to their class or possibly to the school community at an assembly. Students, with their increased autonomy over their reading and responses to literature, will grow closer to their goals as articulate scholars.

Additionally, Literature Circles are a particularly engaging way for teachers to integrate English Language Arts and Social Studies; there is an abundance of historical fiction and biography chapter and picture books relating to themes and historical periods that students will explore in Discover Social Studies. In addition, teachers will integrate visual arts, music and drama into this time as they help a Literature Circle group design a culminating project about its book. For example students could write and perform a lost scene from the book (live or videotaped), write letters to a character, put on a puppet

⁵ Adapted from Harvey Daniels (2002). *Literature Circles: Voice and Choice in the Students-Centered Classroom*. Portland, ME: Stenhouse.

show about the book; make a board game based on the book, or complete a research project about the book's setting or time period.

Figure 2 below is a sample Literature Circle calendar for one week that depicts a group's progress through Jamake Highwater's Legend Days.

Figure 2

Group D Literature Circle Calendar						Name _____
<u>Legend Days</u> by Jamake Highwater						
Week of	Monday	Tuesday	Wednesday	Thursday	Friday	
March 10	Independent reading and Dear Teacher letters due	Group Discussion about book	Read; notes in journal; complete role	Group Discussion with teacher observation and feedback; reflection for homework	Read; begin new role; notes in journal	
For each week, fill in pages that you plan to read in pencil; those you have read in ink						

There will be many opportunities for assessment in Literature Circles. Teachers will use similar assessments to the ones used during Guided Reading when discussing with Literature Circle groups. Each week, students will complete brief self-assessments about their own progress. In the end, teachers will use rubrics to grade student work toward the Harlem Link Standards and will reflect on their overall effort, reading, journal responses, letter writing, written role completion, role in discussion and/or contribution to the final project.

Word study

In the end, a student's ability to comprehend and analyze texts will not mean much if he or she cannot understand how words and letters work. Without this fundamental understanding a student will have a difficult time decoding, sounding out, and spelling words, which will be a major barrier when he or she tries to independently read. Harlem Link believes that there must be a systematic approach to word work so that students can possess the basic tools of reading. During the planning year, Harlem Link will carefully research K-2 phonics programs that are research-based and have a systematic, sequential approach to phonics instruction. The school will consider using programs that correspond to the New York State and Harlem Link ELA Standards during the daily 25-30-minute Word Study block. Two such programs are *Month by Month Phonics* and *Preventing Academic Failure*.

Month by Month Phonics, with its sequential phonics curriculum, has a multi-level approach that meets students at their level and is designed so that Co-Teachers can easily integrate it into a school's ELA balanced literacy program. Since Harlem Link features Co-Teachers in every classroom, each teacher in the room can further cater to students' varying phonics abilities by teaching two different phonics lessons each day. In addition, with a program like *Month by Month Phonics*, students will have the opportunity to continue a structured Word Study past the second grade; *Month by Month* extends to Grade Five with increasingly sophisticated approaches to word analysis. For

each grade there are also word lists with guides for word walls, which will grow gradually throughout each school year (see Exhibit H for examples of *Month by Month Phonics* activities).

Harlem Link understands that kindergarten through second grade is a crucial time for children to develop phonics skills. The school is also very aware that its students will be at varying learning stages, and many will have special needs. For this reason, the school will also choose an intervention program that Co-Teachers can use with struggling students during Enrichment time and that the Special Education Coordinator can use with students who have IEPs. The school will consider a K-3 phonics program like *Preventing Academic Failure (PAF)*, a “multisensory approach to phonics,” which has step by step phonics lessons that include a great deal of movement (e.g. students tracing letters in the air with their arms), as well as practice workbooks for students.⁶ Since many students entering Harlem Link will not have a great deal of reading and phonics exposure, they may need a supplementary program like *PAF* so that they are able to work at or above grade level as soon as possible (see Exhibit H for examples of *Preventing Academic Failure* activities).

Writing Workshop

Individuals who are able to craft pieces of writing that span across different genres and for different audiences show a command of language. Harlem Link, therefore, will set aside time every day for Writing Workshop. Teachers will plan thematic units for writing that focus on specific writing genres, aspects of craft, and conventions. Teachers will focus on specific genres and writing purposes such as procedural, expository, poetry, memoir, research, fiction, and persuasive writing. Using deliberately selected and powerfully written literature, teachers will model the genres so that students will be able to write and publish pieces with the same flavor.

Students will learn to write the way authors do—choosing topics, listing ideas, making plans, making observations, and revising after feedback to publish.⁷ For kindergarten and many first grade students, Writing Workshop will be largely about drawing pictures and labeling as an introduction to writing.⁸ At this stage, teachers will encourage developmental spelling, based on children’s inventions and the writing of sounds as students hear them, and will perceive them as part of the process of students mastering spelling techniques.⁹ At all levels, teachers will use their own ideas and knowledge to model the writing process, adding authenticity and further engaging students. Therefore, teachers as well as students will keep a Writer’s Notebook, a special type of writing journal described in the book for children of the same name by Ralph Fletcher.¹⁰ While a journal is free-flowing and more private, a Writer’s Notebook is a place for students to record thoughts and develop craft by noticing what is beautiful,

⁶ Preventing Academic Failure website. Retrieved from the World Wide Web on January 27, 2004: http://pafprogram.com/how_works.html

⁷ McCarthy, Sarah (1990). “Teachers’ Changing Conceptions of Writing Instruction.” Unpublished paper, American Educational Research Association, Boston, April 1990. Retrieved from the World Wide Web on November 12, 2003: <http://ncrtl.msu.edu/http/rreports/html/pdf/rr923.pdf>.

⁸ Graves, 1994

⁹ Bear, D. & Templeton, S. (1999). “Explorations in developmental spelling: foundations for learning and teaching phonics, spelling and vocabulary,” in *The Reading Teacher*, 52:3, November 1999

¹⁰ Fletcher, Ralph (1996). *A Writer’s Notebook: Unlocking the Writer Within You*. New York: Avon Books

effective or eloquent about language and trying it in their own writing. Co-Teachers will keep Writer's Notebooks and use their work, along with carefully chosen literature, to demonstrate writing strategies and skills.

Co-Teachers will plan units that encourage students to explore a diverse set of genres and that tie into the Harlem Link Standards. Teachers will use and modify, as needed, the Harlem Link Writing Unit of Study Template (see Exhibit H for an example), which the Co-Director for Instruction will further develop during the planning year and finalize with the Co-Teachers during the summer before the school year begins. In the Template, Co-Teachers will be required to choose the genre and the Harlem Link ELA Writing Standards for craft, purposes, and conventions, and the texts that they will include in each unit. Teachers will use this template throughout the year to design detailed lessons and rubrics for each unit.

Though lessons will vary greatly in content depending on the unit of study—with teachers playing the very important role of setting the purpose for each unit—each Writing Workshop will have the following structure: Minilesson, Writing Time with conferencing, and Sharing Time.

Mini-lesson

In the mini-lesson, which will take no more than 15 minutes, one Co-Teacher will introduce the writing skill or strategy for the day. Mini-lessons will often begin with a shared reading of a model text, with the teacher pointing out, for example, paragraph openings from several different chapter books, how an author describes a main character, or when the five senses are used to aid in developing a setting.

Writing Time

After a brief discussion at the conclusion of the mini-lesson the Co-Teachers will send students off to try out the day's strategy before the students begin silent, independent writing. During independent writing students will write in their writer's notebooks, work on first or subsequent drafts, or on publishing finished pieces, conference with an editing buddy or with a Co-Teacher. Each Co-Teacher will spend the writing time conferencing with several students, giving all students individualized time each week. This will be an opportunity for teachers to assess students' writing progress and keep anecdotal records about each conference. The Co-Teachers will also reading from each child's writer's notebook at least once each week.

Sharing Time

Developing skills as articulate scholars, students who have either completed work or are at a certain stage of writing that merits sharing and group feedback will present their work at the end of the lesson each day. In choosing who shares each day, Co-Teachers will follow a loose schedule that ensures that each student shares regularly but will focus particularly on children who have successfully incorporated the day's mini-lesson into their work. After a child shares, his or her classmates will ask questions or offer comments about the piece's craft, story idea, choice of conventions and more.

Speaking and Listening Time

An excellent communicator is someone who speaks clearly, uses details to back up an argument, and can inform or persuade an audience. Students at Harlem Link will

have many opportunities to develop their skills as effective communicators and will learn to speak in front of their class, the entire school, and the community.

Students will often engage in conversations with their classmates. During Morning Meeting, twice a week, students will learn how to converse by discussing topics such as current events and conflict resolution. Since each subject area features a structured time for discussions, students will continue to practice speaking and listening skills throughout each day.

In addition, Harlem Link's whole school Assembly three times per week will be a time for students to have an opportunity to present their work to the school, families, and guests from the community.

Leveled Books for Libraries and Bookrooms

At the heart of Harlem Link's comprehensive English Language Arts program will be its collection of high quality literature that will represent every subject area. The school will set aside specific areas for these books in classroom libraries and in a common bookroom.

Classroom Library

Each classroom library will have a section for subject areas and for leveled books. Children will easily navigate the areas with the help of conspicuously labeled bins. The following represent the sections in each library:

- **Phonics:** Each library in grades K-2 will have stocked bins for beginning readers. Since children will develop at different rates, it will be important for teachers to keep predictable, decodable texts in the library for students who start to read later than others. These should be high interest, low-level, but not babyish books to keep the readers' interest.
- **Books by themes:** The library will have section for books that correspond to Discover Social Studies, Discover Science and Math units. The library will also feature a section for books the Co-Teachers are using during the Reading and Writing workshop units.
- **Leveled books:** Leveled books will be available for independent reading and Literature Circles times. About 1/3 of the library will have bins of books labeled by reading level. Students can choose books by themselves since each book will be clearly delineated by level on each cover. Harlem Link will use a leveling system designed by Fountas & Pinnell that levels books by letters.¹¹ Each letter corresponds to a reading stage: A=Emergent reading; B-G=Early reader; H-M=Transitional reader; N-R=Self Extending Reader; S=Advanced reader. Table 3 below shows a breakdown of the letters for each grade level. Since as early as kindergarten students will progress at different rates with their reading, Co-Teachers will make several levels available to meet the students' needs.

¹¹ Fountas and Pinnell (1999)

Table 3: Fountas & Pinnell Grade Level Equivalency

Grade	Level
Kindergarten and First Grade	A-I
Second Grade	I-M
Third Grade	M-Q
Fourth Grade	O-S

The guide for this leveling system includes 7,500 titles of leveled books. Teachers, with the help of the Co-Director for Instruction, will use this guide when leveling their classroom libraries to ensure they are leveling each book correctly. As they categorize books by themes and subjects, teachers will use resources like Charlotte Huck's *Children's Literature in the Elementary School*, which has thousands of books categorized by genre, theme, and subject.

Bookroom

Part of the teachers' common office space will be a bookroom. In addition to leveling their classroom books, teachers will assist in labeling sets of books that they will use during Guided Reading. However, these books are not part of the classroom libraries. Instead, the teachers will borrow these books from the bookroom and return them when they are finished.

Harlem Link's Vision of a Strong English Language Arts Program

For the first year of its initial charter, Harlem Link will devote professional development and planning time to creating a shared vision of an excellent young reader and writer. The staff will carefully study the standards, benchmarks, and assessments as the school works toward an increasingly effective, sequential ELA curriculum model.

New York State Learning Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

A. Successful Readers

<i>use appropriate reading strategies for fluency and comprehension</i>	1. Reading Habits	Sample Performance Indicators	
	a	Follow the routine of sitting and attending to a book quietly daily.	1. Retrieves a book from the classroom library during Independent Reading time and sit at the carpet without having to be instructed to do so. 2. Uses index finger to follow along in the text during a shared reading.
	b	Hold books right side up and turn pages in the right direction.	
	c	Understand that text in English is written left to right and top to bottom.	
	d	Understand that print gives information.	
	e	Distinguish between print and pictures in literature and be able to follow along with the text.	
	f	Locate parts of a story such as beginning, middle and end.	
g	Pay attention to what words are saying when reading.		
	2. Getting the Meaning	Sample Performance Indicators	
	a	Demonstrate mastery of the three of the four Kindergarten Getting the Meaning Reading Strategies (see accompanying list).	1. Makes a prediction about what will come next in a big book read-aloud. 2. Uses the classroom schedule chart to determine what activity will happen next.
	b	Begin to read with fluency and understanding up to at least level B of Fountas and Pinnell.	
	c	Re-read favorite books using intonation, fluency, and phrasing and show an understanding that the print on the page controls what they are reading.	
	d	Reread favorite books that have been read to them, imitating teacher reading behaviors.	
	e	Able to look at the correct page when reading.	
f	Recognize and interpret familiar signs and symbols from the environment, such as stop signs.		
<i>analyze, evaluate, and respond to texts by making connections and understanding contexts</i>	3. Literary Analysis	Sample Performance Indicators	
	a	Demonstrate mastery of five of the seven Kindergarten Literary Analysis Reading Strategies (see accompanying list).	1. Based on the story, gives reasons why the fisherman in The Magic Fish by Freya Littledale chooses to go back to the fish for more each time he is granted a wish. 2. Draws or writes a new version of The Very Hungry Caterpillar.
	b	Express an opinion about a story read to them by dramatizing, retelling, re-stating or discussing it in their own words.	
c	Make up their own stories based on a story the class has read together.		
<i>use phonics knowledge to decode, sound out, and identify words</i>	4. Decoding	Sample Performance Indicators	
	a	Recognize lowercase and uppercase letters of the alphabet and name them.	1. Reads a sentence like "the fat cat sat on the mat" without making any errors. 2. Sounds out a word with a consonant blend (such as "flat") using knowledge of words that rhyme with it.
b	Recognize between 20 and 30 high frequency sight words like, "of," "was," "do," "the," "he," "she."		

<i>knowledge to decode, sound out, and identify words can't</i>	d	Begin to read simple letter sounds of predictable, single syllable words (cvc words).	
	e	Begin to read simple texts that have high frequency words by the end of kindergarten.	
	5. Phonemic Awareness and Vocabulary Development and Application		Sample Performance Indicators
	a	Learn that symbols of the alphabet have distinct sounds.	1. Separates all the items in a random group of objects that start with the letter "b," for example a box, a book, a bat and a basket.
	b	Begin to detect that high frequency words like "mat," "cat," and "sat," have smaller sounds (e.g. "mmm-aaaa-ttt").	2. Sings "The Alphabet Song."
	c	Begin to separate words by sounds (e.g. /c/-/a/-/t/).	3. During a listening, rhyming activity tells the teacher that between "moon," "toon," and "mat," "mat does not rhyme.
	d	Separate words into syllables.	
	e	Begin to identify rhyming words (e.g. "top" and "mop").	
	f	By sound begin to identify how the first letter of a word works (e.g. moon and mat begin with "m.").	
	g	Begin to understand that groups of letters make sounds (e.g. "ch" in "chin").	
	h	Begin to sound out easy letter sound patterns like "ham," "bat," "cat," "Sam."	
	i	Recognize their own first name.	
	j	Learn new words daily.	
	k	Begin to notice when they do not know a word when reading and try to figure out a word by how the word is used in a sentence.	
l	Talk about words and their meanings from books and discussions.		

B. Successful Communicators

<i>express themselves through writing, public speaking, and discussion in coherent and compelling ways</i>	1. Encoding/Spelling		Sample Performance Indicators
	a	Write uppercase and lowercase letters.	1. In a response to literature, writes a sentence that shows evidence of phonetic spelling.
	b	Print their first name.	2. Writes letters a-z and A-Z.
	c	Begin to use phonetic spelling (e.g. "bot" for "boat").	
d	Begin to write on their own by the end of kindergarten.		
2. Writing Purposes		Sample Performance Indicators	
a	Tell about events in the order that they happened.	1. With drawing, symbols, or phonetic spelling shows how to make a sandwich.	
b	Begin to incorporate "storybook" language, such as "Once upon a time..." or "...and they lived happily ever after."	2. After hearing a Read Aloud, writes the events of the story in chronological order using drawing, symbols or phonetic spelling.	
c	Use pictures in their writing.		

themselves through writing, public speaking, and discussion in coherent and compelling ways con't

	kindergarten (e.g. through drawings, signs, symbols, and phonetic spelling).	
e	Able to write a procedural piece to share (e.g. through drawings, signs, symbols, and phonetic spelling).	
f	Able to write respond to literature by retelling stories or creating stories, poems, plays or songs (e.g. through drawings, signs, symbols, and phonetic spelling).	
g	Draw or write a friendly letter.	
3. Writing Fluently		Sample Performance Indicators
a	Write daily.	1. During a writing conference, discusses ideas for writing, and when the teacher checks his or her writers notebook there is evidence of one or more of those stories. 2. There is evidence of writing every day in the writer's notebook.
b	Being to gather their own topics for writing.	
c	Write freely, using drawings, signs, symbols, and phonetic spelling to express themselves or tell a story.	
d	Create writing that sounds like talk, choosing words carefully to express what they want to say.	
e	Use words and phrases from classroom charts and labels to add to writing and drawing.	
f	Able to stay on topic.	
4. Writing Conventions and Use of Language		Sample Performance Indicators
a	Begin to independently write a text that an adult can understand.	1. Writes a response to literature using high frequency words correctly. 2. Writes a letter to a character from a read aloud using space between each word and writing from left to right.
b	Begin to leave spaces between words.	
c	Begin to write left to right and top to bottom.	
d	Begin to use one or two letters, especially initial consonant sounds, to represent whole words.	
e	Identify lower case and capital letters and know the first word of a sentence begins with a capital letter and use it in their writing.	
f	Use letters, drawings, scribbles, and gestures to tell a story.	
g	Write the way language is spoken so work can be read aloud.	
h	Use some phasing and rhythms of language.	
i	Use words they use in discussions through phonetic spelling.	
j	Use words they like from the books they've read.	
5. Listening and Speaking		Sample Performance Indicators
a	Listen attentively during Read Aloud and discussions.	1. Agrees with a classmate during a discussion and explains why. 2. After a read aloud explains his or her opinion to the class using one or two examples from the story to support that view.
b	Show understanding of stories read to them.	
c	Discuss the main characters of stories read to them.	
d	Discuss facts after listening to a non-fiction text.	

<i>themselves through writing, public speaking, and discussion in coherent and compelling ways con't</i>	f	Begin to give their opinions about a book with examples.
	g	Relate to what people say during a discussion.
	h	Able to reread their own writing.
	i	Learn and be able to recite three nursery rhymes.
	j	Distinguish rhyming from non-rhyming words.
	k	Use new vocabulary in one-to-one, whole class and small group discussions.

A. Successful Readers

use appropriate reading strategies for fluency and comprehension	Reading Habits		Sample Performance Indicators	
	a	Follow the routine of sitting and reading a book quietly daily.	1. During a reading conference explains with details to the teacher why he or she chose a book. 2. Notices that the next Read Aloud book is by the same author as the last read aloud book.	
	b	Identify parts of a book (title, author, illustrator, table of contents, pages and glossary).		
	c	Locate parts of a story such as beginning, middle, and end.		
	d	Choose for reading a range of materials, including poems, picture books, letters, and simple informational books.		
	e	Express a reason for choosing particular books for independent reading.		
	f	Reread favorite books.		
	g	Read their own and their classmates' writing.		
	h	Read print that is visible around the classroom.		
	i	Pay attention to what words are saying when reading.		
	Getting the Meaning			
	a	Demonstrate mastery of thirteen of the seventeen Getting the Meaning Strategies for kindergarten and first grade (see accompanying list).	1. Completes a who, what, what, when, where, why, and how graphic organizer with a partner after reading a story with their teacher. 2. Retells or summarizes a story by discussing it with a classmate.	
	b	Begin to read with fluency and understanding up to at least level I of Fountas and Pinnell.		
	c	Record with the class important details about characters and events in stories.		
	d	Show they understand a book they have read on their own.		
e	Show they understand a read aloud by making predictions, discussing cause and effect, and/or extending the story.			
analyze, evaluate, and respond to texts by making connections and understanding contexts	Literary Analysis		Sample Performance Indicators	
	a	Demonstrate mastery of eight of the twelve Literary Analysis Strategies for kindergarten and first grade (see accompanying list).	1. With the class and the teacher fills out a compare and contrast chart about the main characters from <i>Alexander And The Terrible, Horrible, No Good, Very Bad Day</i> by Ray Cruz and <i>Where The Wild Things Are</i> by Maurice Sendak to see how the characters are the same and different.	
	b	Distinguish between real and imaginary characters and events.		
	c	Identify, describe, and begin to understand the purpose of plot, setting, characters in texts they've read.		
d	Compare two books by the same author.			
use phonics knowledge to decode, sound out, and identify words	Decoding		Sample Performance Indicators	
	a	Recognize and know short vowel sounds in words .	1. Engaging in a shared reading of <i>Brown Bear, Brown Bear What Do You See?</i> by Bill Martin Jr. sounds out the words using knowledge of phoneme and letter sounds. 2. After learning the "eal" sound, sounds out "seal," "deal," "meal."	
	b	Read vowel digraphs and r-controlled words.		
c	Recognize consonant digraphs.			

knowledge to
decode, sound
out, and identify
words con't

	"about," "because," "going," "off," "he," "she."	ECLAS-2.
e	Recognize names of friends and family in print.	
f	Begin to recognize word families (rimes) in print.	
g	Recognize words containing multiple syllables.	
h	Recognize compound words.	
i	Sound out words being taught.	
j	Put sounds and letters together to read words.	
k	Recognize suffixes (e.g. "s," "er," "ing")	
l	Begin to read books for beginning readers with predictable letter patterns or one and two syllable words.	
6. Phonemic Awareness and Fluency: Development and Analysis		Sample Performance Indicators
a	Recognize and compare sounds that make up words (e.g. taking "rake" and substituting "m" for "make" or identifying that "a" in apple sounds more like the "a" in "mat" than "mate.").	1. Claps the number of syllables in multisyllable words during Word Study. 2. During an SSR conference asks teacher the meaning of the word 'curb' in his or her independent reading book, and then discusses with the teacher about ways to figure out the word using picture and sentence cues.
b	Separate sounds by saying each sound aloud (e.g. /m/-/a/-/t/).	
c	Identify letter-sound patterns.	
d	Use beginning and ending sounds to figure out words.	
e	Segment words into individual sounds.	
f	Recognize beginning and ending consonant blends.	
g	Count the number of syllables in a word.	
h	Substitute the beginning or ending sounds of one word with another to make a new word.	
i	Learn new words daily.	
j	Attempt to understand unfamiliar words.	
k	Figure out the meaning of words during SSR, Shared Reading, Guided Reading, and Read Aloud.	
l	Explain what words mean.	

express themselves through writing, public speaking, and discussion in coherent and compelling ways

1. Encoding/Spelling		Sample Performance Indicators
a	Write words being taught.	1. In a friendly letter to a main character all words in the two to three sentences are legible. 2. In the friendly letter all simple CIVIC words are spelled correctly.
b	Use appropriate letters to represent sounds they hear in words.	
c	Spell high frequency words correctly.	
d	Figure out word spellings by segmenting, sounding out, and matching words and word parts.	
e	Spell grade-level sight words correctly.	
f	Become more proficient with letter size, legibility, and use of space when writing.	
2. Writing Purposes		Sample Performance Indicators
a	Write in order to share an experience or event (narrative).	1. Writes a short report about his or her favorite animal including a title, introduction, and 4-10 facts about the animal. 2. Writes a short book report about why he or she liked the story <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett.
b	Write in order to communicate information to others (report).	
c	Write in order to tell how to do something (narrative procedure).	
d	Write in order to tell about events in the order that they happened.	
e	Write in order to tell a made-up story.	
f	Write in order to choose a generative or self-identified interesting topics on which to write every day.	
g	Write in order to respond to something they have read (response to literature).	
h	Identify purposes of pieces such as signs, letters, and poems.	
i	Write clear and coherent sentences for their audience.	
3. Writer's Habits		Sample Performance Indicators
a	Keep a collection of their writing.	1. Tries new words in writing. 2. During a revision changes the beginning of the story he or she is writing and explains the process to the teacher during a conference.
b	Begin to plan out their writing.	
c	Use a combination of words and pictures in their writing.	
d	Use in their own writing ideas and language from books they have read.	
e	Use words and phrases from classroom charts and labels to add to writing and drawings.	
f	Become aware of authors craft in their writing.	
g	Begin to develop an independent sense of what makes a good piece of writing.	

themselves through writing, public speaking, and discussion in coherent and compelling ways can't

i	Engage in the stages of the writing process—prewriting, drafting, revising, editing, peer and teacher conferencing, publishing, and sharing finished work with an audience.	
j	Talk with classmates about ways to improve each other's writing.	
Writing Conventions and Use of Language		Sample Performance Indicators
a	Begin to use periods, question marks, and capital letters.	1. Uses end punctuation in his or her writing piece.
b	Begin to use apostrophes for possessives and contractions.	2. Creates a writing piece that has phonetically spelled vocabulary words from read alouds and shared readings.
c	Begin to use the singular and plural forms of words.	
d	Write using a combination of phonetic spelling and correctly spelled common words.	
e	Create writing that sounds like talk, and begin to include more descriptive vocabulary that they hear from adults and read in books.	
f	Use classroom resources such as charts and word lists to help with writing.	
g	Create writing that can be read by themselves and others	
h	Print legibly and space letters, words, and sentences appropriately.	
Listening and Speaking		Sample Performance Indicators
a	Role play characters and events from stories.	1. Acts out a scene from <i>The Great Kapok Tree</i> by Lynne Cherry to show the order that events happen.
b	Express differences and similarities among characters through drama so that others can understand.	2. Asks a classmates to repeat something during a discussion when he or she does not understand.
c	Talk about books that have the same theme.	3. Recites "Hickory Dickory Dock" to the class with clear, paced diction.
d	Show an understanding and appreciation of stories read to them.	
e	Share ideas, facts, observations and opinions with classmates and teachers.	
f	Defend views about a book and used examples to justify.	
g	Add to a rapidly growing vocabulary.	
h	Recite short poems, nursery rhymes and finger plays.	
i	Speak in complete sentences when required.	
j	Politely disagree during a discussion.	
k	Hear and follow directions.	
l	Ask questions to make things clearer.	
m	Be able to listen attentively and respectfully.	
n	Wait his or her turn to speak.	
o	Stay on topic when speaking.	
p	Use descriptive and sensory words when speaking.	
q	Able to restate and paraphrase in a discussion.	
r	Speaks with expression.	

A. Successful Readers

<i>use appropriate reading strategies for fluency and comprehension</i>	1. Reading Habits	Sample Performance Indicators	
	a	Read quietly for an uninterrupted period of 20 minutes.	<ol style="list-style-type: none"> 1. Fills out reading log regularly, showing evidence of beginning and finishing Just Right books. 2. Goes to the public library and picks out appropriate books of varied genres on their own.
	b	Choose books at an appropriate level for independent reading.	
	c	Read at least 25 books at the appropriate reading level by the end of the year.	
	d	Choose for reading a range of materials, including poems, picture books, letters, simple informational books, and beginning chapter books.	
	e	Keep a reading log including title, author, reading difficulty (Easy, Just Right, Challenging), date began, date finished or abandoned, comments.	
	f	Read multiple books by the same author.	
	g	Reread favorite books or favorite parts of books.	
	h	Keep a personal reading journal for Dear Teacher Letters to record thoughts and ideas about books.	
	i	Have a public library card and use it to take out and return a book on time.	
	2. Getting the Meaning	Sample Performance Indicators	
a	Demonstrate mastery of eighteen of the twenty-four Getting the Meaning Strategies for kindergarten, first grade and second grade (see accompanying list).	<ol style="list-style-type: none"> 1. Uses a chart or diagram to summarize a chapter from an independent reading book. 2. Uses strategies such as reading groups of words together and varying tone of voice during a Running Record to maintain fluency and make sense of text. 	
b	Read and comprehend books they have read on their reading level and across different genres.		
c	Read with fluency and understanding up to at least level L of Fountas and Pinnell.		
d	Use simple reference materials to get information for all subject areas.		
e	Summarize main idea and supporting details after reading or listening to text.		
f	Follow multiple-step written instructions (e.g., how to play a board game or how to assemble a product).		
g	Keep track of important details about characters and events in stories.		
h	Show they understand a text by discussing cause and effect and/or extending a story.		

<i>and respond to texts by making connections and understanding contexts</i>	a	Demonstrate mastery of twelve of the sixteen Literary Analysis Strategies for kindergarten, first grade and second grade (see accompanying list).	<ol style="list-style-type: none"> 1. Uses a chart or diagram to summarize a chapter from an independent reading book. 2. Uses strategies such as reading groups of words together and varying tone of voice during a Running Record to maintain fluency and make sense of text.
	b	Compare and contrast characteristics of books (e.g. books by the same author, setting, character, themes, etc.)	
	c	Identify cause and effect in a book.	
	d	Generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives.	
	e	Distinguish between fiction and nonfiction.	
	f	Identify the use of rhyme, rhythm and alliteration in poetry.	
<i>use phonics knowledge to decode, sound out, and identify words</i>	Decoding		Sample Performance Indicators
	a	Have a rapidly growing vocabulary of words that they recognize on sight.	<ol style="list-style-type: none"> 1. During a word study activity, correctly classifies words such as "cow", "low", "bow", and "row" ending sound. 2. Decodes with at least 90% accuracy books and stories on reading level L (Fountas & Pinnell). 3. In a reading conference with a teacher, reads an abbreviation of a street name as the full word (e.g., say "street" upon seeing "St.").
	b	Recognize approximately 300 high frequency words like "called," "dream," follow," and "leave."	
	c	Decode regular one- and two-syllable words with regular sound patterns.	
	d	Recognize words with a silent "e."	
	e	Recognize words with long vowels.	
	f	Recognize 3-letter s-blends (str-, spr-, scr-).	
	g	Recognize final blends (-ld, -xt, -lp, -nk, -nt, -mp, -rd).	
	h	Recognize the ending "ck" digraph (as in chick, pick, duck, rock).	
	i	Recognize the ending "ng" digraph (as in song, strong, wing, ring).	
	j	Recognize and read some irregularly spelled words (such as tough, through).	
	k	Recognize and read words with diphthongs (such as [oy] in boy).	
	l	Recognize and read words with special vowel endings (such as [ow] in cow).	
	m	Recognize and read words with (c)-le endings (including -ble, -cle, -dle, -gle, -kle, -ple, -tle, -zle).	
	n	Identify suffixes (e.g. "est," "ful," "less").	
o	Recognize common abbreviations (such as Mon., Jan., Ms., Ave.).		

knowledge to decode, sound out, and identify words con't	a	Learn and use new words daily.	1. During a reading conference with the teacher points to the word "carpool" to the teacher and explains the short and long vowel sounds heard. sounds heard. 2. During the same conference tells the teacher that "carpool" is two words put together (compound).
	b	Recognize long vowel sounds and combinations.	
	c	Identify soft "c" and soft "g" in words.	
	d	Identify multisyllables in words.	
	e	Understand, explain and identify common antonyms and synonyms.	
	f	Actively search for the meanings of unknown words.	
	g	Be able to clearly define words (e.g. an orange is a type of fruit you eat).	

B. Successful Communicators

express themselves through writing, public speaking, and discussion in coherent and compelling ways	1. Encoding		Sample Performance Indicators	
	a	Spell most common words correctly, and make phonemically appropriate substitutions when they make mistakes (such as "yousto" for "used to")	1. In a "how to" essay about giving a dog a bath, spells all high frequency words correctly and use phonetic spelling that makes sense for more difficult words. 2. In a "Dear Teacher" letter about an independent reading book spells many words correctly and uses phonetic spelling.	
	b	Spell one two syllable words correctly.		
	c	Spell most high frequency words correctly.		
	d	Write simple sentences with high frequency words or predictable words.		
	e	Write sentences with more complex words (e.g. long vowel sounds, multisyllabic using phonetic spelling).		
	2. Writing Purposes		Sample Performance Indicators	
	a	Write a made-up story, with a beginning, middle and end.	1. Writes a response to literature comparing and contrasting the brother and sister in <i>My Dirty Rotten Redheaded Brother</i> by Patricia Polacco, pointing out three things that are the same and three things that are different about them. 2. Writes a narrative procedure that teaches the reader how to play his or her favorite game, using clear command sentences with accompanying pictures.	
	b	Write in order to describe a real person, place, or event.		
	c	Write in order to persuade the audience.		
	d	Write to inform (e.g. report).		
	e	Write a narrative procedure.		
	f	Write to respond to literature.		
	g	Write a narrative (one in first and one is third person).		
	3. Writer's Habit		Sample Performance Indicators	
a	Write daily for extended periods on topics that they choose themselves.	1. At the end of the year have ten of his or her best pieces from all different genres. 2. Keeps a Writer's Notebook that is organized and shows evidence of writing daily.		
b	Choose at least 10 pieces to publish during the year.			
c	Develop a sense of what makes a good piece of writing.			
d	Use feedback from teachers and classmates to improve their writing.			
e	Try out different authors craft introduced in class.			
f	Keep a collection of their writing.			

themselves through writing, public speaking, and discussion in coherent and compelling ways can't

	own writing.	
h	Show consideration for audience and purpose of the piece.	
i	Create readable documents with legible handwriting.	
j	Engage in the stages of the writing process—prewriting, drafting, revising, editing, peer and teacher conferencing, publishing, and sharing finished work with an audience.	
4. Writing Conventions		Sample Performance Indicators
a	Use language that sounds more literary.	1. Writes a poem that uses repetition for dramatic effect.
b	Use different types of sentences, including longer, more complicated ones.	2. Produces a piece of writing that shows varied sentences, capitals at the beginning of most sentences, and most common words spelled correctly.
c	Write clear and coherent sentences and paragraphs that develop a central idea.	
d	Form regular plurals by adding s or es (for nouns ending in s, ss, sh, ch, and x).	
e	Write some irregular plural nouns correctly, such as "men," "children" and "teeth."	
f	Include new and interesting vocabulary in their writing.	
g	Use periods, question marks, capital letters, exclamation marks, and contractions.	
h	Use capital and lower case letters when appropriate.	
i	Use classroom resources such as books, charts, and word lists to help with writing.	
5. Listening and Speaking		Sample Performance Indicators
a	Discuss books with classmates	1. When discussing the events of Stuart Little by E.B. White, politely disagrees with a classmate about the event at the end of the story.
b	Be able to paraphrase or summarize during a discussion.	2. When listening to a non-fiction read aloud about frogs, uses correct vocabulary like "table of contents," "text," "captions" and "glossary" when discussing the book.
c	Challenge speakers during a discussion (e.g. accuracy of facts or references to texts)	
d	Ask speaker to support their arguments with details.	
e	Politely correct someone when they are incorrect about something during a discussion.	
f	Project their voices when sharing written work with the classroom audience.	
g	Look at the audience while sharing written work with the classroom audience.	
h	Use new vocabulary in one-to-one, whole class and small group discussions.	
i	Practice reading strategies during read-alouds by listening and discussing.	

memories can be recounted in a logical sequence.

A. Successful Readers

<i>use appropriate reading strategies for fluency and comprehension</i>	Reading Habits	Sample Performance Indicators	
	a	Sustain independent reading for 30 minutes.	1. Scores 100% on an alphabetizing quiz- 2. For independent work time, answer questions about a non-fiction book by recording information about question pertaining to the title page, table of contents, captions, glossary, and the text.
	b	Read and understand 30 chapter books.	
	c	Choose books on their reading level with less teacher assistance.	
	d	Reread favorite books for deeper understanding.	
	e	Read a variety of genres.	
	f	Read with expression, appropriate phrasing, rhythm, pace, intonation, and emphasis.	
	g	Read books by the same author, in the same genre, and on the same subject.	
	h	Use simple reference books to get information.	
	i	Keep a personal reading log to record thoughts and ideas about books.	
	j	Alphabetize all words.	
	k	Use a dictionary to learn word meanings, check spelling, and/or get other information about familiar or unknown words.	
	l	Use title page, table of contents, chapter headings, glossaries, and indexes to locate information in a variety of texts, including reference materials.	
m	Choose to read books for information, entertainment, understanding, and to find answers to specific questions.		
	Getting the Meaning	Sample Performance Indicators	
a	Demonstrate eighteen out of the twenty-four Getting the Meaning reading strategies (see accompanying list).	1. Through running records, guided reading anecdotal records, and EPAL2 demonstrates mastery of the Getting the Meaning reading strategies. 2. In a story mapping exercise with a partner, records on a graphic organizer all the elements of a story and including only the most essential information about the summary and main ideas as well as the main characters.	
b	Read with fluency and understanding up to at least O level of Fountas and Pinnell.		
c	Demonstrate that they understand books read to them by dramatizing, retelling, re-stating and discussing the story in their own words.		
d	Write about, discuss, and summarize the plot, setting, character, and main ideas in books.		
e	Identify main idea, theme, and supporting details, and take notes after reading or listening to a non-fiction text.		
f	Read aloud smoothly and with expression from books that are self-chosen.		

reading strategies for fluency and comprehension con't	h	Recognize the types of languages appropriate to social communication; for example, informal vocabulary and jargon.	
	i	Recognize and interpret familiar signs and symbols from the environment, such as stop signs.	
	j	Explain why rules are important in the classroom and the playground.	
	k	Follow simple multiple-step written instructions (e.g. how to play a board game or how to assemble a product).	
analyze, evaluate, and respond to texts by making connections and understanding contexts	Literary Analysis		Sample Performance Indicators
	a	Demonstrate eighteen of the twenty-four Literary Analysis Strategies (see accompanying list).	1. Compares and contrasts memoir and poetry using a graphic organizer. 2. In a Dear Teacher letter, describes feeling and acting like the main character <i>Ramona Quimby Age 8</i> by Beverly Cleary, using clear examples from the text and his or her life. 3. Demonstrates mastery of Literary Analysis strategies through Independent Work exercises, quizzes and EPAL2.
	b	Identify characteristics of a variety of genres (e.g. memoir, folktales, non-fiction, poetry).	
	c	Identify figurative language in texts (e.g. similes, metaphors).	
	d	Make text to self, text to text, and text to world connections while reading.	
	e	Compare and contrast two texts.	
	f	Analyze an author's word choice.	
	g	Identify themes from books.	
	h	Analyze cause and effect in a text.	
	i	Analyze and explain a characters' motivations.	
	j	Compare illustrations accompanying texts to own mental images.	
k	Raise questions about what an author writes and try to answer questions through their reading.		
use knowledge of how words work to identify new words.	Vocabulary Development and Analysis		Sample Performance Indicators
	a	Recognize 500 high frequency words.	1. When reading aloud demonstrates fluency with all high frequency words in a passage. 2. In a Dear Teacher letter, explains an unfamiliar word and how he or she looked it up in the dictionary after being unsuccessful with figuring out the word in the context of the sentence. 3. Reading Log shows new words he or she found while reading <i>Encyclopedia Brown</i> by Donald Sobol.
	b	Learn new words daily.	
	c	Use phonics decoding, sounding out and phonemic awareness strategies to identify unfamiliar words.	
	d	Use knowledge of how words work to figure out new and challenging words.	
	e	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.	
	f	Use roots, prefixes, suffixes, inflections, homophones, and word families to determine the meaning of new words.	
g	Read words with irregular suffixes (e.g. "ous," "ion," "ive").		

<i>how words work to identify new words can't</i>	i	Use a dictionary to learn word meanings, check spelling, and/or get other information about familiar or unknown words.
	j	Use a variety of strategies to determine meanings of words, including sentence and word context and knowledge of word parts.
	k	Know how to place terms to words (e.g. A book is something you read to know more about something).

B. Successful Communicators

<i>express themselves through writing, public speaking, and discussion in coherent and compelling ways</i>	Spelling		Sample Performance Indicators	
	a	Spell most words correctly and notice when a word does not look correct.	1. Scores 90% or above on all spelling tests of high frequency words. 2. In writing spells several multisyllabic words correctly and in revisions and shows evidence of editing misspelled words.	
	b	Use phonemic awareness strategies to spell words.		
	c	Correctly spell regular multisyllabic words and previously studied words, word parts, and spelling patterns (e.g. blends, contractions, compounds, prefixes and suffixes, plurals, inflectional forms, and common homophones) in all writing tasks.		
	d	Write using more words correctly and notice when a word does not look correct.		
	e	Write legibly in cursive by the end of third grade.		
	Writing Purposes		Sample Performance Indicators	
	a	Write a narrative procedure.	1. Takes a narrative and rewrites it into a poem. 2. Writes a report about a world country that has focused topic and includes a table of contents, chapters, pictures and captions, text, and a glossary.	
	b	Write a narrative.		
	c	Write a response to literature.		
	d	Write a report.		
e	Write a persuasive essay.			
f	Choose forms of writing that best suit what they want to say (poem, story, letter, etc.).			
g	Include different types of characters in stories, developed more fully with dialogue and description.			
h	Express opinions and make judgments that demonstrate a personal point of view.			
i	Write stories with the reader's reaction in mind (make someone laugh, create suspense, etc.).			
j	Write a variety of pieces (poems, stories, reports etc.) that are longer and more complex than in earlier grades.			
k	Create a single paragraph that includes a topic sentence, supporting facts, and details.			

a	Write daily for extended periods of time on self-chosen topics.	<p>1. Demonstrates organization with folders for each subject area, with journals, and all written papers.</p> <p>2. Writing folder contains many revised drafts that illustrates rethinking of structure, word choice, and conventions.</p>	
b	Take notes to record data, facts, and ideas.		
c	Write daily across all subject areas such as social studies, science, and mathematics.		
d	Plan longer writing pieces that have beginnings, middles, and ends.		
e	Have a well-developed sense of what makes a good piece of writing.		
f	Have a number of strategies for making work better and more interesting to an audience.		
g	Begin to choose details that establish a mood and keep reader interested.		
h	Take 10-12 pieces of writing through the process of prewriting, drafting, revising, editing, peer and teacher conferencing, publishing, and sharing finished work with an audience.		
i	Keep a collection of writing.		
j	Use classroom resources such as books, dictionaries, charts, and word lists to help with writing and editing.		
k	Help a classmate with his or her writing.		
Writing Conventions			Sample Performance Indicators
a	Use language from books they have read in their writing.		<p>1. In a memoir, uses sensory images in the way Sandra Cisneros uses them in "Hairs" and uses strong adjectives to illustrate those images.</p> <p>2. In a report use varied sentences, correct tense, and indents all paragraphs.</p>
b	Use punctuation to help understand meaning.		
c	Write using more of the types of words and sentences they read in books.		
d	Use periods, question marks, capital letters, exclamation marks, and contractions nearly all the time.		
e	Use adjectives, adverbs, present tense, future tense, past tense, possessives, plurals, proper nouns, and pronouns correctly.		
f	Demonstrate appropriate use of margins, word and letter spacing, and indentation in writing.		
g	Use standard grammar in speech and writing in all writing tasks.		

themselves through writing, public speaking, and discussion in coherent and compelling ways con't

	correctly in their writing.	
i	Identify past, present, and future tenses in writing.	
j	Understand why punctuation and parts of speech are necessary.	
5. Listening and Speaking		Sample Performance Indicators
a	Ask questions to make things clearer.	1. Shares a published piece of writing at Morning Assembly.
b	Listen to and follow directions.	2. After the read aloud of Bullies and Gangs by Julie Johnson contributes to the discussion using details from the book and his or her personal life.
c	Listen respectfully and take turns speaking.	
d	Take turns speaking during group discussion.	
e	Able to elaborate when answering a question.	
f	Challenge other speakers during a discussion.	
g	Politely correct someone when he or she is incorrect about something during a discussion.	
h	Ask a speaker to support his or her arguments with details.	
i	Retell and paraphrase what has been said by a speaker.	
j	Convey understanding to the audience (give directions, explain a story, state a main idea with details, express an opinion).	
k	Show a deeper understanding and appreciation of stories.	
l	Continue to add to listening and speaking vocabulary.	
m	Share finished writing pieces with an audience on a regular basis.	
n	Have daily whole class, small group, and one-on-one conversations with classmates and teachers.	
o	Present an oral report.	
p	Share ideas, facts, observations, and opinions with classmates and teachers and support them with reasons.	
q	Read prose and poetry aloud with fluency, intonation and expression.	

A. Successful Readers

<i>use appropriate reading strategies for fluency and comprehension</i>	Reading Habits	Sample Performance Indicators
	a Sustain independent reading for at least 30 minutes.	<ol style="list-style-type: none"> 1. Reading log consistently shows books that are on his or her really level with further evidence of books by the same author or the same genre. 2. During a reading conference gives detailed reasons for choosing a book.
	b Read and understand at least 25 chapter books on their reading level.	
	c Choose books on their just right level without teacher assistance.	
	d Read some books by the same author, in the same genre, or on the same subject.	
	e Read and comprehend books across different genres.	
	f Select books based on personal needs and interest.	
	g Choose to read books for specific purposes such as for entertainment, understanding, information, or to answer specific questions (e.g. choosing a non-fiction book New York architecture if doing a report on New York).	
	h Keep a personal reading log to record thoughts and ideas about books .	
	i Read with expression, phrasing, rhythm, pace, intonation, and emphasis.	
Getting the Meaning	Sample Performance Indicators	
a Utilize the Getting the Meaning Reading Strategies for sustaining reading and maintaining fluency.	<ol style="list-style-type: none"> 1. Scores 90% or above on all quizzes that check for mastery with Getting the Meaning Strategies. 2. During Independent Work Time independently chooses the most graphic organizer to use to answer a question about a book or a text. 3. When discussing a genre like poetry, uses the correct terminology when referring to a poem's stanzas, repetition, figurative language, etc. 	
b Read with fluency and understanding up to at least R level of Fountas and Pinnell.		
c Demonstrate understanding of books read in various ways such as dramatizing, retelling, re-stating and discussing the story in their own words.		
d Write about, discuss, and summarize the plot, setting, character, and main ideas in books.		
e Recognize the types of languages appropriate to social communication; for example, informal vocabulary and jargon.		
f Identify characteristics of a variety of genres (e.g. memoir, folktales, non-fiction, poetry).		
g Read aloud smoothly and with expression from books that are self-chosen.		
h Understand what special features of text are used for, such as underlining, italics and bold print.		

<i>reading strategies for fluency and comprehension con't</i>		knowledge of the character's traits and motivations, the plot and the setting.	
	j	Make and confirm predictions about plot and character, informed by knowledge and ideas from the text itself.	
	k	Understand the methods authors use in to create different moods in different genres (e.g. poets use figurative language to create different moods in poetry).	
	l	Recognize and define the main elements or characteristics of a genre (e.g. poetry has meter, repetition; imagery and figurative language (metaphor, simile, personification, hyperbole).	
<i>analyze, evaluate, and respond to texts by making connections and understanding contexts</i>	Literary Analysis		Sample Performance Indicators
	a	Utilize the Literary Analysis Strategies for deeper understanding and depth of a book or text.	1. In a response to literature summarizes a story and gives reasons why the author may have chosen a particular ending to a book. 2. Scores a 90% or above on a quiz on a reading passage with connecting, inferring, and analysis questions.
	b	Demonstrate understanding of books read in various ways such as dramatizing, retelling, re-stating and discussing the story in their own words.	
	c	Determine how each story element (including setting, characters and plot) contributes to the development of and resolution of the main conflict.	
	d	Identify similar themes across different books.	
	e	Think about author's choices and decisions about content.	
	f	Describe the personalities of individual characters, and why they act the way they do.	
	g	Compare different types of literature.	
	h	Develop ideas about event, characters and settings.	
	i	Draw conclusions about literature (e.g. theme, characters, etc.).	
<i>use knowledge of how words work to identify new words.</i>	Vocabulary Development and Analysis		
	a	Learn new words daily.	1. Scores a 90% or above on a vocabulary quiz where he or she has to figure out what a word means in a sentence by using context clues and word knowledge and write an original definition for the word. 2. Scores a 90% or above on a dictionary quiz where he or she has a short list of words to look up in the dictionary and write down the part of speech and the definition.
	b	Recognize all high frequency words	
	c	Continue to use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.	
	d	Continue to use roots, prefixes, suffixes, inflections, homophones, and word families to determine the meaning of new words.	
	e	Read words with irregular suffixes.	
	f	Figure out unfamiliar words when reading.	

How words work to identify new words con't	h	Use a variety of strategies to determine meanings of words, including sentence and word context and knowledge of word parts.
	i	Understand that most English words have Latin and Greek roots, and that these roots can help understand new and difficult words.

B. Successful Communicators

express themselves through writing, public speaking, and discussion in coherent and compelling ways	1. Spelling		Sample Performance Indicators
	a	Spell more words correctly and know when a word does not look correct.	1. Scores a 90% or above on all spelling test of words studied. 2. In writing spells many words correctly by using what he or she knows about other words, word parts, patterns, etc.
	b	Continue to correctly spell most regular and some irregular multi-syllabic words and previously studied words, word parts, and patterns (e.g. blends, contractions, compounds, prefixes, and suffixes, plurals, inflectional forms, and common homophones) in all writing tasks.	
	2. Writing Process		Sample Performance Indicators
	a	Take notes to record data, facts, and ideas.	1. By the end of the year has 15-18 published pieces of many different genres that have all gone through the writing process. 2. In writing there is evidence of Standard English in more formal pieces and attempts with dialect and vernacular in more creative pieces.
	b	Write narrative accounts.	
	c	Write narrative procedures.	
	d	Write persuasive essays.	
	e	Write responses to literature.	
	f	Write reports for different subjects.	
	g	Write reports that include a minimum of three sources of information, exhibit logical order of the information and use details and examples to support the main ideas.	
	h	Compose a story, fictional or autobiographical.	
	i	Compose a story from a literary genre (e.g. memoir).	
	j	Recognize the difference between standard English and colloquial vernacular, and choose appropriately depending on the audience.	
k	Compose poems using features observed in poetry reading.		
l	Use facts to support writing in order to persuade an audience to agree with an opinion.		
3. Writing Habits		Sample Performance Indicator	
a	Write daily for extended periods of time on self-chosen topics.	1. In a writing conference, decides with the teacher if he or she likes a piece better as a poem or as a memoir. During the conference he or she shows the teacher both attempts and then	
b	Write daily across all subject areas such as social studies, science, and mathematics.		

themselves through writing, public speaking, and discussion in coherent and compelling ways con't

	lists to help with writing and editing.	2. Inspired about discussions about bullies and gangs writes a play, with setting and dialogue, about bullies to present at a Morning Assembly to persuade kids to stay out of gangs.
d	Keep a collection of writing.	
e	Take at least 10 pieces of writing through the process of revising, editing, and publishing.	
f	Write a variety of pieces (poems, stories, reports etc.) that are longer and more complex than in earlier grades.	
g	Plan longer writing pieces that have beginnings, middles, and ends.	
h	Have a well-developed sense of what makes a good piece of writing.	
i	Have a number of strategies for making work better and more interesting to an audience.	
j	Choose forms of writing that best suit what they want to say (poem, story, letter, etc.).	
k	Begin to choose details that establish a mood and keep reader interested.	
l	Include different types of characters in stories, developed more fully with dialogue and description.	
m	Write stories with the reader's reaction in mind (make someone laugh, create suspense, etc.).	
n	Focus on details of a story (character, setting, event, etc.).	
o	Use in their own writing ideas and language from books they have read.	
p	Be able to state a main idea and develop it with details.	
4. Writing Conventions and Use of Language		Sample Performance Indicators
a	Continue to vary word choice and sentences.	1. In the writing portfolio changes words, sentences, and tense during a revision and makes changes for the published draft.
b	Use periods, question marks, capital letters, exclamation marks, contractions, colons, and semi-colons nearly all the time.	2. In writing with no revisions uses punctuation correctly most of the time.
c	Use adjectives, adverbs, present tense, future tense, past tense, possessives, plurals, proper nouns, and pronouns correctly.	
d	Understand that a complete sentence consists of a subject and a predicate.	
e	Identify parts of speech in a sentence (nouns, verbs, adjectives, adverbs, articles).	
f	Identify different types of sentences, including statements, questions, commands and exclamations.	
g	Understand why punctuation, figures of speech, tense and word choice are important in writing.	
h	Continue to write legibly in cursive.	

themselves through writing, public speaking, and discussion in coherent and compelling ways con't

a	Show a deeper understanding and appreciation of stories.	1. During a discussion, analyzes theme, characters, etc. through questions and statements rather than just summarizing. 2. During a debate, as an American Colonist give detailed reasons why America should be independent of British rule.
b	Convey understanding to the audience (give directions, explain a story, state a main idea with details, express an opinion).	
c	Continue to add to listening and speaking vocabulary.	
d	Support opinions with reasons.	
e	Ask questions, and repeat what they have heard in their own words.	
f	Make decisions about what to say to an audience in order to sway their thinking (persuasive).	
g	Present effective introductions and conclusions that guide the listener's understanding of important ideas and evidence.	
h	Use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning and engage listeners.	
i	Present written work to an audience.	
j	Recite prose and poems with expression.	
k	Follow oral directions.	
l	Listen attentively and respectfully.	
m	Politely disagree with people during a discussion.	
n	Ask a speaker to support his or her argument with details.	
o	Politely challenge a speaker about being wrong about an idea.	

HARLEM LINK READING STRATEGIES

Adapted from Fountas & Pinnell (2001)

Strategies for Getting the Meaning

	K	1	2	3
Solving Words				
GM 1 a Connect visual information to meaning.				
GM 1 b Use root words and parts of words, including syllables and phonemes.				
GM 1 c Use surrounding text to understand the meaning of new words.				
Monitoring and Correcting				
GM 2 a Notice when they do not understand words or text.				
GM 2 b Notice mismatches between their responses and print.				
GM 2 c Self-correct when essential for understanding or oral reading performance.				
GM 2 d Search for and use information that will increase understanding.				
Gathering				
GM 3 a meaning. * Print features: punctuation, italics, headings, etc. * Graphic features: diagrams, photographs, illustrations, etc.				
GM 3 b Grasp the literal meaning of text.				
GM 3 c Recognize and use organizational features to identify information. * Organizational features: index, glossary, table of contents, etc.				
GM 3 d Locate and use the important ideas and their organization as presented in a text.				
Predicting				
GM 4 a Use knowledge of characters, plot, setting or theme to predict what will happen next in a text.				
GM 4 b Generate expectations based on genre, author or topic.				
GM 4 c Use language redundancy to reinforce concepts from earlier in a text.				
GM 4 d Use knowledge of English language sentence structure to narrow possibilities for upcoming words.				
GM 4 e text.				
Maintaining Fluency				
GM 5 a Maintain a good rate while reading, slowing down to problem solve and speeding up again.				
GM 5 b Use rapid automatic word recognition and word-solving skills.				
GM 5 c Use punctuation such as periods, question marks, and quotation marks to help make sense of a text.				
GM 5 d Change voice tone and use pausing to create phrase units that convey meaning.				
Adjusting				
GM 6 a Vary speed to provide for the amount of problem solving needed.				
GM 6 b Vary rate and intonation as appropriate to text, audience and purpose.				
GM 6 c Adjust reading for different genres and different purposes.				
Summarizing				
GM 7 a Pause reading on occasion to consider meaning and re-create events of a text.				

HARLEM LINK READING STRATEGIES

Strategies for Literary Analysis

K 1 2 3

		K	1	2	3
<i>Connecting</i>					
LA 1 a	Understand/develop purposes for reading texts.				
LA 1 b	Make connections between topic, plot, characters or setting and their knowledge of the world and other texts.				
LA 1 c	Bring background knowledge to their reading of a text.				
LA 1 d	Interpret texts using personal experience and background of world knowledge.				
LA 1 e	Recognize similarities and differences among different texts.				
<i>Inferring</i>					
LA 2 a	Construct theories that explain how characters behave or plot unfolds.				
LA 2 b	Create sensory images related to character, plot, setting, theme or topic.				
LA 2 c	Have empathy for fictional or historical characters.				
LA 2 d	Use background knowledge and information from the text to form tentative theories as to the significance of the events.				
LA 2 e	Understand what is not stated but is implied in the text.				
<i>Analyzing</i>					
LA 3 a	Analyze illustrations or other graphic features as to how they evoke aesthetic responses and communicate meaning.				
LA 3 b	Recognize and use graphic features of text (such as maps and charts) to increase understanding of text.				
LA 3 c	Recognize plot development based on knowledge of text structure, for example recognizing problem and solution.				
LA 3 d	Recognize and use text characteristics related to genre.				
LA 3 e	Ask questions about the text and seek answers in further reading.				
LA 3 f	Recognize the author's use of language to communicate meaning and emotions in various ways.				
LA 3 g	Analyze elements of a fiction or nonfiction text to gain an understanding of how the author communicates meaning.				
LA 3 h	Analyze the whole text to determine how illustrations, text, and format communicate meaning in an integrated way.				
<i>Critiquing</i>					
LA 4 a	Appreciate the aesthetic qualities of a text.				
LA 4 b	Assess whether a text is consistent with what is known through life experiences.				
LA 4 c	Judge whether a text is authentic in terms of plot or setting.				
LA 4 d	Evaluate the writer's craft in light of appropriateness of genre, use of language, or other criteria.				
LA 4 e	text.				
LA 4 f	Discover and examine bias in texts.				

HARLEM LINK READING STRATEGIES by grade introduced

11 Reading Strategies Introduced in Kindergarten

4 GM, 7 LA

- GM 1 a Connect visual information to meaning.
 - GM 3 a meaning.
 - GM 4 a Use knowledge of characters, plot, setting or theme to predict what will happen next in a text.
 - GM 4 b Generate expectations based on genre, author or topic.
 - LA 1 a Understand/develop purposes for reading texts.
 - LA 1 b Make connections between topic, plot, characters or setting and their knowledge of the world and other texts.
 - LA 1 c Bring background knowledge to their reading of a text.
 - LA 2 a Construct theories that explain how characters behave or plot unfolds.
 - LA 2 b Create sensory images related to character, plot, setting, theme or topic.
 - LA 3 a Analyze illustrations or other graphic features as to how they evoke aesthetic responses and communicate meaning.
 - LA 4 a Appreciate the aesthetic qualities of a text.
-

18 Reading Strategies Introduced in First Grade

13 GM, 5 LA

- GM 1 b Use root words and parts of words, including syllables and phonemes.
 - GM 1 c Use surrounding text to understand the meaning of new words.
 - GM 2 a Notice when they do not understand words or text.
 - GM 2 b Notice mismatches between their responses and print.
 - GM 3 b Grasp the literal meaning of text.
 - GM 2 c Self-correct when essential for understanding or oral reading performance.
 - GM 3 c Recognize and use organizational features to identify information.
 - GM 4 c Use language redundancy to reinforce concepts from earlier in a text.
 - GM 5 a Maintain a good rate while reading, slowing down to problem solve and speeding up again.
 - GM 5 b Use rapid automatic word recognition and word-solving skills.
 - GM 5 c Use punctuation such as periods, question marks, and quotation marks to help make sense of a text.
 - GM 6 a Vary speed to provide for the amount of problem solving needed.
 - GM 7 a Pause reading on occasion to consider meaning and re-create events of a text.
 - LA 1 d Interpret texts using personal experience and background of world knowledge.
 - LA 1 e Recognize similarities and differences among different texts.
 - LA 2 c Have empathy for fictional or historical characters.
 - LA 3 b Recognize and use graphic features of text (such as maps and charts) to increase understanding of text.
 - LA 3 c Recognize plot development based on knowledge of text structure, for example recognizing problem and solution.
-

HARLEM LINK READING STRATEGIES by grade introduced

11 Reading Strategies Introduced in Second Grade

7 GM, 4 LA

- GM 2 d Search for and use information that will increase understanding.
 - GM 3 d Locate and use the important ideas and their organization as presented in a text.
 - GM 4 d Use knowledge of English language sentence structure to narrow possibilities for upcoming words.
 - GM 4 e text.
 - GM 5 d Change voice tone and use pausing to create phrase units that convey meaning.
 - GM 6 b Vary rate and intonation as appropriate to text, audience and purpose.
 - GM 6 c Adjust reading for different genres and different purposes.
-
- LA 2 d Use background knowledge and information from the text to form tentative theories as to the significance of the events.
 - LA 3 d Recognize and use text characteristics related to genre.
 - LA 3 e Ask questions about the text and seek answers in further reading.
 - LA 4 b Assess whether a text is consistent with what is known through life experiences.
-

8 Reading Strategies Introduced in Third Grade

0 GM, 8 LA

- LA 2 e Understand what is not stated but is implied in the text.
 - LA 3 f Recognize the author's use of language to communicate meaning and emotions in various ways.
 - LA 3 g Analyze elements of a fiction or nonfiction text to gain an understanding of how the author communicates meaning.
 - LA 3 h Analyze the whole text to determine how illustrations, text, and format communicate meaning in an integrated way.
 - LA 4 c Judge whether a text is authentic in terms of plot or setting.
 - LA 4 d Evaluate the writer's craft in light of appropriateness of genre, use of language, or other criteria.
 - LA 4 e text.
 - LA 4 f Discover and examine bias in texts.
-

Harlem Link Mathematics Curriculum Overview

Part of Harlem Link's mission is to foster articulate scholars who will become highly proficient mathematicians and problem solvers. The K-4 mathematics curriculum at Harlem Link, which corresponds with the New York State and Harlem Link Math Standards, will support all students to perform at or above grade level through skills building, real world math activities, and frequent problem solving. The content in each grade will consist of in-depth studies in data, number sense, geometry, measurement, patterns and pre-algebra, probability, and mathematical processes, which will at times naturally integrate as students explore concepts and skills. Harlem Link's mathematics course of study will have three components, allowing students to practice basic skills and to have extensive time to explore math concepts in a hands-on setting: Calendar Math and Math Workshop, which will include Skills Building and Investigations.

Calendar Math

Every Day Counts Calendar Math, published by Great Source Education Group, is a wonderfully comprehensive math program that explores math skills through the monthly calendar. For fifteen minutes every morning, outside of the Math workshop, students with their teacher will discuss the current day's date while working on math skills and concepts. Calendar Math will address the New York State Standards in the following areas:

- place value
- measurement
- time
- money
- mental math
- geometry
- estimation
- patterns and functions
- graphing and statistics

Every Day Counts includes a class kit that provides a calendar, counting tape, clocks, coin counters, graphs, and a workbook entitled *Practice Counts* that reinforces the skills that are discussed during the calendar time. The workbook corresponds to the calendar with about five to ten questions per day for the students to answer during the last few minutes of Calendar Math and finish for homework if necessary. Teachers will check each student's workbook two to three times a week to evaluate his or her understanding of the week's skills and concepts. Any students who are struggling will work with a teacher individually or in a small group during Enrichment time.

The program, while fun for the students, also builds on their skills as articulate scholars since students are able to discuss skills and strategies with their classmates. Teachers will design the curriculum so they are able to integrate each week's skill or skills into the Math Workshop's skill-building time. Additionally, because students are working with the calendar in real time, the skills are discussed in a real world context.

Math workshop

Skills Building

Skills Building will occupy the first ten minutes of every math class. Students will work on a skill or skills over the course of a week; Mondays through Wednesdays they will work with the skill in class and as part of their homework; Thursdays they will

have a quiz on the skill(s); Fridays students will break up into smaller groups for the first ten minutes for extra practice with a skill or to work on more challenging problems using the skill(s).

At the end of each four to six week unit, students will take a teacher-designed test that incorporates all the skills that the students learned. Harlem Link will use its student information system software to catalog all quizzes and tests so that teachers will be able to track each student's progress throughout the year. Teachers will use the data from the unit tests to identify any struggling students in certain skills and content areas and will set up weekly tutorial groups during daily Enrichment.

Investigations

For the remainder of the Math Workshop students will engage in a comprehensive program called *TERC Investigations in Number, Data, and Space*. Each unit lasts four and six weeks and provides resources that allow teachers to plan lessons to meet the state standards.

Each unit provides several opportunities for students to explore different concepts and is stocked with teacher resources such as lesson plan guides, assessments and student materials such as workbooks and hands-on manipulatives.

Students, throughout the units, will solve in-depth mathematical problems that will build their mathematical thinking, problem solving skills and vocabulary. They also will have numerous opportunities to articulate their thinking through cooperative learning activities, group discussions, and journal writing.

During Investigations, the teacher will begin by setting the purpose for the investigative activity that could take place in the classroom, the school building, or somewhere in the Harlem community.¹ Students will then have the bulk of the time to work individually, in pairs, or with small groups to work through the problem. Students will explore different methods to solve a problem such as using pencil and paper, hands-on manipulatives, or TERC's companion computer software; TERC activities are developmentally appropriate, often allowing a great deal of movement and variations within each activity.

The remainder of the time will be for a class discussion about the students' solutions and strategies. This discussion time is essential, as it will challenge students to defend their thinking, share strategies, and learn from others. If time permits, students will write journal reflections about their thinking and finish them for homework to share the next day. Throughout this program students develop their skills as excellent mathematicians and excellent communicators who can solve math problems and discuss math with their classroom community and beyond. Students also have an opportunity to develop into self-aware learners who reflect upon their own thought processes in regards to their problem solving strategies. Through exploration and discussion, students will come away with mastery of established algorithms and a deep understanding of the concepts behind them.

¹ As active citizens who will come to a better understanding of their community, students will often engage in math projects and activities in Harlem. Some of these activities will include: students participating in a polygon hunt around Harlem during a unit on 2 and 3 dimensional objects; students learning about standard and metric measurement through a scavenger hunt at a local grocery store; students will be able to create graphs using aspects of Harlem (e.g. color cars, gender, clothing color, type shoes, type of buildings); when learning about time students will have an opportunity to time how long red lights and green lights last on a corner or count how many time the lights change in the span of ten minutes.

An investigation in TERC could take anywhere from one to three days, depending on its length. However, all the components of setting a purpose, investigating, discussing, and writing will still be incorporated into each lesson. At the end of each four to six week unit, teachers will administer a TERC made assessment, enabling them to evaluate students on their understanding of skills and concepts of the unit, as well their thinking processes. Teachers will enter the results of the assessments into student information system and use the information to determine if students, during Enrichment time, are ready for more challenging problems using the same concepts or if they need more practice with an aspect of the unit studied.

Teachers will also gather a great deal of anecdotal evidence on students throughout each unit of study. Each grade level team of teachers will collaborate by mapping out the set of Harlem Link Standards that will be addressed in each unit and creating rubrics that will assist in monitoring each student's progress with each concept and skill. Teachers will observe students during investigation, discussions, journal writing, and any end of the unit extension projects. The data collected from these observations will give teachers a better idea of what they need to reteach to individual or groups of students (See Exhibit H for sample rubrics).

The following are a list of the TERC units in grades K-4 (see Exhibit H):

Kindergarten

Mathematical Thinking in Kindergarten (Introduction)
Pattern Trains and Hopscotch Paths (Exploring Patterns)
Collecting, Counting, Measuring (Developing Number Sense)
Making Shapes and Building Blocks (Exploring Geometry)
Counting Ourselves and Others (Exploring Data)
How Many In All? (Counting and the Number System)

First Grade

Mathematical Thinking in Grade One (Introduction)
Building Number Sense (The Number System)
Survey Questions and Secret Rules (Collecting and Sorting Data)
Quilt Squares and Block Towns (2-D and 3-D Geometry)
Number Games and Story Problems (Addition and Subtraction)
Bigger, Taller, Heavier, Smaller (Measuring)

Second Grade

Mathematical Thinking at Grade 2 (Introduction)
Coins, Coupons, and Computations (The Number System)
Do I Walk, Crawl, or Swim (Sorting and Classifying Data)
Shapes, Halves, and Symmetry (Geometry and Fractions)
Putting Together and Taking Apart (Addition and Subtraction)
How Long? How Far? (Measurement)
How Many Pockets? How Many Teeth? (Collecting and Representing Data)
Timelines and Rhyming Patterns (Changes)

Third Grade

Mathematical Thinking at Grade 3 (Introduction)
Things That Come in Groups (Multiplication and Division)
Flips, Turns, and Area (2-D Geometry)
From Paces to Feet (Measuring and Data)
Landmarks in the Hundreds (The Number System)

Up and Down the Number Line (Changes)
Combining and Comparing (Addition and Subtraction)
Turtle Paths (2-D Geometry)
Fair Shares (Fractions)
Exploring Solids and Boxes (3-D Geometry)

Fourth Grade

Mathematical Thinking at Grade 4 (Introduction)
Arrays and Shares (Multiplication and Division)
Seeing Solids and Silhouettes (3-D Geometry)
Landmarks in the Thousands (The Number System)
Different Shapes, Equal Pieces (Fractions and Area)
The Shape of the Data (Statistics)
Money, Miles, and Large Numbers (Addition and Subtraction)
Changes Over Time (Graphs)
Packages and Groups (Multiplication and Division)
Sunken Ships and Grid Patterns (2-D Geometry)
Three Out of Four Like Spaghetti (Data and Fractions)

Harlem Link's Vision of a Comprehensive Math Program

During its second year of operation, Harlem Link will devote planning and professional development time for the staff to create shared vision of an excellent math student. The process will be similar to the ELA program with the staff evaluating the Harlem Link Math Standards, curriculum, and assessments carefully to ensure that the school is holding Harlem Link students to the highest standards, while also giving them maximum support in this subject, and by also evaluating whether the math program meets the community need of active scholars and aware citizens.

New York State Learning Standards for Mathematics, Science and Technology

- Standard 1:** Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate to pose questions, seek answers and develop solutions.
- Standard 2:** Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3:** Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.
- Standard 4:** 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.
- Standard 5:** Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
- Standard 6:** Students will understand relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7:** Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

HARLEM LINK KINDERGARTEN MATHEMATICS STANDARDS

C. Successful Mathematicians

<i>master skills through constant practice</i>	1. Operations	Sample Performance Indicators	
	a	Count, combine, and compare amounts.	1. At the beginning of the day, counts around the classroom and figures out how many people are present and subtract, if necessary, the number of people who are absent to reach a total. 2. Depending on the number of people, shows the subtraction
	b	Find number combinations in simple problems (e.g. 6 is 3 and 3).	
	c	Solve addition and subtraction story problems.	
	d	Recognize the meaning of the + and - signs.	
	2. Measurement	Sample Performance Indicators	
	a	Identify location through oral prompts such as above, below, between.	1. During a lesson on measurement, estimates the amount of rulers it would take to go from one end of the classroom rug to the other. 2. After the activity represents what happened in his or her math notebook with pictures, numbers, or words. 3. Articulates to the class how many days will go by if a classmate's birthday is a week from now. 4. Follows the daily schedule of pictures, the time, and clocks. 5. Looking at pictures of two objects circles the heavier object.
	b	Read and interpret a calendar, knowing the days of the week and the months of the year.	
	c	Begin to have a sense of time.	
	d	Know their birth day, month and year.	
	e	Identify a ruler, scale and thermometer.	
	f	Identify pennies, nickels, dimes, quarters and dollar bills.	
	g	Estimate sizes of objects.	
h	Describe positions by using the words top, middle, bottom, inside (e.g. when using building blocks).		
i	Begin describing attributes of length, volume, weight, area, temperature and time based on real life experiences.		
3. Math Convention	Sample Performance Indicators		
a	Explain mathematical thinking clearly to others (e.g. through discussion, words, numbers, or pictures).	1. In a math discussion uses the words "plus," "minus," and "equals." 2. In an addition game, keys numbers and "+" and "=" signs on a calculator as the teacher dictates.	
b	Use mathematical language correctly.		
c	Begin to explore the basic keys of a calculator (e.g. +, -, =, 1-10 keys).		
<i>explore, manipulate, and understand mathematical concepts</i>	4. Number Sense	Sample Performance Indicators	
	a	Count aloud from 1-100.	1. With ten M&Ms splits the pile in half evenly and in his or her math journal explains with words, numbers, or pictures how each pile has the same amount of M&Ms. 2. Writes the numbers 1-10 all by himself/herself. 3. Counts by either moving objects or pointing to a picture while counting. 4. Counts from 1-100 when pointing at the numbers on a number
	b	Count numbers, letters, objects, bills and coins from 1-10.	
	c	Identify written numerals from 1-10.	
	d	Count forward and backward from 1-10 using a number line.	
	e	Begin to count from a particular number between 1 and 100.	
f	Use numerals, objects, and words to represent number amounts from 1-100 (e.g. make counting books, use manipulatives).		

explore, manipulate, and understand mathematical concepts can't

b	Interpret numbers 1-10 through place value and base ten (e.g. in charts, graphs, or base ten manipulatives).	
h	Add and subtract numbers from 1-10.	
i	Estimate numbers from 1-10 (e.g. with manipulatives, pictures).	
j	Identify first, middle, and last within a set of three objects.	
k	Identify benchmark fractions (e.g. 1/2) as they relate to daily life (e.g. cutting an apple in 1/2).	
l	Represent quantities (e.g. with pictures, objects, numbers, or manipulatives).	
m	Identify one more or one less given a number from 1-100.	
n	Recognize differences between certain written symbols (e.g. 6 and 9, 2 and 5, 1 and 7, 12 and 21, etc.).	
o	Compare numbers, letters, and objects, bills and coins from 1-10.	
p	Compare groups or objects to decide which is more, less, the same, most or least.	
q	Solve problems which involve counting and accumulating amounts.	
r	Use ordinal number names from first to tenth.	
D Data		Sample Performance Indicators
a	Count, sort, and classify information (e.g. about themselves or classmates, objects in the classroom).	1. Using pictures, draws a basic graph of the number of people in the class who have on black shoes, brown shoes, or other. 2. Contributes to a class graph about people's favorite food and interprets the graph during a discussion.
b	Interpret the class daily attendance.	
c	Know their home telephone number.	
d	Compare and contrast objects by attributes.	
e	Describe data by words like most, least, and the same.	
f	Create representations of data (e.g. pictures).	
g	Display data (e.g. in bar graphs or pictographs).	
h	Collect data and information (from surveys generated from self-selected or whole class topics).	
G Geometric		Sample Performance Indicators
a	Recognize 2 and 3 dimensional shapes (e.g. classroom tour or neighborhood walk).	1. On a neighborhood walk draws pictures of things that are in the shape of circles, squares, and triangles. 2. In a discussion after the walk, explains qualities of a circle, square, and triangle. 3. Recognizes shapes that are not circles, squares, or triangles. 4. Makes lines of symmetry by folding paper (e.g. making a heart)
b	Identify left hand and right hand.	
c	Make a shape or design congruent to one given.	
d	Describe the attributes of 2 and 3 dimensional shapes (e.g. classroom discussion, drawing).	

5. Recognizes and draws a picture that corresponds to an addition or subtraction algorithm after the teacher has shown numerous examples to the class.

<i>explore, manipulate, and understand mathematical concepts can't</i>	e	Compare 2 and 3 dimensional shapes using words like bigger than, lighter than, less than, and equal to.	5. Explains attributes of a cube, cone and, sphere during a class discussion and can point to objects around the room that resemble those shapes (e.g. a globe, die, funnel, or can).
	f	Represent or construct 2 and 3 dimensional shapes (e.g. through pictures, objects or geoshaped manipulatives).	
	Probability		Sample Performance Indicators
	a	Describe real life events as likely or unlikely (e.g. in classroom discussion or during a read aloud).	1. Throughout activities with spinners, discussions about the weather, and coin flipping, uses words like sure, "probably," "50-50 chance," "not likely," and "impossible."
	b	Use probability terminology (e.g. 50-50, chance, likely, probably, etc.).	
	c	Guess and estimate outcomes.	
	Patterns		Sample Performance Indicators
	a	Identify a pattern to predict what comes next.	1. During a conference with the teacher, figures out which cube comes next in a pattern that is blue, red, green, blue, red, etc. and explains the growing pattern to the teacher. 2. Using geopattern blocks creates patterns that classmates can solve and extend.
	b	Look for patterns in number charts, designs, nature, and literature.	
	c	Translate patterns from one representation to another.	
d	Identify and sort common words and objects into categories based on basic attributes or functions (i.e., colors, shapes, foods, etc.).		
e	Copy, create, and extend simple patterns (e.g. with manipulatives or movement).		
f	Begin to create sophisticated patterns (e.g. borders and staircases).		
g	Recognize, describe, and extend patterns such as sequences of sound, shape, or number patterns.		
h	Analyze how both repeating and growing patterns are generated.		
<i>have a wide range of strategies to analyze and solve problems</i>	Problem Solving		Sample Performance Indicators
	a	Apply and adapt a variety of appropriate strategies to solve problems.	1. Using 10 snap cubes, creates an addition or subtraction problem for a classmate to figure out. 2. During a class discussion explains how he or she solved a problem. 3. Draw pictures, record numbers, or use inventive words to solve a problem.
	b	Monitor and reflect on the process of mathematical problem solving.	
	c	Analyze and evaluate others' mathematical strategies.	
	d	Build new mathematical knowledge through problem solving.	
	e	Analyze what happens when whole numbers are added or subtracted from one another.	
	f	Create their own problems that can be solved with addition or subtraction.	
	g	Solve problems that arise in mathematics and in other contexts.	

HARLEM LINK FIRST GRADE MATHEMATICS STANDARDS

C. Successful Mathematicians

<i>master skills through constant practice</i>	1. Operations		Sample Performance Indicators
	a	Add and subtract two-digit numbers without regrouping.	1. Uses mental math to solve addition problems like $1+19$ or $2+19$ and check his or her answer on a number line. 2. For a Friday skills quiz, records all of the ways to 10 using
	b	Recall from memory basic addition and subtraction facts.	
	c	Mentally add and subtract 10 from a 2-digit number.	
	2. Measurement		Sample Performance Indicators
	a	Develop familiarity with length, weight, and capacity using standard and nonstandard units (e.g., inches, centimeters, grams, handfuls, body length), through concrete experiences.	1. During calendar math locates the date four days ago, a week ago, or four days from now. 2. Follows the daily schedule by the clocks and the time posted in the room with teacher's help. 3. In Community Meeting describes the temperature outside and discusses Fahrenheit when looking at a thermometer. 4. In an activity with four sand bags and a balance is able to compare the bags using terms like "this bag is heavier than this one" and is able to order the four bags by least heavy to heaviest. 5. Using different materials like colored tiles or paperclips, measures objects like a foot, pencil, and a book and record the answers. 6. Compares two containers by predicting which will hold more water and why, tests the theory, and then discusses the results.
	b	Use clocks and calendars to study time to the hour, days of the week, and months of the year.	
	c	Compare attributes of objects (e.g., size, shape, weight, texture).	
	d	Compare the capacity of containers using materials such as sand and water.	
	e	Begin describing attributes of length, volume, weight, area, and time based on real life experiences.	
	f	Read the temperature from Fahrenheit and centigrade thermometers.	
	g	Understand the need for standard units of measure.	
	h	Estimate and count the number of cubes in a rectangular box.	
	i	Compare weights of objects using a balance scale.	
	j	Measure and draw line segments in inches and centimeters	
	k	Estimate and measure length in inches and weight in pounds.	
	l	Order similar objects (smallest to largest, longest to shortest, lightest to heaviest).	
	m	Identify cup, pint, quart, and gallon and know the relationship between units (e.g. two cups=one pint, two pints=one quart, 4 quarts=1 gallon)	
	n	Orient time by using words like today, yesterday and tomorrow, morning, afternoon, and night, this morning, yesterday morning.	
	o	Compare duration of events (e.g. which take more or less time.	
p	Associate temperature by degrees of Fahrenheit.		
q	Tell time to the hour and half hour using analog and digital clocks		

<i>through constant practice con't</i>	a	Use the basic keys of a calculator (e.g. +, -, =, 1-10 keys)	1. Uses all math tools appropriately and chooses the most appropriate tools to use to solve a problem. 2. Discusses the calendar every morning and uses the correct vocabulary for this unit of time with the class.
	b	Convey mathematical thinking using math vocabulary to describe, explain and compare.	
	c	Explain the use of appropriate mathematical tools and technology (e.g., computers, basic four-function calculators, measuring cups, scales, rulers).	
	d	Talk about mathematics and problem solving in everyday life (e.g., attendance, time, weather).	
	e	Use math manipulatives properly and with respect	
<i>explore, manipulate, and understand mathematical concepts</i>	Number Sense		Sample Performance Indicators
	a	Read and write numbers from 0-20 in words	1. Makes combinations of twelve with pictures or by using interlocking cubes and records addition and subtraction sentences in math journal. 2. Uses colored tiles and counts to fifty one tile at a time and is able to skip count by 2's on a 100's chart to fifty. 3. Skip counts by 5's to 100 using nickels and 10's to 100 using dimes. 4. During a Thursday quiz, places the numbers 1-99 onto a one and tens place value chart. 5. During a math discussion notices that +5 is the same as 5+1. 6. Using a number line makes jumps of one from 100 to 1. 7. Uses colored tiles able to show that $10 > 7$ and is to record this number sentence. 8. On a Thursday quiz, differentiates between a penny, nickel, dime, and a quarter. 9. For a fractions activity, shades $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ using 2 by 2 arrays. 10. Orders numbers sequentially by filling in missing numbers on a 100's chart.
	b	Match words and symbols from zero to twenty.	
	c	Able to record two digit numbers.	
	d	Discuss the meaning of each digit in a two-digit number (place value).	
	e	Identify the place value of each digit in numbers up to 100.	
	f	Use ordinal number names from first to tenth.	
	g	Know what a "sum" and a "difference" is.	
	h	use "+", "-", and "=" sign when writing and solving number sentences.	
	i	Understand the relationship between addition and subtraction.	
	j	Use the associative property of addition.	
	k	Use the commutative property when adding.	
	l	Locate, sequence, and represent whole numbers on a number line.	
	m	Count forward and backward up to 50 by ones and twos using concrete materials, number lines and number charts.	
	n	Name the ordinal numbers from first to thirty-first.	
	o	Count forward by twos, fives, and tens to 100 (skip counting)	
	p	Count backwards from 100 by one.	
	q	Demonstrate understanding of the concept of even and odd numbers using sets of concrete objects.	
	r	Understand equality of numbers (e.g. 3 and 2 is the same as 5).	
s	Use the symbols < (less than), > (greater than), = (equal to), + (plus) and (minus).		

explore,
manipulate, and
understand
mathematical
concepts con't

	Compare two sets and tell which has more and how many more.
u	Learn value of individual coins and begin to learn their equivalents (e.g., one nickel = five pennies).
v	Know the meaning of one dozen, a half dozen, and one pair
w	Recognize dollars and cents notations.
x	Make correct change for amounts of money up to \$1.00.
y	Identify the number of pennies equivalent to a nickel, a dime, and quarter to compute sums of money up to \$1.00.
z	Show different combinations of coins that equal the same amount of money up to \$1.00 and use the dollar sign.
aa	Understand that $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ are parts of wholes or parts of collections of things (e.g., $\frac{1}{2}$ is one out of two, $\frac{1}{3}$ is one out of three).
bb	Divide groups of objects into equal sets.

Data	
a	Collect, sort and record data in a variety of ways (e.g., surveys, tables, pictures).
b	Construct bar graphs and pictographs to display real world data (e.g., favorite colors, food, games, etc).
c	Discuss data using appropriate terms (e.g., most/least, more than/less than).

Sample Performance Indicators	
1.	In an attributes activity sorts geopattern blocks by shape and color.
2.	With a partner plays Guess My Shape and figures out why partner is grouping shapes.
3.	Makes a face glyph based on specific attributes from a category/symbol chart posted in the front of the room.

Geometry	
a	Recognize two- and three-dimensional shapes in everyday life: square, rectangle, triangle, circle, cube, prism, pyramid, and sphere.
b	Draw and describe triangles, squares, rectangles, and circles according to number of sides and corners.
c	Identify basic shapes in a variety of common objects and artifacts.
d	Identify geometric shapes that have symmetry.
e	Use flips, turns, and slides to create shapes.
f	Identify congruent shapes and designs.

Sample Performance Indicators	
1.	Looking at a pictures of geopattern blocks counts the numbers of squares, triangles, parallelograms, hexagons, trapezoids, and rhombuses and also calculates the total number of shapes.
2.	Using geopattern blocks, paper, and a pencil creates a design by flipping and turning two to three different blocks. During a classroom discussion, displays picture to class and explain the flips and turns.

Probability	
a	Explore combinations and arrangements by solving problems such as, "How many different pairs of numbers add up to ten?"
b	Predict the likely outcome of repeated acts (e.g., coin toss).

Sample Performance Indicators	
1.	With a partner and a bag full of eight cubes of one color and two cubes of another color, records all predictions before and actual outcomes after reaching into the bag.

<i>manipulate, and understand mathematical concepts con't</i>	a	Recognize, describe, create and extend geometric and number patterns.	1. In a letter pattern activity, identifies which problems have patterns and which do not. Extends the patterns in the problems that do have patterns. 2. Identifies a pattern of 2's in the calendar during Calendar Math.
	b	Begin to see patterns on a 100's chart.	
	c	Sort and classify objects according to a rule or generalization.	
	d	Explain that more than one object can belong to one set (e.g., five fingers to one hand, two eyes to one face).	
<i>have a wide range of strategies to analyze and solve problems</i>	Problem Solving		Sample Performance Indicators
	a	Create and solve word problems.	1. In a sandbag activity records his or her problem solving strategy and shows solution using pictures, words, or numbers. 2. Writes original one step addition or subtraction problems and solves them with pictures, numbers, and words.
	b	Identify facts in a problem that are helpful and facts that are irrelevant in a problem and won't help with the solution.	
	c	Select appropriate strategies for solving word problems (e.g., using objects or drawings).	
	d	Solve story and picture problems involving one-step solutions using basic addition and subtraction facts.	
	e	Identify whether a problem has sufficient enough information to solve it and identify what is missing if there is insufficient information.	
	f	Explain strategies used in solving problems.	
g	Show ideas for solving a problem with drawings, numbers, or manipulatives.		

HARLEM LINK SECOND GRADE MATHEMATICS STANDARDS

C. Successful Mathematicians

<i>master skills through constant practice</i>	1. Operations		Sample Performance Indicators
	a	Add and subtract two-digit numbers with regrouping using concrete materials.	1. Solves the subtraction problem 10-5 with the help of cubes and is able to write the algorithm.
	b	Explore expanded notation for two- and three-digit numbers (e.g., $325=3$ hundreds+2 tens+5 ones = $300+20+5$).	2. Solves the addition problem 10+5 with cubes and is able to write the algorithm.
	c	Know single-digit addition and subtraction facts, including "fact families."	3. When asked what 10+10 is can figure out the answer in his or her head.
	d	Solve two-digit and three-digit addition problems using a variety of strategies, including adding component parts and vertical notation.	
	2. Measurement		Sample Performance Indicators
	a	Compare sets of objects using the following terms: more than, bigger than, greater than, less than, the same size, equal to, before, after, and between.	1. With a centimeter ruler, accurately measures small objects like an eraser, book, chalk, a pencil and record the number of centimeters.
	b	Develop familiarity with standard units of measure through concrete experiences (e.g., weight objects using pounds, grams, and kilograms; measure liquids using cups, quarts, and liters; and measure length using inches, feet, yards, meters and centimeters).	2. In a measurement activity, draws pictures of objects that are 1-3 centimeters, 10-15 centimeters, and 20-25 centimeters.
	c	Measure temperature using Fahrenheit and Celsius thermometers.	3. Locates on the calendar "four days ago," "six days from now."
	d	Use clocks and calendars to measure time in days of the week, half hours, quarter hours, and minutes, using clocks and calendars.	4. In a measuring activity with feet, chooses objects that are equal, more, or less than a foot and records these measurements (e.g. able to identify a desk as more than a foot and record the number of feet).
e	Understand the need for standard units of measure.	5. Compares 5 objects in an activity as equal, more, or less than a	
	3. Math Computation		Sample Performance Indicators
	a	Use appropriate math tools when solving a problem.	1. When solving a geometry problem knows to use geopattern blocks for the manipulatives.
	b	Discuss, justify, organize, and write about solutions to problems using math vocabulary to describe, explain and compare.	2. Knows that pint is used to measure liquid and inch is used to measure the length of some things.
	c	Use appropriate mathematical tools and technology (e.g., computers, basic four-function calculators, measuring cups, scales, and rulers - metric and US Standard).	
<i>explore, manipulate, and understand mathematical concepts</i>	4. Number Sense		Sample Performance Indicators
	a	Identify number names orally and in writing through 1,000.	1. When given an exercise there are ten squares with a different number of dots in them, counts the dots and writes the numbers that correspond with the dots.
	b	Recognize dollars and cents notation to ten dollars.	
	c	Use ordinal numbers from first to thirty-first and beyond.	

manipulate, and understand mathematical concepts con't

	backwards by twos, fives, and tens, using concrete materials, number lines and number charts.
e	Order and compare numbers to 1,000 using the $<$, $>$, $=$ symbols.
f	Able to write subtraction and addition algorithms correctly using "+", "-", and "=".
g	Demonstrate understanding of the associative [e.g., $(3+4)+6=13$ and $3+(4+6)=13$] and commutative (e.g., $5+3=8$ and $3+5=8$) properties of addition.
h	Round to the nearest 10.
i	Make change for amounts of money up to one dollar.
j	Recognize $1/2$, $1/3$, $1/4$, $1/5$, $1/8$, $1/10$ as part of a whole or part of a collection of things (e.g., $1/5$ is one out of five objects or parts).
k	Use concrete materials such as base-ten blocks to represent numbers between ten and nine hundred ninety nine.
l	Demonstrate understanding of the concept of even and odd numbers using sets of concrete objects.
m	Show combinations and arrangements of groups of objects (e.g., How many different sets of three numbers will add up to twelve?).
n	Understand that multiplication is repeated addition.
o	Explain the relationship between addition and subtraction.
p	Explain the role of zero in two- and three-digit numbers.
q	Negotiate patterns using number lines and number charts.

3. Finds as many ways to 15 cents using pennies, nickels, and dimes.
4. Notices that when you count by two's on a 100's chart every other box is colored there ends up being 10 long lines to make 100.
5. Able to draw five pairs of shoes and write an addition problem of what they see (e.g. $2+2+2+2+2=10$).

5. Data
a Arrange data in tables and display data using bar graphs, pictographs, and Venn diagrams.
b Make predictions, record data from experiments, and explain outcomes using spinners, coins and color tiles.
c Collect and record data in a variety of ways (e.g., survey classmates about favorite foods).
d Use tallies as a way of collecting data.

Sample Performance Indicators
1. Creates a pictograph from data that was collected in a class discussion.
2. Translates data into a table.

<i>manipulate, and understand mathematical concepts can't</i>	a	Recognize two- and three-dimensional shapes in everyday life: square, rectangle, triangle, circle, cube, prism, pyramid, and sphere.	1. Compares and contrasts a square and a triangle by describing attributes during a class discussion. 2. Using triangle, discovers that two right triangles back to back makes a bigger equilateral triangle. Records in pictures and describes by attributes in his or her math journal.
	b	Define, by number of sides and shape, and draw simple two-dimensional shapes.	
	c	Identify lines as horizontal, vertical, perpendicular and/or parallel.	
	d	Define and demonstrate the properties of symmetry and congruency.	
	e	Note similarities and differences among and other properties of two- and three-dimensional objects.	
7. Probability		Sample Performance Indicators	
a	Understand that some events are more likely to happen than others.	1. Through a grab bag activity with red and blue cubes, tallies how many of each color he or she pulls out and is able to explain, based on the tallies, what the next color cube will most like be and why.	
b	Discuss certainty or uncertainty of events based on data collected over a period of time.		
8. Patterns		Sample Performance Indicators	
a	Recognize, describe, and extend numeric and geometric patterns (e.g., counting by twos, fours, fives and tens).	1. During a paired "clap, clap, snap, clap, clap, clap" activity follows a partner's pattern and continue it. 2. In the same activity creates a pattern for his or her partner to follow. 3. Explains in words partner's pattern and how he or she figured it out.	
b	Find the missing numbers in open sentences such as $17 + \quad = 20$.		
c	Investigate "many to one" correspondences such as ten pennies = one dime.		
d	Sort, classify, and order sets of objects according to a rule or generalization.		
e	Explain that more than one object can belong to one set (e.g., five fingers to one hand, two eyes to one face).		
<i>have a wide range of strategies to analyze and solve problems</i>	9. Problem Solving		Sample Performance Indicators
	a	Use various methods to represent mathematical procedures, including pictures and diagrams.	1. Expresses his or her thinking about strategies and solutions. 2. Thursday quizzes, end of the unit tests, math journal, the Practice Counts workbook, and homework show clear thinking and solutions to problems are easy for the teacher to follow.
	b	Demonstrate logical thinking to solve a simple multi-step problem.	
	c	Use a variety of appropriate strategies to solve problems (e.g., using estimation, objects or drawings).	
	d	Understand when it is appropriate to use estimation.	

C. Successful Mathematicians

<i>master skills through constant practice</i>	Operations		Sample Performance Indicators
	a	Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.	1. During Thursday quiz scores a 90% or above on each of the operation skills. 2. On homework, quizzes, Calendar Math practice, and math journal, shows careful and accurate computations.
	b	Add and subtract whole numbers, with regrouping, with and without using calculators.	
	c	Add and subtract decimals with one place (tenths).	
	d	Add and subtract fractions with like denominators.	
	Measurement		Sample Performance Indicators
	a	Identify equivalent measures within a system (e.g., 12 inches=1 foot and 100 centimeters=1 meter).	1. For an activity in time draws two clocks, one with starting time and with finishing time and records each time lapse in seconds, minutes, and hours. 2. In an exercise about capacity estimates how many centimeter cubes would fit in a box and then records that actual number of cubes that can fit. 3. In an exercise about perimeter, figures out the perimeter of different shapes shaded on centimeter graph paper. 4. Using containers of all different sizes, (pint, quart, liter, 2 liters) estimates and records how many cups each will hold and then after filling each with water, records how many cups the containers could actually hold.
	b	Use customary metric and U.S. Standard measuring tools to accurately measure length, width, perimeter and area of objects.	
	c	Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute.	
	d	Express minutes in terms of fractions of an hour.	
	e	Make time conversions: seconds to minutes to hours, etc.	
	f	Exhibit lapses in time.	
	g	Understand that measurements are approximations and how differences in units affect precision.	
h	Explain why certain standard or nonstandard measuring tools are appropriate for specific tasks.		
i	When comparing objects use words like biggest, smallest, average, etc.		
j	Estimate benchmark temperatures in Celsius and Fahrenheit (e.g., room temperature, body temperature, freezing point, boiling point).		
Math Connections		Sample Performance Indicators	
a	Recognize the use of mathematics in other subject areas such as science, social studies and music.	1. Compares foreign currency to US currency and make up new currency with the class. 2. Uses measurement across science activities for accuracy. 3. Using an atlas, finds the fastest route to a point in Africa to the United States by calculating the miles.	
b	Communicate mathematical thinking through writing, drawing and talking.		
c	Use the math vocabulary to express mathematical ideas precisely.		

<i>master skills through constant practice con't</i>	d	Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.
	e	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
	f	Use appropriate mathematical tools and technology (e.g., computers, basic four-function calculators, measuring cups, scales, and rulers - metric and US Standard).
<i>explore, manipulate, and understand mathematical concepts</i>	Number Sense	
	a	Use math vocabulary correctly.
	b	Use knowledge of place value to read and write numbers up to hundred thousands.
	c	Count forward and backward to 100 by twos, threes, fives and tens.
	d	Relate counting to grouping and to place-value.
	e	Explain the role of zero in two- and three-digit numbers.
	f	Express numbers one million and larger with expanded notation using words and digits.
	g	Compare two whole numbers between 0-1,000,000.
	h	Negotiate patterns using number lines and number charts.
	i	Estimate numbers by rounding using number lines, thermometers, and/or yardsticks.
	j	Understand that multiplication is repeated addition.
	k	Explain the relationship between addition and subtraction.
	l	Develop their own addition and subtraction strategies and use estimation and multiple strategies to double-check their work.
	m	Express the relationship between multiplication and division.
	n	Understand concepts of multiples, factors, prime and composite numbers.
	o	Discuss the difference between factors and multiples.
	p	Solve division problems with whole number quotients and no
	q	Identify the sum/difference of two whole numbers as even or odd.
	r	Explain the relationship between positive and negative numbers.
s	Define the terms numerator and denominator.	
t	Become familiar with the multiplication tables up to the 12's.	
Sample Performance Indicators		<p>1. On Thursday quizzes scores a 90% for each number and operations skill listed.</p> <p>2. Represents multiplication in arrays, pictures, and the algorithms.</p>

explore, manipulate, and understand mathematical concepts can't

u	Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.	
v	Understand the terms numerator and denominator.	
w	Represent fractions in pictorial form and fractional notation.	
x	Name, compare, order, add, and subtract fractions with common denominators.	
y	Express a simple fraction as a decimal, and vice versa.	
z	Compare fractions using $<$, $>$, and $=$ symbols.	
aa	Make change with coins and bills up to ten dollars.	
5. Data		Sample Performance Indicators
a	Organize data using tables, graphs and Venn diagrams.	<ol style="list-style-type: none"> 1. Chooses a survey topic and creates a graph based on the results of his or her survey. 2. Reads a graph and analyzes the data through answering specific questions. 3. Converts data from a bar graph to a line plot.
b	Interpret and identify the parts of a bar graph (e.g., title, vertical and horizontal axes, bars, labels).	
c	Read and interpret a line plot.	
d	Understand and use fractional notation to show the probability of the outcome of an experiment.	
e	Find the range, median, mode and mean of a given set of numbers.	
f	Read and interpret a line graph.	
6. Geometry		Sample Performance Indicators
a	Locate points on a coordinate grid or map.	<ol style="list-style-type: none"> 1. Finds lines of symmetry in pictures and creates lines of symmetry using geopattern blocks and traces them into math journal. 2. Using a map and a map key follows directions to find specific locations and records directions from one location to another. 3. Records how many edges, corners, and faces are on three dimensional objects and can describe each shape. 4. Combining multiplication and geometry explains how many edges, corners, and faces are on multiples shapes (e.g. on six squares). 5. Explores ways to cover area of a 5 x 24 rectangle using l-shaped snap cubes and shares discoveries with classmates as the end of the activity.
b	Find the distance between points along horizontal and vertical lines of a coordinate system.	
c	Use flips and turns to explore and manipulate areas of rectangles.	
d	Make and use coordinate systems to specify locations and to describe paths.	
e	Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.	
f	Define and demonstrate the properties of symmetry and congruency.	
g	Note similarities and differences among and other properties of two- and three-dimensional objects.	
h	Name and recognize parts of shapes and geometric solids and their properties (e.g. vertex, edge, line segment, angle, face, surface).	

<i>manipulate, and understand mathematical concepts can't</i>		and develop logical arguments to justify conclusions.	
	j	Calculate the perimeter and area of a shape that is 5, 6, or 7 square units.	
	8. Probability		Sample Performance Indicators
	a	Develop orderly ways to determine the number of possible arrangements and combinations.	1. With the class guesses the five most popular letters in the alphabet and then tally the letters in a sentence with a partner to see how close he or she was.
	b	Explain why a game is fair or unfair.	
	c	Predict the outcome of an experiment and compare the results to the prediction.	2. Plays a dice game where he or she rolls a die to see how many rolls it takes to get a 1. Keeps a tally to share later on for a class tally sheet.
	d	Develop strategies to increase probability of solving or winning concept games.	
	8. Patterns		Sample Performance Indicators
	a	Represent and analyze patterns and functions using tables (e.g., input/output boxes).	1. Using a "T" chart names the pattern of number of shapes to number of sides with knowledge of multiples and extend the pattern.
	b	Represent and analyze patterns and functions, using words, tables, graphs, simulations, manipulatives, pictures and diagrams.	2. Extends a pattern in a dot pattern activity.
c	Find missing numbers in open sentences (e.g., $2 \times \quad = 6$).	3. During a class discussion, notices that on a 100's chart all of the multiples of six and nine are also multiples of three.	
d	Identify patterns in the multiplication tables.		
e	Change, compare, and analyze patterns.		
f	Discover patterns in nature, art, music, and literature.		
<i>have a wide range of strategies to analyze and solve problems</i>	9. Problem Solving		Sample Performance Indicators
	a	Understand word problems, identifying pertinent, extraneous, and missing information.	1. Uses drawings, graphs, and charts when solving problems.
	b	Use a variety of strategies to solve and represent problems/solution.	2. Consistently shows careful thinking through problem solving in math journal, on all quizzes and end of the unit tests, in Practice Counts practices pages, and on homework exercises.
	c	Make informed choices about use of manipulatives to solve problems.	3. Presents two or more different ways to solve a problem to the class.
	d	Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.	
	e	Use models, facts, and relationships to draw conclusions about mathematics and explain their thinking.	
	f	Develop a wide variety of estimation skills and strategies.	
	g	Create and solve their own problems involving factors of 100.	

<i>of strategies to analyze and solve problems con't</i>		arbitrary dates on the calendar.
	i	Organize and consolidate their mathematical thinking through communication.
	j	Justify their answers and solution processes.
	k	Use logical reasoning to reach simple conclusions.
	l	Develop strategies for selecting the appropriate computational and operational method in problem-solving situations.
	m	Work individually and collaboratively to discuss, justify, organize, and write about solutions to problems using content specific mathematical language.
	n	Understand the principles of positive interdependence and the skills required to work cooperatively in a successful group.
	o	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
	p	Analyze and evaluate the mathematical thinking and strategies of others.

HARLEM LINK FOURTH GRADE MATHEMATICS STANDARDS

C. Successful Mathematicians

<i>master skills through constant practice</i>	1. Operations		Sample Performance Indicators	
	a	Know multiplication and division facts through one hundred forty four.	1. Scores a 90% or above on Thursday quizzes. 2. Shows accurate computations in the Practice Counts workbook and in class and homework activities.	
	b	Add and subtract numbers up to six digits.		
	c	Add and subtract decimals to hundredths.		
	d	Add and subtract fractions with like denominators.		
	e	Multiply four and five digit numbers by one and two digit numbers.		
	f	Use multiple strategies to mentally compute different number facts including multiplication and division.		
	g	Divide with and without remainders.		
	h	Write and read Roman numerals I - M (1-1000) and identify years written in Roman numerals.		
	2. Measurement		Sample Performance Indicators	
a	Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.	1. When working through an activity about inches, feet, and yards chooses the most appropriate measure for the object. 2. When measuring a desk, shoe, the distance from the classroom door to the other side of the room, a book, and the chalkboard, knows which unit of measurement to use and measures each to the 1/4 unit. 3. Calculates how many minutes are in 3 school days. 4. When building cubes guesses the cubic volume, check the results and write the results (e.g. 4x3x2).		
b	Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement.			
c	Estimate, measure, and represent length, width, perimeter and area of objects in the real world using standard measures.			
d	Select units of measure (pounds, inches, minutes, and degrees) for estimating quantities.			
e	Select and use benchmarks to estimate measurements.			
f	Make change for monetary transactions up to \$100.			
g	Make computations with time.			
3. Math Convention		Sample Performance Indicators		
a	Understand the principles of positive interdependence and the skills required to work cooperatively in a successful group.	1. In a measurement activity with a group completes his or her part of the activity and can report out for the group about all of the objects that were measured with inches. 2. Uses math vocabulary when explaining a solution in words in math journal. 3. Works in a group successfully by knowing his or her role to		
b	Use math vocabulary to express ideas, solutions, etc.			
c	Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation.			

through constant practice con't		write about solutions to problems using content specific mathematical language.	solve a problem and by participating through ideas.
	e	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.	
explore, manipulate, and understand mathematical concepts	Number Sense		Sample Performance Indicators
	a	Use knowledge of place value to read and write numbers to hundred millions.	<ol style="list-style-type: none"> 1. Scores a 90% or above on Thursday quizzes. 2. Shows accurate computations in the Practice Counts workbook and in class and homework activities. 3. Working with a graph, plots ordered pairs along the x and y axis.
	b	Be able to represent and compare whole numbers and decimals.	
	c	Round numbers to the nearest ten, hundred or thousand.	
	d	Identify and be familiar with primes and square numbers.	
	e	Describe classes of numbers according to characteristics such as the nature of their factors.	
	f	Represent equivalents of numbers by composing and decomposing them.	
	g	Know front-end estimation and rounding.	
	h	Understand numbers less than 0 by extending the number line and through familiar applications.	
	i	Define percents as part of one hundred.	
	j	Be familiar with landmark percents, such as 25%, 50%, 100%.	
	k	Compare decimals using $<$, $>$, and $=$ symbols.	
	l	Compare fractions using $<$, $>$, and $=$ symbols.	
	m	Put fractions into lowest terms.	
	n	Identify use of fractions and decimals in daily life.	
	o	Use models, benchmarks, and equivalent forms to judge the size of fractions.	
	p	Compare and identify equivalent fractions.	
	q	Compare relationships between fractions, decimals, and percents as they relate to daily life.	
	r	Work with ordered pairs.	
	Data		
a	Construct, read, and interpret pictographs, bar graphs, and line plots.	<ol style="list-style-type: none"> 1. In an activity of range, median, and mode, takes a set of 10-15 numbers and plots them on a graph to assist in finding each. 2. Take notations about plant growth over the course of six weeks from science class and plots the data onto the most appropriate 	
b	Read and interpret a line graph.		
c	Find range, median, mode, and mean using a collection of data.		

explore, manipulate, and understand mathematical concepts can't

d	Interpret results and find out why some results are more likely than others, less likely than others or equally as likely as others.	graph to see the results.
e	Recognize the differences in representing categorical and numerical data.	3. With a group measures classmate's heights in inches, and after compiling the heights the entire class, creates a bar graph to display data. In math journal analyzes the data.
f	Collect data to answer a question or test a hypothesis.	
g	Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.	
h	Explain random sampling (e.g., in TV ratings and opinion polls).	
Geometry		Sample Performance Indicators
a	Identify and classify properties of two- and three-dimensional shapes including vertices, line segments, edges, angles, parallel, perpendicular, congruency and symmetry.	1. Agrees or disagrees to the following statements and backs up the argument with details in writing or discussion: all rectangles are squares, all squares are rhombi, but not all rhombi are squares, or all trapezoids have two pairs of congruent angles.
b	Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.	2. In an activity about geometric rotations, analyzes drawings of an object and determine which drawings do know show a turn of the object and explains answers in writing.
c	Describe location and movement using common language and geometric vocabulary.	
d	Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.	
e	Determine whether two shapes are similar or congruent.	
f	Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.	
g	Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.	
h	Read and draw simple maps using coordinates.	
i	Manipulate the diameter, radius, and circumference of circles.	
j	Estimate the volume of a given rectangular prism.	
k	Create formulas to find area and volume of polygons and three-dimensional shapes.	
Probability		Sample Performance Indicators
a	Display orderly ways to determine the number of possible arrangements and combinations using models, pictures, lists.	1. When flipping a coin, records the results of each flip and analyzes the results in math journal.
b	Predict the probability of outcomes of simple experiments and test the predictions.	2. Using a spinner that is labeled red, blue, green, and yellow predicts the likelihood each color will have (fractions). After spinning and recording the results, analyzes predictions and real
c	Determine probabilities of simple events in real-world situations.	

<i>explore, manipulate, and understand mathematical concepts can't</i>	e	Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1.	outcomes and writes about these findings in math journal to share with class at the end of the activity.
	8. Patterns and Pre-Algebra		Sample Performance Indicators
	a	Recognize, describe, extend, and create numeric and geometric patterns.	1. Figures out how many double dip cones you can get out of 31 ice cream flavors by using pictures of all the combinations, snap cubes, or a "T" chart for all of the flavors to extend the pattern. 2. Using a T chart and geopattern blocks figures out what the perimeter would be if you interlocked 100 hexagons and extends the pattern.
	b	Identify rules in an "input-output" chart.	
	c	Find missing number in an open sentence (e.g., $7x = 56$).	
	d	Represent and analyze patterns and functions using tables (e.g., input/output boxes, function tables).	
	e	Use letters, boxes, or other symbols to stand for any number or object.	
f	Represent the idea of a variable as an unknown quantity using a letter or a symbol.		
<i>have a wide range of strategies to analyze and solve problems</i>	9. Problem Solving		Sample Performance Indicators
	a	Understand word problems, identifying pertinent, extraneous, and	1. Figures out when there is not enough information to solve a problem. 2. Writes in math journal about using mental math shortcuts when solving a problem. 3. Shows sophisticated thinking in multi-step problems.
	b	Use a variety of strategies to solve and represent a problem's solution.	
	c	Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.	
	d	Use estimation when necessary to solve problems.	
	e	Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.	
	f	Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.	
	g	Use the associative and commutative properties of multiplication for problem solving.	
	h	Develop sophisticated strategies for problem solving.	
	i	Analyze and evaluate the mathematical thinking and strategies of others.	
	j	Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.	
k	Explain how solutions to problems can be applied to other school subjects and in real-world situations.		

Harlem Link Science and Technology Curriculum Overview

Discover Science

At Harlem Link students will become scientists, generating worthwhile questions, observing, making hypotheses, testing ideas, and waging explanations. Each classroom will serve as an incubator of scientific ideas in the earth, living, and physical sciences. Each hands-on science activity will encourage students to generate questions and explore concepts through the scientific process and to cultivate a deep understanding, appreciation, and sensitivity for the natural world around them.

Yet the classrooms will only be starter laboratories; students, with scientific tools and recording notebooks in hand, will explore Harlem and New York City and all of its resources. For instance, Harlem Link plans to develop a community garden nearby the school, and, with the help of Trust for Public Land and GreenThumb, maintain the garden as an outdoor science laboratory for all students. Students may travel to the Harlem Meer to take water and silt samples or to the Central Park Conservancy to shadow a biologist who is studying fish that live in the bodies of water in Central Park. Harlem Link will connect with museums like the New York Hall of Science and the American Museum of Natural History, where the students will analyze living things and the physical world. They will also have opportunities to visit model science fairs such as the Bank Street School for Children Expo where they can participate in the world of scientific wonder and glean ideas for their own science projects.

In order for students to make use of these ventures into the New York community they need a science foundation built on structured, hands-on experiences. Therefore Harlem Link will choose a science program, such as Full Options Science System (FOSS), that is aligned with New York State Science standards and is research-based. FOSS kits come complete with materials for hands-on learning, teacher guides with explanations of the science behind the activities, and ready made assessments to track students' progress. FOSS modules combine content and process learning to meet New York State and Harlem Link Science Standards.

The school will have daily 50-minute Discover Science periods in four- to six-week units, alternating with a four- to six- week Discover Social Studies unit. Harlem Link believes that the subjects need to be concentrated for students to devote focused time to the concepts that are presented in each unit. By scheduling the subjects this way students are immersed in either science or social studies five days a week for a month or more, as opposed to having each subject only two, maybe three, times per week, making it more difficult for students to keep a momentum with experiments or projects in either subject.

Teachers will structure the science classes, both in and out of the classroom, in a systematic way. First the teacher will begin by setting a clear purpose for the lesson. Then children will use the bulk of the time to work in cooperative groups to conduct their investigations. Following the investigation, the students will come together for a discussion and map out their discoveries together. Each science class or activity will end with journal writing and extensions for homework. Teachers will track each student's progress through short FOSS assessments, given throughout the unit, and a longer assessment at the end of each unit. Teachers will record all data from assessments on the school's computer database.

Since Harlem Link will expect teachers to follow the curriculum in a structured way to ensure that all students are able to meet the standards, the school will provide professional development time for the teachers to discuss the scientific concepts and how they fit into each module and experiment. In the fourth year of the charter, as part of the professional development plan for 2008-2009, the staff will undertake a study of its shared vision of the excellent young scientist, and re-assess the choice of FOSS as the center of the science curriculum.

FOSS Modules

The following chart, adapted from the FOSS website, gives an overview of the work students do in each module in the FOSS repertoire. After Kindergarten the FOSS models are bridged, giving students two years to master the science skills and concepts (See Exhibit H for a more complete overview of each FOSS module, available on the FOSS website).

KINDERGARTEN

WOOD AND PAPER

Early childhood students discover the modern world is a wonderland of different materials as they explore the properties of wood and paper.

TREES

To a kindergartner the oak on the corner, the pines at the park, and the mulberry trees at school are giants. Systematic investigation of trees will bring students to a better understanding of trees' place at school and in the community, and will provide some solid experiences on the way to understanding all plants.

FABRIC

Invite students to explore fabrics as common materials in their everyday environment. They investigate fabric properties and move on to fabric interactions, which include getting cloth dirty and cleaning it, dyeing fabric, and making something out of it.

ANIMALS TWO BY TWO

Students develop a growing curiosity and interest in the living world around them as they observe and describe the structure and behavior of an organism, and then compare it to one that's similar.

FIRST GRADE and SECOND GRADE

AIR AND WEATHER

Investigations provide opportunities for young students to explore the natural world by using simple tools to observe and monitor change. They construct devices that use moving air to function, including balloon rockets, kites, and whirligigs.

INSECTS

The Insects Module (6 activities) introduces students to the life sequences of a number of insects. Darkling beetles, milkweed, bugs, wax moths, silk moths, painted lady butterflies, crickets, and ants are a few of the organisms observed over time. Students observe and compare insect structures and behaviors in different stages of the life cycle, discuss and record findings, and pose questions to be resolved. Students experience complete and simple insect metamorphosis and are introduced to a sampling of the diversity in the animal kingdom.

PEBBLES, SAND AND SILT

Students explore places where earth materials are found and ways in which they are used in people's daily lives. This module consists of four sequential investigations, each designed to introduce concepts in earth science.

BALANCE AND MOTION

Students put the world into motion in this module, balancing cardboard shapes and pencils, investigating motion with tops, zoomers, and whirlers, and studying wheel-and-axel systems and rolling cups.

SOLIDS AND LIQUIDS

Invite students to investigate, observe, and describe the properties of solids and liquids. Students sort materials according to properties, combine and separate solids of different particle sizes, and observe what happens when solids and liquids are mixed.

NEW PLANTS

The New Plants Module (4 activities) helps students appreciate the diversity of life in the plant kingdom. They become familiar with the structures of flowering plants and discover ways to propagate new plants from mature plants. Students grow plants from seed using rapid-cycling brassica (Wisconsin Fast Plants[tm]) and observe its life cycle in a month. They plant monocots (rye grass) and dicots (alfalfa) together in a "lawn" and compare the results of mowing. They grow new plants from cuttings, bulbs, and roots, and monitor growth.

THIRD GRADE and FOURTH GRADE**STRUCTURES OF LIFE**

The Structures of Life module (5 activities) continues the story of life in the classroom. Students germinate seeds and grow them in hydroponic gardens. They keep crayfish in the classroom and observe their fascinating structures and behaviors.

WATER

Students investigate the most important substance on Earth: water! They explore properties of water, changes in water, interactions between water and other earth materials, and how humans use water.

EARTH MATERIALS

Investigations encourage students to observe and identify the characteristics of rocks and minerals. Students use tools and methods geologists use to determine the minerals in rocks and learn techniques for identifying specific rocks and minerals, including calcite, quartz and granite.

IDEAS AND INVENTIONS

Here's a great idea for encouraging the inventiveness of students: ask them to observe things that cannot be seen with the naked eye. Introduce students to rubbing, carbon printing, chromatography, and mirror imagery, key science techniques for making the invisible visible.

PHYSICS OF SOUND

Invite students to discriminate between sounds generated by dropped objects, how sounds can be made louder or softer and higher and lower, how sounds travel through a variety of materials, and how sounds get from a source to a receiver. Students use their knowledge of the physics of sound to solve simple-sound challenges.

MAGNETISM AND ELECTRICITY

Watch the light bulb of discovery click on when young scientists study the concepts of magnetism and electricity. Students build telegraphs, develop a code, and use their inventions for classroom communications.

HUMAN BODY

Engage students in thoughtful activities about the form and function of a most remarkable machine, their own bodies. Students build mechanical models to demonstrate how muscles power human movement, and develop an appreciation for the design and coordination of the human body.

MEASUREMENT

Awaken students to the importance of measurement - determining how far, how long, how high, how much, how heavy and how hot. There are four investigations, each designed to emphasize a particular type of metric measurement - length, mass, temperature, and volume.

Integrating Science and English Language Arts

As mentioned in the English Language Arts Overview, from time to time teachers will use literature during Reading Workshop that reflects a unit of study in another discipline. A wide variety of excellent literature will be available for teachers to use to support science learning. Some examples taken or adapted from Huck (2001) include:

Books To Read During A Science Unit About Weather For Grades 1-3

Come a Tide by Lyon (f)
Down Comes the Rain by Branley (nf)
A Drop of Water by Wick (nf)
Flash, Crash, Rumble and Roll by Branley (nf)
Hurricane! by London (f)
In the Rain with Baby Duck by Hest (f)
The Magic Bean Tree by Van Laan (f)
Peter Spier's Rain by Spier (f)
A Rainy Day by Markle (nf)
A Rainy Day by Markle (nf)
Rain Talk by Serfozo (f)
The Science Book of Weather by Ardley (nf)
Storms by Simon (nf)
Thunderstorms by Sipiera (nf)
The Tree That Rains by Bernhard (f)
Twister by Beard (f)
Where Does the Butterfly Go When It Rains? by Garelick (f)

Computer Technology

In our society, people are becoming dependent on technology, particularly computers. It is a tool that people need to know how to navigate so that they can be competitive in the workplace. Understanding technology is essential for articulate scholars and active citizens in the 21st century, yet it falls by the wayside all too easily in a school not driven by a coherent mission. While FOSS activities address many New York State Technology Standards relating to Design, Tools, Systems, History, Impact, and Project Management, they do not address computer technology as completely. Students at Harlem Link will begin a separate computer training as early as kindergarten. Harlem Link has crafted standards for both computer skills and applications.

Each day, during Enrichment time, a different group of students will use the class set of laptops to work on computer skills. Every student at Harlem Link will know how

to touch-type by the time he or she leaves the school, as well as how to use word processing software. These are only two computer skills found in the Harlem Link standards that students will learn and practice during Enrichment time.

In addition, teachers will integrate computers into other subject areas so that students will learn to use computers in a variety of ways. For example: in Math Workshop students will use TERC computer software programs like *Trips* and *Geo-Logo* to analyze number, geometry and other math concepts; students will use word processing software for publishing writing projects; in Discover Social Studies units, students, on occasion, will showcase a research project through a PowerPoint slide show that exhibits a narrative about the topic accompanied by original digital photos taken by the a student; or in Discover Science students will learn how to use Excel spreadsheets to record data from experiments.

The ways in which teachers can integrate computer technology are limitless. Teachers will spend time during professional development exchanging ideas about all of the possibilities for computer technology and work with the Co-director for Instruction as they plan their lessons to ensure that children are meeting the Harlem Link Computer Standards.

Harlem Link's Vision of a Comprehensive Science and Computer Technology Program

In its third year of operation, Harlem Link will continue its pursuit of a strong science education program as part of its annual focus on a different curricular area. During professional development and planning, the staff will articulate a shared vision of the excellent young scientist and the qualities of a healthy student. Carefully poring over and revising as necessary the Harlem Link Science, Computer Technology, and Health Standards, as well as the curriculum and assessments for each, the school will grow closer to its goal of having increasingly strong programs in each subject area.

New York State Learning Standards for Mathematics, Science and Technology

- Standard 1:** Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate to pose questions, seek answers and develop solutions.
- Standard 2:** Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3:** Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.
- Standard 4:** 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.
- Standard 5:** Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
- Standard 6:** Students will understand relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7:** Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

D. Successful Scientists

<i>use logic and the scientific method to analyze questions about the natural world</i>	Physical Sciences		Sample Performance Indicators	
	a	Observe, investigate, describe and classify objects based on their physical properties, including how they look, feel, taste, smell or sound.	<ol style="list-style-type: none"> 1. On an outdoor bark hunt, works with another student to find a tree with the same bark as in a photo. 2. Identifies a difference between two different kinds of fabric based on how they feel. 3. After finding a particular kind of paper in the classroom, tells where he or she found it using correct vocabulary. 	
	b	Observe and describe the position, direction, and motion of objects such as above, next to, over, and under.		
	Life Sciences		Sample Performance Indicators	
	a	Know different types of plants inhabit the earth.	<ol style="list-style-type: none"> 1. Correctly names the parts of a tree, including trunk, roots, branches, seeds and leaves. 2. Feeds the class goldfish the appropriate amount of food, and explains that the fish will get sick if too much food is added. 3. Explains differences, based on observation and discussion, between how worms, goldfish and chicks eat. 	
	b	Differentiate between different types of plants or trees based on appearance and behavior.		
	c	Identify major structures of plants or trees (seed, root, stem, trunk, branch, leaves).		
	d	List what plants and animals need to live and grow (sun, warmth, water for plants; food, water, air, homes for animals).		
	e	Know that living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.		
	f	Observe and describe similarities and differences in the appearance and behavior of animals.		
	g	Identify major structures of common animals (arms, wings, legs, head, eyes, ears, nose) and can describe their functions.		
	h	Know that plants and animals closely resemble their parents and other individual in their species.		
	i	Learn that pets have special needs and must be cared for by their owners.		
	j	Know that plants respond to changes in their environment.		
	k	Understand that wings, legs, or fins help some animals to seek shelter and escape predators.		
l	Know that the mouth, teeth, jaws, and tongue help some animals to eat and drink.			
m	Know that eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings.			
n	Know that certain body coverings (claws, shells, spines, feathers, etc.) help some animals to protect themselves from predators and the environment or to get food.			
o	Know that animals adapt (e.g. coloring) for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration.			

scientific method
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questions about
the natural world
con't

	food, mates, space, water, and shelter in their environment.
q	Understand that animals go through changes from young to adult (life cycle).
r	Know that during life span each kind of animal goes through its own stages of growth and development.
s	Know that food supplies the energy and materials necessary for growth and repair.
t	Know that animals respond to changes in their environment.
u	Know that some animals move from place to place to meet their needs.
v	Know that environmental condition can effect the health, growth, and development of organisms.
w	Distinguish between living and nonliving things.
x	Compare and contrast organisms/objects/events in the living and physical environments.
y	Observe and describe how specific animal and plant parts enable the plant or animal to survive, through structure and function.

Earth Science	
a	Name and differentiate Earth materials such as water, rocks, soils and sands.
b	Observe, describe and record objects in the day and night skies such as the sun, moon and stars.
c	Observe, describe and record daily and seasonal changes in weather.

Sample Performance Indicator	
	1. Correctly differentiates between leaves, rocks and soil as objects beneath at tree.
	2. Recognizes at when the moon is full and contributes this information to a morning meeting discussion about the phases of the moon.
	3. Discusses the differences between shadows of the same object in the same place in the morning, at noon and in the afternoon.

Investigation and Experimentation	
a	Explain the importance of science and scientists in their world, such as how doctors help to keep us healthy.
b	Observe common objects by using the five senses.
c	Describe the properties of common objects.
d	Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight).
e	Communicate individual and shared scientific ideas through talking, drawing, and simple writing.
f	Ask questions and construct explanations based on observations of objects and events.
g	Work individually and in groups to collect and share information and ideas.

Sample Performance Indicator	
	1. Completes a picture of a goldfish based on the parts of the fish he or she observes.
	2. Hazards a guess to explain why some trees are taller than others.
	3. In playing the leaf-identification game What Matches?, correctly matches leaves and explains how each leaf is different from the one next to it.

<i>scientific method to analyze questions about the natural world con't</i>		print sources.	
	i	Conduct simple experiments and share discoveries.	
	j	Build models to help represent scientific understandings, such as building a ramp to show how changing the ramp angle affects a toy car's speed.	
	k	Know that matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.	
	l	Know that objects have properties that can be observed, described, and/or measured (e.g. length, size, shape, weight, texture, flexibility).	
	m	Know that some properties of an object are dependent on the conditions of the present surroundings in which the object exists.	
	n	Understand that changes in the properties or materials of objects can be observed and described.	
	o	Understand that the forces of gravity and magnetism can affect objects through gases, liquids, and solids.	
5. Technology Use		Sample Performance Indicators	
a	Use the computer for play in an appropriate way.	1. Plays on a class computer, following all class computer safety rules and touching the appropriate keys.	
b	Design original computer art using paint programs.		
6. Technology Skills		Sample Performance Indicators	
a	Name the parts of the computer and their functions: monitor, keyboard, mouse, CD-ROM.	1. Correctly identifies the parts of a computer. 2. Explains that a CD-ROM contains information that allows him or her to play a game.	

D. Successful Scientists

<i>use logic and the scientific method to analyze questions about the natural world</i>	1. Physical Sciences		Simple Performance Indicators	
	a	Observe, investigate, describe, and classify objects based on their physical properties, including their state of matter.	<ol style="list-style-type: none"> 1. Identifies whether items from a group of solid objects are flexible or rigid. 2. Describes any changes that occur to raisins, rock salt, rice, oil, corn starch, food coloring and other objects are added to water. 3. After experimenting with balancing cardboard and clothespins on his or her finger, correctly states that a pictured system is unstable because there is more weight on one side. 	
	b	Classify materials based on shape, material and mass.		
	c	Understand that the material(s) of which an object is made determines some of its properties.		
	d	Know solids, liquids and gases have different properties and can identify those properties.		
	e	Know the properties of substances can change when the substances are mixed, cooled, or heated.		
	f	Identify water as an example of changing states of matter of a single substance.		
	g	Explain the function of the six simple machines: lever, pulley, wheel and axle, inclined plane, wedge, screw.		
	h	Understand that forces act upon objects to change their energy, for example the effect of friction on a moving toy car.		
	i	Understand that gravity causes objects to fall to the ground unless something holds them up.		
	2. Life Sciences		Simple Performance Indicators	
	a	Explain that plants and animals need air, water, and food to survive and thrive.	<ol style="list-style-type: none"> 1. Explains that some insects go through distinct cycles of egg, larva, pupa, and adult. 2. Correctly draws what a bulb would look like one week and two weeks after beginning to grow, following observation of bulbs that the class has planted and grown. 3. Uses vocabulary around plants correctly, including bud, sprout, flower, pod, and root. 4. Discusses the anatomical differences between an adult butterfly and an adult milkweed bug, and the kinds of food each of them are able to eat. 	
	b	Understand life cycles of growth, development and decay of plants and animals.		
	c	Observe and discuss the changes that occur over time when seeds germinate and when plants and animals mature.		
	d	Know what habitats are and understand that living things, both plant and animal, live in environments to which they are particularly suited.		
	e	Identify specific habitats and what lives there.		
	f	Know that plants and animals have external features that help them thrive in different kinds of places.		
	g	Give an example of how adaptations by plants and animals help them survive in their different environments.		
	h	Know that animals use plants or other animals for shelter and nesting.		
i	Know that plants and animals need water, animals need food, and plants need light.			
j	Explain how plants and animals depend on each other for survival.			

<i>scientific method to analyze questions about the natural world con't</i>		color of flowers and number of limbs of animals.
	l	Understand the components of a food chain.
	m	Observe, classify and compare plants based on their specific parts.
	n	Know plants make their own food and that roots of plants are associated with intake of water and soil nutrients and green leaves are associated with making food from sunlight.
	o	Understand that flowers and fruit are associated with reproduction in plants.
	p	Know that each kind of animal goes through its own stages of growth and development during its life span.
	q	Understand that some animals have parts that are used to produce sounds and smells to help the animals meet their needs.
	r	Understand parts of animals' bodies enable them to sense their surroundings protect them from predators or harsh environments and also to find food.
	s	Understand that some animals adapt their coloring for warning or attraction, camouflage, defence mechanisms, movement, hibernation, and migration.
	t	Infer what animals eat from the shapes of their teeth.
	u	Know that life spans of different animals vary.
	v	Know that all animals depend on plants and some animals (predators) eat other animals (prey).
	w	Know animals eat plants and/or other animals for food.
	x	Know the terms herbivores, carivores, and omnivores and can identify animals that fit in each of the three catagories.
	y	Understand that animals closely resemble their parents and other individuals in their species.
	z	Understand that wings, legs, or fins enable some animals to seek shelter and escape predators.
	aa	Know that characteristics of some animals change (e.g. a catapillar becomes a moth or butterfly).
	bb	Understand that insects can be helpful and harmful to people.
	cc	Identify distinguishing characteristics of insects: exoskeleton, chitin, six legs, names of the three body parts, sometimes wings.
	dd	Explain how plants and animals depend on each other for survival.

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a	Examine and describe Earth materials such as water, rocks, soils, and sands.
b	Understand that nonliving things can be human-created or naturally occurring.
c	Know that humans depend on man made and natural environments.
d	Know that humans can change environments in helpful and harmful ways for themselves and other organisms.
e	Know that weather is the condition of the outside air at a particular moment.
f	Observe, describe and record daily and seasonal changes in weather.
g	Know and use simple tools to measure weather.
h	Know that weather changes day to day, but there are trends in weather that can be classified.
i	Know that the sun warms the land, air, and water.
j	Know that gases do not hold their shape or volume.
k	Know that weather can be measured by temperature, wind speed and direction, form and amount of precipitation, sky conditions (e.g. cloudy, sunny, partly cloudy, etc.) and precipitation (rain, sleet, snow, hail).
l	Understand that most of the earth's surface is covered by water.
m	Explain the water cycle: evaporation, clouds, precipitation.
n	Know oceans are salt water while other bodies of water (e.g. rivers, lakes, etc.) are fresh water.
o	Identify coast, shore, waves, tides.
p	Know that there is an ocean floor and it has a landscape that includes mountains and deep valleys.
q	Identify the main components of soil: minerals and organic material (humus).
r	Distinguish between different kinds of soil by texture, color and capacity to retain water and support the growth of plants.
s	Know about decomposition and how important the process is to living things due to its role of recycling nutrients.
t	Understand that erosion and deposition result from interaction among air, water, and land.
u	Understand the process of erosion and deposition.
v	Explain how the relationship between the Sun and the Earth causes day and night.
w	Understand the four seasons and the earth's orbit around the sun (one year).

1. Independently and correctly describes the different soil components, including humus, sand, silt, gravel and pebbles.
2. Tells how the flow of water affects sand and soil, relating classroom experiments with soil to knowledge of erosion from a teacher read-aloud.
3. Explains the day's weather in terms of the water cycle, telling how much moisture is in the air by using weather instruments and observing clouds in the sky.
4. Using tubing, syringes, water and pressure, shows that air occupies space.

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	growth and decay.	
y	Observe, describe and record objects in the day and night skies such as the sun, moon and stars.	
z	Understand that the sun and other stars appear to move in a recognizable pattern both daily and seasonally.	
aa	Know that the moon moves in a path around Earth fo complete a single cycle.	
4. Investigation and Experimentation		Sample Performance Indicators
a	Ask questions and construct explanations based on observations and simple experiments.	<ol style="list-style-type: none"> 1. Integrates knowledge by conducting, with a partner or group, a project for his or her Discover Portfolio. 2. Reads thermometers correctly in both Fahrenheit and Centigrade. 3. Explains that a set of cardboard and clothespins is not balanced because one of the clothespins is in a different position than it had been when the system was balanced. 4. Sifts through powders and soils using a sieve correctly and with minimal loss of material.
b	Conduct self-directed simple experiments and share discoveries.	
c	Work individually and in groups to collect and share information and ideas.	
d	Acquire information from observation, simple experiments, print and non-print sources.	
e	Communicate individual and shared scientific ideas and data through talking, drawing, and, bar graphs, simple writing.	
f	Use evidence from observations to construct explanations for experiment results.	
g	Describe the importance of science and technology in their lives, such as how scientists use tools to enhance their senses.	
h	Record and describe accurately information from observations of natural processes at work.	
i	Know how to use appropriate scientific tools correctly.	
j	Understand that an object's motion can be described by recording its position over time.	
k	Explain why similar experiments should produce similar results and identify reasons when they do not.	
l	Manipulate for measurement and observation Earth materials such as water, rocks, soils, and sands.	
5. Technology Use		
a	Use a variety of media and technology resources for directed and independent learning activities.	<ol style="list-style-type: none"> 1. Makes a connection between a picture of a silkworm on a computer screen and real-life experiences with silkworms. 2. Shares computer time as necessary during the Enrichment period.
b	Use developmentally appropriate multimedia resources (e.g. interactive books, educational software, elementary multimedia encyclopedias) to support learning.	

<i>scientific method to analyze questions about the natural world con't</i>		writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.	
	d	Use technology, such as word processing software, for communication.	
	e	Work cooperatively and collaboratively with peers, family members, and others when using technology.	
	f	Communicate about technology using developmentally appropriate and accurate terminology.	
	6. Technology Skills		Sample Performance Indicators
	a	Use input devices (e.g. mouse, keyboard, remote control) and output devices (e.g. monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	1. Shows "home position" on the keyboard. 2. Gives an appropriate and unique name to each word processing file he or she has saved.
b	Type their names using word processing software.		
c	Save and retrieve a file.		
d	Possess beginning keyboarding skills (knows "home position" on the keyboard).		

D. Successful Scientists

<i>use logic and the scientific method to analyze questions about the natural world</i>	1. Physical Sciences		Sample Performance Indicators	
	a	Understand that energy exists in various forms: heat, electric, sound, chemical, mechanical, light.	<ol style="list-style-type: none"> 1. Designs and executes a test for the relative strength of different magnets. 2. Constructs a working electrical circuit and tests different materials to find out if they are insulators or conductors. 3. Demonstrates how to make higher and lower pitch sounds on various instruments. 4. Proposes an appropriate solution to the challenge of trying to hear a soft sound from across the room. 	
	b	Know sources of stored energy take many forms, such as food, fuel, and batteries.		
	c	Understand that energy can be transferred from one place to another.		
	d	Know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current and by moving objects.		
	e	Know energy comes from the Sun to Earth in the form of light		
	f	Know machines and living things convert stored energy to motion and heat.		
	g	Understand new ways in which energy and matter interact.		
	h	Understand that humans utilize interactions between matter and energy, for example mechanical to sound (e.g., musical instruments, clapping).		
	i	Observe how different materials react to magnets.		
	j	Understand the concept of attraction and repulsion using conductors and insulators.		
	k	Understand and construct simple open, closed, parallel, and series circuits.		
	l	Use vocabulary about magnetism and electricity correctly.		
2. Life Sciences		Sample Performance Indicators		
a	Understand how the various systems of the human body keep the body alive: muscular-skeletal, circulatory, respiratory, nervous, digestive, immune.	<ol style="list-style-type: none"> 1. Describes the process of muscle contraction completely and accurately. 2. Tells how the skeletons of humans and various animals are alike and different. 3. Sorts various kinds of seeds by relevant properties, listing similarities and differences. 4. Describes the major features of a crayfish accurately from memory, including number of legs, number of feelers, and names and uses of structures. 		
b	Develop an appreciation for the design and coordination of the human body.			
c	Know the difference between vertebrates and invertebrates.			
d	Sort and classify fish, amphibians, reptiles, birds, and mammals by attributes.			
e	Explain how various factors can affect the life spans and life cycles of organisms.			
f	Describe the difference between red blood cells and white blood cells.			
g	Understand that all animals depend on plants, and that some animals (predators) eat other animals (prey).			
h	Understand that animals that eat plants for food may in turn become food for other animals, and that this process is called a food chain.			

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	survive and reproduce, and others die or move to new locations.
j	Know living things cause changes in the environment in which they live.
k	Know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
l	Know plants and animals have structures that serve different functions in growth, survival, and reproduction.
m	Know difference between warm-blooded and cold-blooded animals.
n	Sort and classify seeds and fruits by attributes.
o	Observe life cycles of plants when growing them.
p	Use vocabulary about plants, animals, and seeds correctly.

a	Earth Science
a	Know rocks are composed of different combinations of minerals.
b	Know physical properties of different kinds of rock.
c	Compare different kinds of rocks by physical properties.
d	Know that smaller rocks come from the breakage and weathering of larger rocks.
e	Know rocks contains fossils and that fossils provide evidence about the plants and animals that lived long ago.
f	Know that scientists can learn about the past history of the Earth by studying fossils.
g	Know that soil is made partly from weathered rock and partly from organic materials.
h	Know that there are different kinds of soil and soil can be distinguished by its color, texture, capacity to retain water, and ability to support the growth of plants.
i	Know that rock, water, plants, and soil can be used for food, fuel, and building materials.
j	Use earth science vocabulary correctly.
k	Understand that water is recycled by natural processes on Earth.
l	Know that evaporation is the changing of liquid water into water vapor (gas).
m	Know that condensation is the changing of water vapor (gas) into liquid water.
n	Know that runoff is water flowing on Earth's surface.
o	Know that ground water is water that moves downward into the ground.

Sample Performance Indicators
1. Conducts a scratch test correctly to order several minerals by hardness.
2. Lists several typical properties of feldspar, including color, smoothness of edges and hardness.
3. Makes an appropriate prediction of how many drops of water will fit on a penny, based on observations of other experiments involving water surface tension.
4. Infers the role of increased surface area on evaporation from observations of differently shaped containers filled with water.

<i>scientific method to analyze questions about the natural world con't</i>		of evaporation and condensation.
	q	Define the terms star, solar system, galaxy and universe.
	r	Know patterns of stars stay the same and that different patterns can be seen during different seasons.
	s	Know the way in which the Moon's appearance changes during the four-week lunar cycle.
	t	Know the earth is one of several planets that orbit the Sun and that the Moon orbits the Earth.
u	Know the position of the Sun in the sky changes during the course of the day and from season to season.	
4. Investigation and Experimentation		Sample Performance Indicators
a	Gather evidence to see details about the world arounds them	<ol style="list-style-type: none"> 1. Integrates knowledge by conducting, with a partner or group, a project for his or her Discover Portfolio. 2. Uses rulers, balances, gram weights, thermometers, measuring cups, graduated cylinders and timepieces safely and accurately. 3. Applies knowledge gained from chromatography activities correctly in a self-directed invention activity.
b	Experiment with chromatography, rubbing, carbon printing, and mirror imagery and solve problems with these techniques.	
c	Use materials to gain insight into textures and patterns.	
d	Use scientific language for experiment, techniques, and materials.	
e	Use scientific method as a process of experimenting.	
f	Use rulers, balances, gram weights, thermometers, measuring cups, graduated cylinders and timepieces safely and accurately.	
g	Use and record appropriate units fo rmeasured or calculated values.	
h	Identify and control variables/factors.	
i	Integrate information from reliable sources with evidence from observations to construct explanations for experiment results.	
j	Work in cooperative groups with distinct roles to further understanding of scientific principles and knowledge.	
k	Explain why similar experiments should produce similar results and identify reasons when they do not.	
l	Report orally and in writing using appropriate science vocabulary.	
5. Technology Use		Sample Performance Indicators
a	Use an internet search engine to locate information.	<ol style="list-style-type: none"> 1. With appropriate supervision, completes a "WebQuest" to learn about life in West Africa. 2. Creates a PowerPoint presentation on the life cycle of a crayfish.
b	Choose appropriate web pages from search results to retrieve specific information.	
c	Use software to create a simple spreadsheet, understanding the uses of columns and rows.	
d	Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.	

<i>scientific method to analyze questions about the natural world con't</i>		and describe personal consequences for inappropriate use.	
	f	Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital camera, scanners) for writing, communication, and publishing activities to create knowledge for audiences inside and outside the classroom.	
	g	Use technology resources (e.g. calculators, videos, and educational software) for problem solving, self-directed learning, and extended learning activities.	
	h	Use digital cameras and Web tools for individual and collaborative writing, communication and publishing activities.	
	i	Use software to create a slide show presentation.	
	j	Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	
6. Technology Skills		Sample Performance Indicators	
a	Use keyboards and other common input and output devices efficiently and effectively.	1. Touch-types his or her name, starting with fingers at "home position." 2. Manipulates numbers on a spreadsheet by using formulas to automatically add columns.	
b	Familiar with all position keys and occasionally uses two fingers when typing.		
c	Indents using the tab key.		
d	Uses spell check.		
e	Moves cursor using mouse or keyboard.		
f	Selects blocks of text using the mouse.		
g	Formats and reformats the fonts, size, and style of text.		
h	Make appropriate progress toward touch-typing.		
I	Manipulate text using cut, copy and paste.		
j	Is familiar with spreadsheets.		

Harlem Link Social Studies Curriculum Overview

Community Focus

As implied in its name, in Harlem Link's Discover Social Studies program children will make discoveries and connections to prior learning as they prepare for success on the New York State Social Studies performance assessments. In fulfilling the school's mission, Harlem Link will expect students to carefully formulate ideas of community and connect with the Harlem community while building skills and content knowledge and developing higher order thinking in Social Studies. In addition to work in the classroom, students will explore the concepts of community in class through research and discussion, through action research (community walks, photography assignments, interviews) in Harlem as well as in other areas of New York City, and through community service.

Students in each grade will study a different perspective of community such as the self, families, the classroom and school, Harlem and New York City, the United States, and the world. Throughout these explorations teachers will have very specific questions about community for students to explore and answer, while soliciting the children's questions along the way. The following are the core questions that students will explore in Discover Social Studies:

- What is a community? Who defines community?
- How does a community function?
- How does geography (location, climate, landscape) play its part in a community's way of life?
- What are people's roles in a community and how do they help people co-exist with one another?
- How does a community show its values and beliefs?
- What does it mean to belong to YOUR communities?
- How are communities different and how are they the same?
- Are people in a community equal? Why or why not?

Students will use these essential questions, and others, to guide them as they study the core aspects of a community: history, government, economy, culture and traditions, values and belief systems, ways of life, changes over time, social systems, language, and geography.

Structure of units

Grade teams of teachers, with the help of the Co-Director for Instruction, will collaborate to design each Discover Social Studies unit. Harlem Link will require that teachers use a backward design model when structuring units to reflect standards, core questions, community aspects, skills, vocabulary, learning activities, and assessments.¹ Teachers will refer closely to the Harlem Link Discover Social Studies Standards as they plan each unit. Using a backward design for each unit, teachers will then break down the

¹ Modeled after Wiggins, Grant and Jay McTighe (2003). *Linking Standards and Curriculum Using Backward Design*. Retrieved on November 14, 2003 from the World Wide Web: <http://www.fasa.net/conferences/03cia/03cia-Keynote.pdf>

unit's content into lessons (see Exhibit H for a backward design template). Teachers will map out lessons to incorporate content (including, for example, knowledge of history, geography and culture), vocabulary and the key ideas that connect it all. When designing the units, teachers will use the following New York State standards-based themes for kindergarten through fourth grade²:

K: Me, My Family, My School, My Neighborhood
 1: My Neighborhood and Community
 2: City Communities and Rural Communities
 3: World Cultures
 4: New York State and Colonial America

As part of each Discover Social Studies unit, teachers will assess students' understanding of history, vocabulary, and geography. Teachers may design short vocabulary or geography quizzes or may assign students to write short responses about a point in history and how it may have impacted a community. In addition, students will have opportunities for longer projects that show their understandings across many areas of a unit. At times students will complete projects individually and other times in small groups that they will present to the school community. Teachers will also assess each student's project with carefully constructed rubrics that reflect the unit's goal towards the standards. Below are some examples of projects students may complete:

- Research projects of Harlem, New York, United States, or world countries that focus on core aspects of a community;
- Scaled or topographical maps of Harlem Link, Harlem, New York City, or a world country;
- Dramatization of historical events that have happened in Harlem, New York, the United States, or a world country;
- Timeline that illustrates the history of their lives, their family's, Harlem, New York, New York City, the United States, or a country in the world;
- Digital Photo projects for Harlem or neighborhoods in New York City presented to the school through a PowerPoint presentation;
- Digital Video projects using iMovie or similar software;
- Writing an essay integrating information from several primary sources; or
- Completing a Webquest incorporating Document-Based Question (DBQs) that teachers have selected from <http://webquest.org/> or created internally.

Increasingly as they progress through the grades at Harlem Link, students will show their understanding and interpretation of content knowledge and developing their ability to analyze and integrate knowledge from different sources through DBQs, responding in writing to first-person documents such as political cartoons, important speeches, maps and newspapers. DBQs assist children in considering multiple

² Unit themes are based on the *New York City Scope and Sequence*.

perspectives, reconciling differing positions, evaluating the strength of opposing arguments and further developing basic skills.³

When planning each Discover Social Studies unit, teachers will integrate the activities with other subject areas as much as possible (see Exhibit H for an integrated Discover Social Studies unit). Social Studies, in particular, with its broad course of study, is a subject where students can express their understandings through the arts, literature and writing, math, and science. Teachers will often integrate Discover Social Studies Themes into the English Language Arts program with students exploring topics of community while learning reading and writing strategies. For example, by the third grade students will begin to choose topics of interest within the units of study to complete independent research projects; teachers will use Writing Workshop to teach students the steps involved in writing a research paper. Or kindergarten teachers will carefully choose picture books about families that they can share with students during Read Aloud. There are literally thousands of excellent books that teachers can use when planning their reading and writing workshop units that overlap with the themes and standards from Discover Social Studies. Below are examples of books that teachers can use in kindergarten and fourth grade during Read Aloud, Shared Reading, SSR, Literature Circles or as part of a Writing Workshop minilesson:

Picture Books for a Kindergarten Discover Social Studies/ELA Unit about Family

Dogger by Shirley Hughes
Evan's Corner by Elizabeth Starr Hill
Get Set Swim by Jeannine Atkins
Like Jake and Me by Mavis Jukes
Mama Coming and Going by Judith Caseley
My Mama Needs Me by Mildred Pitts Walter
Taxi Taxi by Carrie Best
Tell Me a Story Mama by Angela Johnson
The Wednesday Surprise by Eve Bunting
Through Moon and Stars and Night Skies by Ann Turner
Who's Whose? By Jan Ormerod
When the New Baby Comes, I'm Moving Out by Martha Alexander

³ New York State Education Department website. Retrieved from the World Wide Web on May 28, 2004 from: <http://www.emsc.nysed.gov/ciai/dbq/Julie.html>

Fourth Grade Discover Social Studies/ELA Unit About New York and Colonial America

Historical Fiction

A Lion To Guard Us by Clyde Bulla (Jamestown Settlements)

The Arrow Over The Door by Joseph Bruchac (about the American Revolution)

The Fighting Ground by Avi (American Revolution)

Jump Ship to Freedom by Christopher Collier and James Lincoln Collier (slavery and New York)

The Matchlock Gun by Walter D. Edmonds (Native American and European relationships)

My Brother Sam is Dead by Christopher Collier and James Lincoln Collier (about the American Revolution)

Biographies

Abigail Adams: Witness to a Revolution by Natalie S. Bober

Amos Fortune, Free Man by Elizabeth Yates

Great Lives: American Government by Doris and Harold Faber

Great Lives: Exploration by Milton Lomask

Sojourner Truth by Patricia McKissack⁴

Community and Action

In addition to the focus on the core questions that are listed above, Harlem Link will challenge children to think about what it means to be an active citizen. As they explore this question and their roles as active citizens, the school will build in opportunities through Fieldwork for students to experience Harlem and New York City. Throughout every unit of study, students will interact with community members and institutions, while developing a more sophisticated definition of community. The following examples illustrate how students will become involved in their community:

Community members As Interviewees

Bank managers and tellers

Community Development Corporations

Government workers: Councilmen, Borough President, City Hall employees

Homeless Shelter director or formerly homeless person

Law, medicine, science, and business professionals

Nursing home residents

Preventive services provider

Upper Manhattan Empowerment Zone

Welfare system administrator

Worker from Administration for Children's Services

⁴ Adapted from Huck (2002). *Children's Literature in the Elementary School*. New York: McGraw-Hill.

Community Institutions

The Apollo Theater
 City College of New York
 El Museo del Barrio
 Hamilton Grange
 Langston Hughes House
 Morris-Jumel Mansion
 Museum of the City of New York
 Schomburg Center for Research in Black Culture
 Studio Museum in Harlem

Community Service Opportunities

Community Gardens
 Day Care Centers
 Nursing Homes
 Soup kitchens

In addition to promoting community action in New York City, Harlem Link believes that students should know what is currently happening on a local, national, and global level. As early as kindergarten, teachers will discuss current events with students. At first teachers will bring in news, but as children grow older they will research current events in the newspaper or on the Internet as part of their weekly homework assignments. Classes may discuss current events topics during morning meeting or at some point during the Discover Social Studies period.

Discover Social Studies with its focus on community and strong student participation in the Harlem community enables Harlem Link align to align to its mission of active citizenship. Although students will engage in project-based work, teachers will have a coherent structure to the units that address the standards of content and research skills. As often as possible, teachers will also integrate Discover Social Studies with other core subjects.

Harlem Link's Vision of a Comprehensive Social Studies Program

As with the other subject areas the Harlem Link staff members will explore the aspects of a successful social studies student as they analyze all aspects of the social studies program in its fourth year of operation. The staff will carefully evaluate the social studies curriculum, the Harlem Link Discover Social Studies Standards, and assessments that the teachers have been using with students to ensure that the program reflects strong academic standards and high quality.

New York State Social Studies Standards**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.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the interdependent world in which we live in local, national and global including the distribution of people, places and environments over the earth's surface.

Standard 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.

Standard 5: 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 States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

E. Successful Historians and Geographers

pursue and make links about essential questions regarding people and their interactions	1. Essential Questions		Sample Performance Indicators
	a	What makes me and other people unique?	1. Uses vocabulary learned during conflict resolution activities when discussing a shared reading of a biography of Dr. Martin Luther King, Jr. 2. Compares his or her own family's ways of gathering to the family in Faith Ringgold's <i>Tar Beach</i> .
	b	What is a family and how are families alike and different?	
	c	Where is my neighborhood and who lives in it?	
	d	What are peoples' needs and wants?	
	e	Why should people help each other?	
	f	How do people get along with each other?	
understand big ideas and themes in local and world history and economics	2. History		
	a	Know about national holidays and traditions.	1. Creates posters and artwork for appropriate national holidays demonstrating understanding of the purpose of each holiday. 2. In morning meeting, talks about historical figures like Malcolm X and George Washington as people who lived long ago (before they were born).
	b	Understand present, past and distant past.	
	c	Learn basic vocabulary related to the study of history and culture.	
	3. Economic		Sample Performance Indicators
	a	Understand that all families have needs and wants.	1. Contributes to a class chart differentiating between needs and wants. 2. Explains how food is purchased and prepared by his or her family.
	b	Hear and retell stories that show how people make economic choices.	
	c	Give examples of how people depend on each other for goods and services.	
	d	Learn basic vocabulary related to economic needs.	
	analyze a variety of historical perspectives	4. Historical Perspectives	
a		Speak about themselves, including gender, ethnicity, interests, talents, and abilities.	1. Creates a "Who am I" culture tree, showing birthplace, age, gender, ethnicity, interests and talents. 2. Compares a self-made portrait of his or her family with those of the rest of the class.
b		Represent through art their family or other family-like groups to show how families are alike and different.	
understand geography on a local, national, and global level	5. Geography		Sample Performance Indicators
	a	Recognize maps of their neighborhood, of New York State, and of the United States.	1. Helps the teacher in tracing on a map of Harlem the route the class took on a class trip around the neighborhood. 2. Colors in the main bodies of water on a map of North America, including the Great Lakes, Gulf of Mexico, and Atlantic and Pacific Oceans.
	b	Distinguish between land and water masses on maps and globes.	
	c	Find their school and neighborhood on a teacher-drawn map of the area.	
	d	Learn basic geography vocabulary, such as map and island.	

<i>political structure of a community and the duties of a citizen</i>	a	Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation	1. Practice the Harlem Link Values in School. 2. Participate in the classroom by jointly developing and following rules.
	b	Examine what it means to be a good citizen in the classroom, school, home, and community	
	c	Identify and describe the rules and responsibilities students have at home, in the classroom, and at school	
	d	Understand that effective, informed citizenship is a duty of each citizen, demonstrated by community service	
	e	Learn basic vocabulary related to government.	

HARLEM LINK FIRST GRADE SOCIAL STUDIES STANDARDS

E. Successful Historians and Geographers

<i>pursue and make links about essential questions regarding people and their interactions</i>	1. Essential Questions		Sample Performance Indicators	
	a	How are my family and other families similar and different (e.g. community, beliefs, customs, and traditions).	1. Shares with the class the history of his or her family, including where his or her parents are from and where he or she was born and has lived. 2. After a class interview with a transit worker, shares an opinion with the class about the importance of keeping the subway running smoothly.	
	b	What is the history of my family?		
	c	What are Harlem, my community, and New York City like (e.g. people, events, problems, ideas, folklore, and cultural contributions)?		
	d	Where are Harlem, my home community, and New York City?		
	e	What are the needs and wants of the community?		
	f	What are some symbols of citizenship?		
	g	What rights do we have in a school community?		
	2. Research			Sample Performance Indicators
	a	Interpret information from different materials (e.g. diagrams, charts, graphs, art, written materials, conversation, interviews, music, etc.) that display social studies data.	1. Working in a pair, explains to the class why a classmate's favorite neighborhood place is different from his or her own. 2. Chooses appropriate photographs taken on class trips to help illustrate a series of class books about aspects of Harlem.	
	b	Pose a question appropriate for research.		
	c	Give examples of facts, opinions, and fictionalized accounts.		
	d	Describe differing opinions of two individuals; describe an experience from another person's perspective.		
	e	Identify main ideas from oral, visual, and print sources.		

ideas and themes
in local and world
history and
economics

a	Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.	1. At morning meeting, shares a tradition in his or her community, and explains why the tradition is important to people there. 2. Writes a story about favorite places to go in his or her neighborhood, such as a restaurant or a park, and why they are important to the community. 3. Following a class trip to the Metropolitan Museum of Art, tells that sarcophagi tell us how people were buried in ancient Egypt.
b	Recognize how traditions and practices were passed from one generation to the next.	
c	Understand roles people have in the community.	
d	Summarize key facts, concepts, and events of the era/culture being studied,	
e	Identify cause and effect relationships in present day events.	
f	Identify an event that had both positive and negative outcomes.	
g	Explain how people use artifacts (including works of art) and other means to learn about and interpret history and culture.	
h	Identify similarities and differences between own culture/time period and others.	
i	Learn vocabulary related to history and communities.	
Economics		
a	Identify situations in which people want more than they can have (scarcity).	1. Saves up his or her credits for good behavior to buy a prized object from the classroom store rather than spending all the credits as he or she receives them. 2. Explains why people have to work and what job he or she wants to have as an adult. 3. Discusses what kinds of stores he or she observed on a walking trip around nearby streets.
b	Begin to understand that people work to earn an income to meet their needs and wants.	
c	Understand how money is used in real life situations (e.g. classroom store, school post office).	
d	Explore how tools and technology are used in the classroom, home, and community to meet needs and wants.	
e	Understand the value of work.	
f	Understand the condition of not being able to have all the goods and services one wants.	
g	Learn vocabulary related to economics.	

<i>of historical perspectives</i>	a	Understand the concept of past, present, and future.	1. Makes a timeline of his or her life at the end of the school year. 2. During Calendar Math time, discusses activities that happened yesterday, are happening today and will happen tomorrow.
	b	Identify things in their own life that have changed over time.	
	c	Begin to apply terms related to time correctly (e.g. decade, century, generation).	
	d	Begin to make connections between past events and events of their own time periods.	
<i>understand geography on a local, national, and global level</i>	Geography		Sample Performance Indicators
	a	Know how to use directions (North, South, East, and West) to locate places.	1. Assists in creating a class map of Harlem by labeling street numbers and names. 2. Labels the continents and oceans on a map of the world.
	b	Understand the purpose of a map.	
	c	Know how to identify symbols on a map.	
	d	Being to understand that maps are two dimensional representations of three dimensional surfaces.	
	e	Know some reasons for using maps.	
	f	Name their continent, country, state, and community.	
g	Learn vocabulary relating to geography, including the names and locations of the seven continents and five oceans.		
<i>understand the political structure of a community and the duties of a citizen</i>	Government and Citizenship		Sample Performance Indicators
	a	understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	1. Contributes to establishing classroom rules. 2. In a Community Circle discussion, explains that he or she has a right to be safe and not harmed by other students.
	b	Examine what it means to be a good citizen in the classroom, school, home, and community.	
	c	Identify and describe the rules and responsibilities students have at home, in the classroom, and at school.	
	d	Understand that effective, informed citizenship is a duty of each citizen, demonstrated by community service.	
e	Learn vocabulary related to government and citizenship.		

HARLEM LINK SECOND GRADE SOCIAL STUDIES STANDARDS

E. Successful Historians and Geographers

<i>pursue and make links about essential questions regarding people and their interactions</i>	Essential Questions		Sample Performance Indicators	
	a	What are urban, suburban and rural communities?	1. While presenting to the class the city re-creation he or she constructed as a group project, points out unique features of the city, including tall apartment buildings, skyscrapers and a row of stores. 2. After reading about farms and rural communities, shares with the class that rural areas do not have subways. 3. Color-codes a map of the United States showing major cities,	
	b	How do different kinds of communities meet the challenges of food, shelter and transportation?		
	c	How do people in our community make, enforce and change laws?		
	d	What kinds of communities make up the United States?		
	Research		Sample Performance Indicators	
	a	Be able to use dictionaries and encyclopedias by alphabetizing and using guide words.	1. While reading a picture book about cities, refers to a dictionary to look up the word smog. 2. Writes a "Dear Teacher" letter with a list of interesting facts he or she learned in reading a nonfiction book. 3. Chooses a book from the classroom library about volcanoes after a classmate reads a story about them during Writing Workshop.	
	b	Be able to use simple reference material to get information for all subject areas.		
c	Understand what kinds of questions are appropriate for research.			
d	Know the difference between facts and opinions.			
<i>understand big ideas and themes in local and world history and economics</i>	History		Sample Performance Indicators	
	a	Explore and discuss people, traditions, practices and ideas of people in urban and in rural communities (e.g. through literature and discussions).	1. Shares with the class the story of an ancestor's immigration to New York, and the ways in which he or she had to adjust to life in the city. 2. After reading Paul Galdone's version of The Town Mouse and the Country Mouse, discusses the difficulties of a country mouse adjusting to town life.	
	b	Recognize how traditions and practices were passed from one generation to the next.		
	c	Know the difference between near and distant past and interpret simple timelines.		
	d	Learn vocabulary related to history and kinds of communities.		
	Economics		Sample Performance Indicators	
	a	Understand that communities provide services to meet people's needs and wants.	1. In exploring the role of sales tax after a class trip to a restaurant, makes a list of all the people (including policemen, firefighters, teachers and sanitation workers) who he or she does not have to pay for services. 2. Keeps track of how much money he or she spends in a week, where he or she spends it, and what he or she buys.	
	b	Explore the role of taxes and ways they are used in their communities.		
c	Illustrate how people are both producers and consumers of goods and services.			
d	Explain how communities use, conserve and replenish natural resources such as water and wood.			

<i>of historical perspectives</i>	a	Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.	1. Writes a first-person narrative from the perspective of an historical figure. 2. Interviews a family or community member about New York City when that person was a child, asking questions based on his or her knowledge of what is important in a community, and sharing the similarities and differences with the class through an oral history.
	b	Discuss people, traditions, practices, and ideas of people in their community.	
	c	Be able to describe an experience from another person's perspective.	
<i>understand geography on a local, national, and global level</i>	Geography		Sample Performance Indicators
	a	Have a sense of how geography impacts living in their community.	1. Correctly labels on maps the United States, Canada, Mexico, the Mississippi River, the Rocky Mountains, New York State, New York City, Central Park and Harlem. 2. Following a class trip to the South Street Seaport Museum, discusses the importance of the Hudson, East and Harlem Rivers to the economy, development and culture of New York City.
	b	Demonstrate facility with using and creating maps.	
	c	Locate and label New York City on a map of New York State, and Harlem on a map of New York City.	
	d	Name and identify on a map of North America the countries, oceans, Mississippi River and Rocky Mountains.	
e	Learn vocabulary related to geography and maps.		
<i>understand the political structure of a community and the duties of a citizen</i>	Government and Citizenship		Sample Performance Indicators
	a	Discuss ways to be a good citizen in their school community.	1. Participates in a park cleanup. 2. Writes a story about what the classroom would be like without rules.
	b	Participate in problem solving, decision making, and conflict resolution.	
	c	Understand the reasons for rules and laws in a community.	
	d	Examine what it means to be a good citizen in the classroom, school, home, and community.	
	e	Understand basic rights that students have and those that they will acquire as they age.	
	f	Address classroom, school, or community issues or problems.	
	g	Understand that effective, informed citizenship is a duty of each citizen, demonstrated by community service	
h	Learn vocabulary related to government and communities.		

E. Successful Historians and Geographers

<i>pursue and make links about essential questions regarding people and their interactions</i>	1. Essential Questions for World Cultures		Sample Performance Indicators
	a	What are the people of the country of study like?	1. During an in-depth class country study, draws a picture of flutes, trumpets, musical bows and xylophones with a caption explaining that music and dance are important in Nigerian culture. 2. Compares schools in China and the United States using a Venn diagram.
	b	What are some of the occupations in the county?	
	c	What kind of money do people use in the country and how do people spend it?	
	d	What is the land of the country like?	
	e	What are some traditions and holidays people celebrate in the country?	
	f	What is the government of the country like?	
	g	How is the country different from New York or the United States?	
	2. Research		Sample Performance Indicators
	a	Discern the main idea of a nonfiction text.	1. During an Independent Reading conference, stops reading a nonfiction text about sharks when prompted in the text and looks at a pictograph showing the number of teeth sharks, humans and other animals have. 2. Uses index cards to record simple facts during a country study of Panama and sorts them into categories of society, government, economy and geography.
b	Understand the uses of graphical cues (captions, charts, diagrams).		
c	Begin to be able to organize information from research into broad categories.		
<i>understand big ideas and themes in local and world history and economics</i>	3. History		Sample Performance Indicators
	a	Study about different world cultures and civilizations (e.g. Africa, the Americas, Asia, and Europe) focusing on their accomplishments, contributions, values, beliefs, and traditions.	1. Writes facts about the Inca in the South America portion of a world map after completing a study of Peru, having filled in similar facts elsewhere after studying other countries during the year. 2. Creates a brochure for a visit to Australia with comprehensive information about what a tourist might find there. 3. Writes a biographical report about Albert Einstein, telling about his life and why he is important in history.
	b	Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.	
	c	Gather and present information about important developments from world history.	
	d	Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	
	e	Understand differences in accounts of key events and developments in world history.	

<i>ideas and themes in local and world history and economics con't</i>		social/cultural needs and wants of people during different periods in history and in different parts of the world.	
	g	View historic events through the eyes of those who were there, as shown in their art, writings, music, tables, graphs, photographs, and other artifacts.	
	h	Learn vocabulary and symbols related to the study of different cultures and civilizations.	
	Economics		Sample Performance Indicators
	a	Describe how natural resources affect various world communities.	1. With a small group of classmates, dramatizes the sale of fruits at an outdoor market in Nigeria.
	b	Explore how people in other cultures meet their needs for shelter, clothing, and food.	2. Constructs a poster displaying traditional clothing from different parts of the world he or she has studied in third grade.
	c	Understand how economic decisions are made in world communities.	
	d	Understand the basic concept of production, distribution, and consumption of goods and services.	
e	Understand the basic concept of interdependence within and among communities.		
f	Understand the basic concept of a free market, including supply and demand.		
g	Learn vocabulary related to world community economics.		
<i>analyze a variety of historical perspectives</i>	Historical Perspectives		Sample Performance Indicators
	a	Distinguish between past, present, and future.	1. During a country study of China, creates a timeline showing important events in Chinese history, including the completion of the Great Wall and the rise of trade with Europe.
	b	Understand timelines that display important events and eras from world history.	2. Pronounces the year of his or her birth correctly in class discussion.
	c	Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points.	3. Compares world maps from different time periods using map keys and symbols in order to understand world exploration.
	d	Collect information from both primary and secondary sources.	
	e	Interpret, analyze and respond to primary documents to learn about a culture or historical event.	
	f	Separate fact from fiction, draw conclusions and determine cause and effect in reading a primary document.	

<i>geography on a local, national, and global level</i>	a	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>1. Uses symbols and colors to code a topographical map of the Dominican Republic.</p> <p>2. In the text of a country study report on Nigeria, notes the importance of the Atlantic Ocean to Lagos' economy.</p>	
	b	Identify and compare the physical, human, and cultural characteristics of different regions and people.		
	c	Investigate how people depend on and modify the physical environment.		
	d	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.		
	e	Use maps when analyzing history.		
	f	Learn vocabulary related to maps (e.g., longitude and latitude, map key, boundary and coordinate) and environments (e.g., tundra, grasslands, desert).		
<i>understand the political structure of a community and the duties of a citizen</i>	Government and Citizenship		Sample Performance Indicators	
	a	Understand that communities around the world form their own government, rules and laws.	<p>1. Compares rules in a classroom in New York to those in a classroom in Japan.</p> <p>2. Reads a nonfiction text about a child combatant in Bosnia and writes a response about how that child might feel.</p>	
	b	Recognize that communities around the world have conflicts over rules, rights, and responsibilities.		
	c	Consider other points of view before drawing conclusions or making judgments.		
	d	Address classroom, school, or community issues or problems.		
	e	Understand that effective, informed citizenship is a duty of each citizen, demonstrated by community service.		
f	Learn vocabulary related to government and citizenship.			

E. Successful Historians and Geographers

<i>pursue and make links about essential questions regarding people and their interactions</i>	1. Essential Question		Sample Performance Indicator	
	a	How did the encounter between Europeans and Native Americans change Native American lifestyle?	1. Creates a diorama showing life in a typical Colonial house. 2. After reading Encounter by Jane Yolen, writes his or her own story of Columbus' first trip to North America.	
	b	What were the reasons for the early European explorer's activities?		
	c	How was colonial life different from and like life today?		
	d	How and why was a new nation formed in 1776?		
2. Research		Sample Performance Indicators		
a	Appreciate world views of diverse tribes of Native Americans before European contact.	1. In drawing on several books and other sources to write a biography, arranges the events of a person's life in chronological order. 2. Writes a clear plan for a research project, indicating materials		
b	Understand the steps involved in a research project (questions, materials, research, organizing, presenting).			
<i>understand big ideas and themes in local and world history and economics</i>	3. History		Sample Performance Indicator	
	a	Learn about the scope and lifestyles of the Native American populations in North America prior to European contact, particularly in New York State.	1. Participates in a mock debate between patriots and loyalists about whether to declare independence from England. 2. Correctly labels a blank map with each of the original 13 colonies. 3. Participates in a text rendering of the Gettysburg Address, in which he or she reads the document with the class, then recites in turn a word or phrase that stands out.	
	b	Understand the circumstances of the voyage of Christopher Columbus in 1492.		
	c	Discuss the exploration of the Conquistadors and their contemporary explorers.		
	d	Learn the names of and information about the original 13 colonies.		
	e	Learn about colonial life in North America.		
	f	Understand the main causes of the Revolutionary War.		
	g	Discuss the founding documents of the United States of America.		
	h	Learn about the governmental system in New York State and that of the Iroquois Nation.		
	i	Learn vocabulary related to Native Americans, colonial life, colonial New York, and immigration.		

ideas and themes in local and world history and economics con't	a	Explore economic motives for the Age of Exploration, including the search for gold and silver and the slave trade.	1. Creates a map of New York State showing symbols of major natural resources. 2. Writes a Dear Teacher letter questioning the motives of the missionary narrator in <i>The Captive</i> by Scott O'Dell. 3. After learning the song, "The Erie Canal," creates diary entries for the narrator, bringing coal and hay from the Hudson River to the Great Lakes.
	b	Know why the hunter-gatherer lifestyle was displaced by farming.	
	c	Discuss the natural resources available to Native Americans and later colonists in New York State.	
	d	Describe the economic implications of the continued growth of cities after the Industrial Revolution.	
	e	Learn vocabulary related to industrialization and changing ways of life.	
analyze a variety of historical perspectives	5. Historical Perspectives		Sample Performance Indicators
	a	Appreciate world views of diverse tribes of Native Americans before European contact.	1. Researches a personal family story of migration and origin and shares a narrative of it with the class. 2. After reading <i>Guests</i> by Michael Dorris, writes a story pretending he or she was a settler visiting and playing with the character Moss. 3. Successfully complete a WebQuest where he or she pretends to be a New York colonist. 4. After reading six primary documents about the Revolutionary War (e.g., pamphlets, advertisements, political cartoons and diary entries), writes a well-constructed essay explaining the causes of the war.
	b	Understand the experiences of a typical family immigrating to America at the turn of the 20th century.	
	c	Understand the differing views of Patriots and Loyalists in the American Revolution.	
	d	Understand the difference between primary documents and secondary documents.	
	e	Interpret, analyze and respond to primary documents to learn about an historical event.	
	f	Identify contradictions, separate fact from fiction, draw conclusions and determine cause and effect by reading a primary document.	
g	Recognize point of view and the potential for multiple interpretations of a text or idea.		
understand geography on a local, national, and global level	6. Geography		Sample Performance Indicators
	a	Identify the major geographical features of New York State.	1. Creates a papier mache globe, painting and labeling the continents and oceans correctly. 2. Creates his or her own imaginary state, giving it a name borrowed from another language and explaining how it came to be called by that name.
	b	Learn names of American states, cities and rivers that have Native American word origins.	
c	Learn vocabulary relating to geography, including the names and locations of the seven continents and five oceans.		

<i>political structure of a community and the duties of a citizen</i>	a	Understand the basic civil values that are the foundation of American constitutional democracy.	1. Compares and contrasts monarchy and constitutional democracy. 2. Runs for class president. 3. Writes a letter to a City Councilperson asking how the class can help in the community.
	b	Know what the United States Constitution is and why it is important.	
	c	Understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government.	
	d	Understand the structure of New York State and local governments including executive, legislative, and judicial branches.	
	e	Identify their legislative and executive representatives at the local, state, and national governments.	
	f	Understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.	
	g	Participate in activities that focus on a classroom, school, or community issue or problem.	
	h	Learn vocabulary and symbols related to statehood, branches of government, democracy and citizenship.	

Harlem Link Arts Curriculum Overview

Harlem Link believes that a child's education cannot just include verbal, mathematical, and logical experiences. Many children's interests and strengths include experiences that belong to more creative, spatial, and kinesthetic domains.¹ A focus upon the arts is beneficial for students for several compelling reasons. The arts:

- provides opportunities for personal expression;
- helps develop communication skills;
- develops self-awareness;
- is universal and everyone can access it;
- overlaps with math and science (e.g. sound, geometry, and scale);
- overlaps with social studies (e.g. studying different cultures);
- overlaps with ELA (e.g. books illustrations, poetry set to music, dramatizing stories, eliciting conversations);
- reflects values;
- creates culturally aware individuals;
- creates individuals who can tap into their creative potentials;
- creates opportunities to learn about arts careers;
- taps into many students' strengths and varying learning styles.²

When taking into consideration students' varying learning styles, many children will be able to access the standards and the curriculum more effectively if they are able to experience it through the arts. For this reason, Harlem Link plans to integrate the arts into the core subject areas whenever possible. For example, if teachers have planned a Reading Workshop unit about plays, students should have an opportunity to learn about dramatic techniques and perform one play at the end of the unit as a culminating project. Throughout this visual, kinesthetic activity, students will experience reading comprehension and analysis about setting and character in a whole new way. Teachers may find students, who may have typically struggled in Reading Workshop, responding much more to the standards, and as a result, achieving at a higher rate.

When planning units, the teachers, with the help of the Co-Director for Instruction, will make deliberate attempts to incorporate arts activities. Physical fitness once a week will also be a time for teachers to incorporate creative movement activities. Teachers will have materials and resources at the school for arts related projects (see Exhibit H), and the Director for Instruction will schedule occasional arts workshops for the teachers during professional development. In addition, Fieldwork will also include trips to museums, concerts, and plays that reflect what children are studying.

Harlem Link also aspires toward an Extended Day through partnerships with arts institutions, such as the Children's Art Carnival, Studio in a School, and Aaron Davis Hall, that could provide arts instruction through local artists in residence. Although teachers will continue to integrate the arts into the core curriculum, Harlem Link believes that students will have a more sophisticated learning experience with authentic teaching artists who live, breath, and discuss art.

¹ Gardner, Howard (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books

² Ashcraft, Carol F (1985). *Integration of the Visual Arts into the Elementary School Core Curriculum*. New York: Bank Street College.

New York State Arts Learning Standards

Standard 1: Creating, Performing, and Participating in The Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

Standard 3: Responding To and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of The Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

F. Expressive Artists

engage in visual arts as a means of expression	1. Creating, Performing, and Participating in the Visual Arts		Sample Performance Indicators
	a	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.	Kindergarten: After reading Little Blue and Little Yellow by Leo Leoni and discusses primary and secondary colors with the class, experiments with color in a sponge printed mural inspired by the book.
	b	Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.	First Grade: After reading Color Zooby Lois Ehlert, uses different geometric shapes like circles, squares, rectangles, and triangles and glues them together on a paper to create an animal.
	c	Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.	Second Grade: After defining line and texture in a class dictionary activity and after studying these two techniques in illustrations (e.g. Two Bad Ants by Chris Van Allsburg), chooses a small object from the classroom to illustrate using both line and texture.
	d	Reveal through their own art work how art mediums and techniques influence their creative decisions.	Third Grade: Using plaster and tempura paint, recreates the Great Wall of China on a piece of plywood.
	e	Identify and use, in individual and group experiences, some of the roles and means for designing, producing and exhibiting art works.	Fourth Grade: While reading Hiawatha by Henry Wadsworth Longfellow, notices the cross-hatching in the illustrations and discusses how it creates a mood. As teacher reads further, recreates the forest that Longfellow describes with pencil and paper, using crosshatching.
	2. Knowing and Using Materials and Resources		Sample Performance Indicators
	a	Understand the characteristics of various mediums, (two dimensional, three dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.	Kindergarten: Uses software like Kid Pix to experiment with art.
	b	Develop skills with electronic media as a means of expressing visual ideas.	First Grade: Visits the Metropolitan Museum of Art and learn about different art from a Museum educator.
	c	Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.	Second Grade: Interviews a guest artist in the classroom and see his or her original art. With the artist's help, replicate his or her style.
	d	Give examples of adults who make their living in the arts	Third Grade: Studies authors who illustrate their own picture books and learn about each author's medium.
			Fourth Grade: In a biography unit, reads about artists like Pablo Picasso and Jacob Lawrence and studies their style and medium.
analyze and contextualize different forms of visual arts	3. Responding to and Analyzing Works of Visual Art		Sample Performance Indicators
a	Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for the responses.	Kindergarten: Discusses with class how authors use pictures to show what is happening their stories and how it can make the story more interesting.	

contextualize different forms of visual arts con't		textures, shape, sizes, volumes) found in a wide variety of art works.	discusses with the class how the painted sets showed the setting of the story and without them the play would have been confusing.
	c	Explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre,	<u>Third Grade:</u> Travels to the Society of Illustrators in October to see award-winning children's literature illustrations. While there, chooses an illustration that has line or texture and replicate onto a piece of paper to share with the class back at school.
	d	Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g. mathematics, science, literature, social studies, etc.).	<u>Fourth Grade:</u> In a mini-study on cubism, discovers how this type of art requires geometry.
		Understanding the Cultural Dimension and Contributions of Visual Arts	Sample Performance Indicators
	a	Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.	<u>Third Grade:</u> When studying China visits the Asia Society to look at ancient embroidery techniques and how embroidered fabrics tell the history of China.
	b	Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.	<u>Second Grade:</u> In unit about rural life, analyzes folk art and takes a trip to the Museum of American Folk Art. <u>Fourth Grade:</u> When studying the slave trade in America and discussing how African culture and identity was heavily impacted, creates African Masks as a way to connect with past culture.
	c	Create art works that show the influence of a particular culture.	
engage in music as a means of expression		Creating, Performing, and Participating in Music	Sample Performance Indicators
	a	Create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources.	<u>Kindergarten:</u> Reading Three Blind Mice, chime in the repeated stanzas while teacher is reading.
	b	Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts.	<u>First Grade:</u> While reading The Bremen Town Musicians by the Brothers Grimm with the class, take a part of a an animal and chime in when it is your part. <u>Second Grade:</u> During a unit on poetry in Writers Workshop does a shared read of the poem "The Dance of the Thirteen Skeletons" by Jack Prelutsky, and then sings the poem to the music of "Danse Macabre" by Camille Saint-Saens.
	d	In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor.	<u>Third Grade:</u> Listening to the audio of Prokofiev's Peter and the Wolf and following along with the illustrations in Jorg Muller's
engage in music as a means of expression con't	e	Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular music was used.	books, matches each charter to the instruments and then retells the story while marching around the room by making big sweeping gestures when the orchestra plays all together and small movements when there is only one instrument playing. <u>Fourth Grade:</u> Sing Pete Seeger's version of The Erie Canal with the class and use woodblocks to capture the clip-clop rhythm of the mule.

<i>as a means of expression con't</i>	a	Use classroom and nontraditional instruments in performing and creating music.	<u>Kindergarten</u> : Participate in sing alongs during Morning Meeting.
	b	Construct instruments out of material not commonly used for musical instruments.	<u>First Grade</u> : Listening quietly to a guest musician during morning Assembly.
	c	Use current technology to manipulate sound.	<u>Second Grade</u> : Creates non-pitched and pitched instruments (e.g. egg cartons, cups full of rice) and for a class orchestra.
	d	Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular music was used.	<u>Third Grade</u> : After studying the Caribbean and learning about kettle drums and percussion, sees a special live student performance of Stomp.
	e	Demonstrate appropriate audience behavior, included attentive listening in a variety of musical settings in and out of school.	<u>Fourth Grade</u> : After studying jazz, listens a live jazz performance at Aaron Davis Hall in Harlem.
	f	Discuss ways that music is used by various members of the community.	
<i>analyze and contextualize different forms of music</i>	Responding to and Analyzing Works of Music		Sample Performance Indicators
	a	Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'.	<u>Second Grade</u> : While listening to Vivaldi's Spring, draws a picture to describe what he or she thinks the music is saying.
	b	Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.	<u>Third Grade</u> : Changes the length of a string to change the pitch and explains reasons for this to the class.
	c	Discuss the basic means by which the voice and instruments can alter pitch loudness, duration, and timbre.	<u>Fourth Grade</u> : When putting on a play about immigration to the school, listens to a variety of music and chooses which sound best reflects the mood of the play.
	d	Describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.).	
	e	Describe their understandings of particular pieces of music and how they relate to their surroundings.	

different forms of music con't	a	Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.	<p>Third Grade: After studying China, the Caribbean, Africa, and Mexico, listens to music from each culture and identify it.</p> <p>Fourth Grade: In a Discover Social Studies unit about the Harlem Renaissance identifies jazz and its instruments.</p>
	b	Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections.	
	c	Identify the primary cultural, geographical, and historical settings for the music they listen to and perform.	
engage in dance and movement as a means of expression	9-10 Creating, Performing, and Participating in Dance and Movement		Sample Performance Indicators
	a	Identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop).	Kindergarten: Bend, twist, hop, or skip to a drum around the teacher.
	b	Demonstrate ways of moving in relation to people, objects, and environments in set dance forms.	First Grade: Use movement to describe objects (e.g. popcorn butter melting or an airplane taking off).
	c	Create and perform simple dances based on their own movement ideas.	<p>Second Grade: To a simple dance act out the fairy tale of Three Little Pigs.</p> <p>Third Grade: With a partner creates a dance with clapping and stomping to a beat and recites the "The Tyger" by William Blake.</p> <p>Fourth Grade: In a movement activity during physical education, play Follow the Leader, and mimic the movement and rhythm to the first person in line.</p>
10 Knowing and Using Materials and Resources		Sample Performance Indicators	
a	Demonstrate knowledge of dance resources in video, photography, print, and live performance.	<p>All grades:</p> <p>1. Watches videos of dance from around the world and with the teacher's help, recreates the dances.</p> <p>2. Meets dance performers from places like Aaron Davis Hall and Lincoln Center of Performing Arts and learn about various types of dance and movement.</p>	
b	Understand the concept of live performance and appropriate conduct.		
c	Demonstrate a knowledge of dance-related careers (e.g. dancer, choreographer, composer, lighting designer, historian, teacher).		

contextualize different forms of dance and movement	a	Demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural, and olfactory) that describe movement.	<u>All grades:</u> After studying with a dance artist from Aaron Davis about rhythm, beat, and movement, sees a live dance performance, and then discuss the performance with the artist afterward.
	b	Express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard.	
	12. Understanding the Cultural Dimensions and Contributions of Dance		Sample Performance Indicator
	a	Identify basic dance movements that are typical of the major world cultures.	<u>All grades:</u> Studies dances from around the world and can describe unique aspects about the dances.
b	Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.		
engage in dramatization as a means of expression	13. Creating, Performing, and Participating in Dramatic Arts		Sample Performance Indicator
	a	Use creative drama to communicate ideas and feelings.	<u>Kindergarten:</u> During active play mimics different emotions that the teacher names. <u>First Grade:</u> In an activity about the weather, dramatizes being a cloud that bursts with rain, rays of sunshine, and a seed growing into a plant. <u>Second grade:</u> Dramatizes doing things (e.g. opening a jar, ringing a bell, or chewing a licorice stick). <u>Third Grade:</u> Reads a math problem out loud for classmates to dramatize while they figure out the answer. <u>Fourth Grade:</u> Mimes a character from Wayside School Is Falling Down by Louis Sachar for classmates to guess.
	b	Imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling, and role playing.	
	c	Use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings.	
	d	Use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants.	
	e	Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.	
	f	Design and build props, sets, and costumes.	

<i>engage in dramatization as a means of expression con't</i>	a	Visit theaters, theatre-related facilities, and/or touring companies to observe aspects of theatrical production.	All grades: 1. Visits places like The Town Hall, Aaron Davis Hall, and Lincoln Center for the Performing Arts to watch theatre performances. 2. Interviews an actor, director, or playwright about his or her career. 3. Reads fiction and non-fiction plays.
	b	Use the library/media center of their school or community to find story dramatization material or other theatre related materials and to view videotapes of performances.	
	c	Attend theatrical performances in their school and demonstrate appropriate audience behavior.	
	d	Speak with theatre professionals about how they prepare for and perform their jobs.	
<i>analyze and contextualize different forms of theatre and dramatic arts</i>	Responding to and Analyzing Works of Theatre and Drama		Sample Performance Indicators
	a	Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.	Third Grade: Creates puppets for a shadow puppet show of the Chinese folktale Ming Lo Moves the Mountain.
	b	Identify the use of other art forms in theatre productions.	Fourth Grade: Compares and contrasts live theatre to film.
	c	Explain the relationship of theatre to film and video psychological concepts and themes have been explored in visual art.	
	d	Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life.	
	Understanding the Cultural Dimensions and Contributions of Theatre and the Dramatic Arts		Sample Performance Indicators
	a	Dramatize stories and folk tales from various cultures.	Kindergarten: Acts out nursery rhymes like The Itsy, Bitsy, Spider.
	b	Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups.	First Grade: Acts out jobs like postman, nurse, doctor, and bus driver and discusses how these people are in real life.
	c	Discuss how classroom theatre activities relate to their lives	Second Grade: Writes and performs a play about getting along for the school. Third Grade: Reads aloud The Turtle Who Wanted to Fly, an African Folk play by Carol Kory. Fourth Grade: Performs a play about Langston Hughes, based on the one written by Ossie Davis, to the school for Black History Month.

Harlem Link Health and Physical Education Curriculum Overview

Health and physical fitness are among the most important issues facing Harlem today, and continue to take on prominence in the national spotlight as well. A school that purports to graduate articulate scholars and active citizens would be remiss without teaching students about good health practices and encouraging physical fitness.

In addition to extremely high rates of asthma (see Attachment 36 for more information), Central and East Harlem face a host of health issues. In 2003, the New York City Department of Health and Mental Hygiene classified both Central and East Harlem as being "Below Average" for the city on several health indicators, including General health, Maternal and child health, and Infectious diseases (including pneumonia, influenza, HIV/AIDS).¹

Obesity is a national issue of increasing prominence, and holds particular importance for Harlem. The New York City Community Health Survey notes that obesity is more common among African-Americans, Hispanics and the poor, populations that are higher in Central and East Harlem than the rest of the city.² These findings are consistent with national data from the Youth Risk Behavioral Surveillance System (YRBSS), compiled in 1999 by the Centers for Disease Control and Prevention. This study found that black and Hispanic children are more likely to develop weight problems by adolescence than are white children. The YRBSS found 22% of black students to be overweight compared to 14% of white students, with the disparity greater among black (23%) and Hispanic (18%) female students compared to white female students (12%).³

Factors contributing to weight gain and obesity include lack of exercise and consumption of high calorie, nutrition-poor foods rather than fruits and vegetables. Generally, residents of Central and East Harlem report less physical activity and fruit and vegetable consumption than citywide averages.⁴ Not surprisingly, in Central Harlem 25% of adults are classified as obese, while in East Harlem the figure is 31%, both far above the citywide average of 18% and the stated national goal of 15%, figures that are cited as causative of Harlem's high obesity rates.⁵ Harlem Link will address these health issues beginning as early as kindergarten and in each subsequent year so that students will know ways in which to develop and maintain a healthy lifestyle.

The Harlem Link Health Standards focus on ways in which students, K-4, can take care of their bodies and make wise choices about their personal health and safety. The Health curriculum will include life sciences topics such as nutrition, hygiene, personal safety, and HIV/AIDS and socio-emotional topics such as drug abuse, gangs and self-

¹ New York City Department of Health and Mental Hygiene websites (2003, 2003). *The Health of Central Harlem and The Health of East Harlem*. Retrieved on January 2, 2004 from the World Wide Web:

<http://nyc.gov/html/doh/pdf/data/2003nhp-manhattana.pdf>, p. 7, and
<http://nyc.gov/html/doh/pdf/data/2003nhp-manhattanc.pdf>, p. 7

² New York City Department of Health and Mental Hygiene (2003). *NYC Vital Signs*. 2:7 (July 2003). Retrieved on April 27, 2004 from the World Wide Web: <http://www.nyc.gov/html/doh/pdf/survey/survey-2003obesity.pdf>

³ American Obesity Association website (n.d.). Retrieved on April 26, 2004 from the World Wide Web: <http://www.obesity.org/subs/childhood/prevention.shtml>

⁴ New York City Department of Health and Mental Hygiene (2003). *NYC Vital Signs*.

⁵ New York City Department of Health and Mental Hygiene websites (2003, 2003). *The Health of Central Harlem and The Health of East Harlem*.

esteem with the content of the lessons being developmentally appropriate. For example, in kindergarten the students will focus a great deal on personal hygiene such as brushing their teeth and washing their hands before they eat. Fourth graders will focus a great deal on personal safety and the realities of violence and diseases since they are rapidly approaching adolescence when they will face social choices. Teachers, with the help of the Co-Director for Instruction, will use curriculum such as *The Body Works* or *Totally Awesome Health* or will design their own curriculum to meet the Harlem Link Health Standards. Teachers will teach the Health curriculum when deemed appropriate during Discover Science and Morning Meeting, and guest experts like doctors, nurses, or nutritionists will discuss Health issues at whole-school Assemblies.

The Harlem Link Physical Education Standards, K-4, concentrate on students refining their motor coordination skills, learning fitness techniques, and practicing safe and respectful ways to play sports. Teachers, with the help of the Co-Director for Instruction, will design a physical education curriculum that includes grade appropriate fitness activities that complement the standards. Kindergarteners will spend parts of their day refining their fine motor and large motor skills through structured fitness activities (see Exhibit H). Students in first through fourth grades will have gym for 45 minutes every week. In addition, when teachers design units of study they will integrate kinesthetic learning into their lessons as often as possible. If Harlem Link should extend the school day until 5:30, part of the Extended Day will include physical fitness as well.

The Harlem Link Family and Consumer Sciences Standards are designed for students to think more globally about health, money, and spending by having students look at these topics through the lens of their homes, school, and communities. Students will have activities that will require family input. In addition, through Fieldwork, students will learn about different jobs in the Harlem community and how money is spent. In addition through community service they will be able to meet different individuals as they visit nursing homes and work in community gardens. Teachers will address these standards through Discover Science, Discover Social Studies, Math, and during Fieldwork.

New York State Learning Standards in Health, Physical Education and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.



HARLEM LINK CHARTER SCHOOL
CURRICULUM CROSSWALK

ENGLISH LANGUAGE ARTS

Kindergarten	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will read, write, listen and speak for information and understanding		
Kindergarten	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> • A.1 a, b, c, d, e, f, g* • A.2 a, b, c, d, e, f <ul style="list-style-type: none"> • GM.1 a • GM.3 a • GM.4 a, b • A.3 a, b, c • A.4 a, b, c, d, e • A.5 a, b, c, d, e, f, g, h, i, j, k, l • B.1 a, b, c, d, • B.2 a, b, c, d, e, f, g • B.3 a, b, c, d, e, f, • B.4 a, b, c, d, e, f, g, h, i, j • B.5 a, b, c, d, e, f, g, h, i, j, k

* Please note: All codes refer to the Harlem Link Standards

Standard 2--Students will read, write, listen and speak for literary response and expression.		
Kindergarten	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> • A.2 a, b, c, d, e, f <ul style="list-style-type: none"> • GM.1 a • GM.3 a • GM.4 a, b • A.3 a, b, c <ul style="list-style-type: none"> • LA.1 a, b, c • LA.2 a, b • LA.3 a • LA.4 a • B.1 a, b, c, d • B.2 a, b, c, d, e, f, g • B.3 a, b, c, d, e, f • B.4 a, b, c, d, e, f, g, h, i, j • B.5 a, b, c, d, e, f, g, h, i, j, k
Standard 3--Students will read, write, listen and speak for critical analysis and evaluation.		
Kindergarten	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> • A.2 a, b, c <ul style="list-style-type: none"> • LA.1 a, b, c • LA.2 a, b • LA.3 a • LA.4 a • A.5 k, l • B.2 f • B.3 d • B.5 f, g
Standard 4--Students will read, write, listen and speak for social interaction		
Kindergarten	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> • A.2 a, e, g <ul style="list-style-type: none"> • GM.1 a • GM.3 a • GM.4 a, b • A.3 a, b, c <ul style="list-style-type: none"> • LA.1 a, b, c • LA.2 a, b • LA.3 a

Kindergarten

•A.5 i, j, k, l

•B.1 a, b, c, d,

•B.2 a, b, c, d, e, f, g,

•B.3 a, b, c, d, e, f

•B.4 a, b, c, d, e, f, g, h, i, j

•B.5 a, b, c, d, e, f, g, h, i, j, k



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ENGLISH LANGUAGE ARTS

First Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will read, write, listen and speak for information and understanding		
First Grade	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.1 a, b, c, d, e, f, g, h, i •A.2 a, b, c, d, e <ul style="list-style-type: none"> •GM.1 b, c •GM.2 a, b, d •GM.3 b, c •GM.4 c •GM.5 a, b, c •GM.6 a •GM.7 a A.3 a, b, c, d <ul style="list-style-type: none"> •LA.1 d, e •LA.2 c •LA.3 b, c •A.4 a, b, c, d, e, f, g, h, i, j, k, l •A.5 a, b, c, d, e, f, g, h, i, j, k, l •B.1 a, b, c, d, e, f •B.2 a, b, c, d, e, f, g, h, i •B.3 a, b, c, d, e, f, g, h, i, j •B.4 a, b, c, d, e, f, g, h •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r

Standard 2--Students will read, write, listen and speak for literary response and expression.

<p>First Grade</p>	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, <ul style="list-style-type: none"> •GM.1 b, c •GM.2 a, b, d •GM.3 b, c •GM.4 c •GM.5 a, b, c •GM.6 a •GM.7 a •A.3 a, b, c, d <ul style="list-style-type: none"> •LA.1 d, e •LA.2 c •LA.3 b, c •A.5 d, h, i, j, k, l •B.2 a, b, c, d, e, f, g, h, i •B.3 a, b, c, d, e, f, g, h, i, j •B.4 a, b, c, d, e, f, g, h •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r
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Standard 3--Students will read, write, listen and speak for critical analysis and evaluation.

<p>First Grade</p>	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> •A.3 a, b, c, d <ul style="list-style-type: none"> •LA.1 d, e •LA.2 c •LA.3 b, c •A.5 k, l •B.2 f, g •B.3 b, f, g, h, i, j •B.5 a, b, c, e, f, n, o, p, q, r
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Standard 4--Students will read, write, listen and speak for social interaction

<p>First Grade</p>	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> •A.2 c, d, e <ul style="list-style-type: none"> •GM.1 b, c •GM.2 a, b, d •GM.3 b, c •GM.4 c •GM.5 a, b, c •GM.6 a
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First Grade

- A.3 a, b, c, d
- LA.1 d, e
- LA.2 c
- LA.3 b, c
- A.5 i, j, k, l
- B.1 a, b, c, d, e, f
- B.2 a, b, c, d, e, f, g, h, i
- B.3 a, b, c, d, e, f, g, h, i, j
- B.4 a, b, c, d, e, f, g, h
- B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r



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ENGLISH LANGUAGE ARTS

Second Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will read, write, listen and speak for information and understanding		
Second Grade	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.1 a, b, c, d, e, f, g, h, i •A.2 a, b, c, d, e <ul style="list-style-type: none"> •GM.2 d •GM.3 d •GM.4 d, e •GM.5 d •GM.6 b, c •A.3 a, b, c, d <ul style="list-style-type: none"> •LA.2 d •LA.3 d, e •LA.4 b •A.4 a, b, c, d, e, f, g, h, i, j, k, l •A.5 a, b, c, d, e, f, g, h, i, j, k, l •B.1 a, b, c, d, e •B.2 a, b, c, d, e, f •B.3 a, b, c, d, e, f, g, h, i, j •B.4 a, b, c, d, e, f, g, h, i •B.5 a, b, c, d, e, f, g, h, i, j, k

Standard 2--Students will read, write, listen and speak for literary response and expression.		
Second Grade	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, g, h, i •GM.2 d •GM.3 d •GM.4 d, e •GM.5 d •GM.6 b, c •A.3 a, b, c, d, e, f •LA.2 d •LA.3 d, e •LA.4 b •A.5 f, g •B.2 a, b, c, d, e, f, g •B.3 a, b, c, d, e, f, g, h, i, j •B.4 a, b, c, d, e, f, g, h, i •B.5 a, b, c, d, e, f, g, h, i, j, k
Standard 3--Students will read, write, listen and speak for critical analysis and evaluation.		
Second Grade	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> •A.3 a, b, c, d, e, f •LA.2 d •LA.3 d, e •LA.4 b •A.5 f, g •B.2 c, f •B.3 c, d, e, i, j •B.5 a, c, d, e,
Standard 4--Students will read, write, listen and speak for social interaction		
Second Grade	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, g, h, I •GM.2 d •GM.3 d •GM.4 d, e •GM.5 d •GM.6 b, c •A.3 a, b, c, d, e, f •LA.2 d

<p>Second Grade</p>		<p>•LA.3 a, c •LA.4 b •A.5 a, f, g •B.1 a, b, c, d, e •B.2 a, b, c, d, e, f, g •B.3 a, b, c, d, e, f, g, h, i, j •B.4 a, b, c, d, e, f, g, h, i •B.5 a, b, c, d, e, f, g, h, i, j, k</p>
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Third Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will read, write, listen and speak for information and understanding		
Third Grade	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.1 a, b, c, d, e, f, g, h, i, j, k, l, m, n •A.2 a, b, c, d, e, f, g, h, i, j, k <ul style="list-style-type: none"> •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e •GM.5 a, b, c, d •GM.6 a, b, c •GM.7 a •A.3 a, b, c, d, e, f, g, h, i, j, k <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 a, b, c, d, e, f, g, h, i, j, k •B.1 a, b, c, d, e •B.2 a, b, c, d, e, f, g, h, i, j •B.3 a, b, c, d, e, f, g, h, i, j, k •B.4 a, b, c, d, e, f, g, h, i, j •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q

Standard 2--Students will read, write, listen and speak for literary response and expression.		
Third Grade	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, f, g, h, i, j, k <ul style="list-style-type: none"> •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e •GM.5 a, b, c, d •GM.6 a, b, c •GM.7 a •A.3 a, b, c, d, e, f, g, h, i, j, k <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 a, b, c, d, e, f, g, h, i, j, k •B.2 a, b, c, d, e, f, g, h, i, j •B.3 a, b, c, d, e, f, g, h, i, j, k •B.4 a, b, c, d, e, f, g, h, i, j •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q
Standard 3--Students will read, write, listen and speak for critical analysis and evaluation.		
Third Grade	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> •A.3 a, b, c, d, e, f, g, h, i, j, k <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 d, h, j •B.2 c, e, f, h, i, •B.3 d, e, f, g, h, i, j •B.4 j •B.5 e, f, g, h, p

Standard 4--Students will read, write, listen and speak for social interaction

<p>Third Grade</p>	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, f, g, h, i, j, k •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e •GM.5 a, b, c, d •GM.6 a, b, c •GM.7 a •A.3 a, b, c, d, e, f, g, h, i, j, k •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 a, b, c, d, e, g, h, i, j, k •B.1 a, b, c, d •B.2 a, b, c, d, e, f, g, h, i, j •B.3 a, b, c, d, e, g, g, h, i, j, k •B.4 a, b, c, d, e, f, g, h, i, j •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q
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HARLEM LINK CHARTER SCHOOL
CURRICULUM CROSSWALK

ENGLISH LANGUAGE ARTS

Fourth Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will read, write, listen and speak for information and understanding		
Fourth Grade	<ul style="list-style-type: none"> • Read for information and understanding • Write for information and understanding • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.1 a, b, c, d, e, f, g, h, i •A.2 a, b, c, d, e, f, g, h, i, j, k, l <ul style="list-style-type: none"> •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e •GM.5 a, b, c, d •GM.6 a, b, c •GM.7 a •A.3 a, b, c, d, e, f, g, h, i <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 a, b, c, d, e, f, g, h, i •B.1 a, b •B.2 a, b, c, d, e, f, g, h, i, j, k, l •B.3 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p •B.4 a, b, c, d, e, f, g •B.5 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o

Standard 2--Students will read, write, listen and speak for literary response and expression.

<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Read for literary response and expression • Write for literary response and expression • Listen for information and understanding • Speak for information and understanding 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, f, g, h, i, j, k, l <ul style="list-style-type: none"> •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e •GM.5 a, b, c, d •GM.6 a, b, c •GM.7 a •A.3 a, b, c, d, e, f, g, h, i <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •B.2. b, c, d, e, f, h, i, j, k, l •B.3 a, b, c, d, e, f, g, h, i, j, k, l, n, o, p •B.4 a, b, c, d, e, f, g •B.5 a, b, c, d, e, f, g, h, i, j, i, j, k, l, m, n, o
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Standard 3--Students will read, write, listen and speak for critical analysis and evaluation.

<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Read for critical analysis and evaluation • Write for critical analysis and evaluation • Listen for critical analysis and evaluation • Speak for critical analysis and evaluation 	<ul style="list-style-type: none"> •A.3 a, b, c, d, e, f, g, h, i <ul style="list-style-type: none"> •LA.1 a, b, c, d, e, •LA.2 a, b, c, d, e •LA.3 a, b, c, d, e, f, g, h •LA.4 a, b, c, d, e, f •A.4 a, f, h, i •B.2 d, e, j, l •B.3 g, h, i, j, k, m •B.4 g •B.5 d, e, f, g, n, o
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Standard 4--Students will read, write, listen and speak for social interaction

<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Read for social interaction • Write for social interaction • Listen for social interaction • Speak for social interaction 	<ul style="list-style-type: none"> •A.2 a, b, c, d, e, f, g, h, i, j, k, l <ul style="list-style-type: none"> •GM.1 a, b, c, •GM.2 a, b, c, d •GM.3 a, b, c, d •GM.4 a, b, c, d, e
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Fourth Grade

- GM.5 a, b, c, d
- GM.6 a, b, c
- GM.7 a
- A.3 a, b, c, d, e, f, g, h, i
- LA.1 a, b, c, d, e,
- LA.2 a, b, c, d, e
- LA.3 a, b, c, d, e, f, g, h
- LA.4 a, b, c, d, e, f
- A.4 a, b, c, d, e, f, g, h, i
- B.1 a, b
- B.2 a, b, c, d, e, f, g, h, i, j, k, l
- B.3 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p
- B.4 a, b, c, d, e, f, h
- B.5 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o

MATHEMATICS, SCIENCE AND TECHNOLOGY

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions.</p>		
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> •C.9 a, b, c, d, e, f, g •D.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o
<p>Standard 2--Students will access, generate, process, and transfer information using appropriate technologies.</p>		
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Using Information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> •D.5 a, b, •D.6 a
<p>Standard 3--Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.</p>		
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Mathematical Reasoning • Number and Numeration • Operations • Modeling/Multiple Representations • Measurement • Uncertainty • Patterns/Functions 	<ul style="list-style-type: none"> •C.1 a, b, c, d •C.2 a, c, d, e, f, g, h, i •C.3 a, b, c •C.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r •C.5 a, b, c, d, e, f, g, h •C.6 a, b, c, d, e, f •C.7 a, b, c •C.8 a, b, c, d, e, f, g, h •C.9 a, b, c, d, e, f, g

Standard 4--Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical developments of ideas in science.

<p>Kindergarten</p>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities and differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium • Dependence of plants & animals on each other & environment • Impact of human activities on the environment 	<ul style="list-style-type: none"> •D.1 a, b •D.2 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y •D.3 a, b, c •D.2 d, l, j, k, l, m, n. o, p, r, s, t, u, v, y
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Standard 5--Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy and environmental needs.

<p>Kindergarten</p>	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • Technological Systems • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> C.3 a, b, c D.4 h, i, j D.5 a, b D.6 a,
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Standard 6--Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

<p>Kindergarten</p>	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<p>C.1 a, b, c, d, e, f, g C.8 a, b, c, d, e, f, g, h D.2 j, q, r, t, y D.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o D.5 a, b</p>
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Standard 7--Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

<p>Kindergarten</p>	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems • Using specific skills & strategies to solve interdisciplinary (MST) problems 	<p>C.9 a, b, c, d, e, f, g D.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o D.5 a, b</p>
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MATHEMATICS, SCIENCE AND TECHNOLOGY

First Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions.		
First Grade	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> •C.9 a, b, c, d, e, f, g, •D.4 a, b, c, d, e, f, g, h, i, j, k, l
Standard 2--Students will access, generate, process, and transfer information using appropriate technologies.		
First Grade	<ul style="list-style-type: none"> • Using Information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> •D.5 a, b, c, d, e, f •D.6 a, b, c, d
Standard 3--Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.		
First Grade	<ul style="list-style-type: none"> • Mathematical Reasoning • Number and Numeration • Operations • Modeling/Multiple Representations • Measurement • Uncertainty • Patterns/Functions 	<ul style="list-style-type: none"> •C.1 a, b, c •C.2 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q •C.3 a, b, c, d, e •C.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa, bb •C.5 a, b, c •C.6 a, b, c, d, e, f •C.7 a, b •C.8 a, b, c, d •C.9 a, b, c, d, e, f, g

Standard 4—Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical developments of ideas in science.

<p>First Grade</p>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities and differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium • Dependence of plants & animals on each other & environment • Impact of human activities on the environment 	<ul style="list-style-type: none"> •D.1 a, b, c, d, e, f, g, h, i •D.2 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, x, aa, bb, cc, dd •D.3 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa
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Standard 5—Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy and environmental needs.

<p>First Grade</p>	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • Technological Systems • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> •C.3 a, c, e •C.9 h •D.1 g, h •D.3 g •D.4 g, i •D.5 a, b, c, d, e, f •D.6 a, b, c, d
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Standard 6--Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

<p>First Grade</p>	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<ul style="list-style-type: none"> •C.8 a, b, c, d •D.1 c •D.2 b, c, p, u •D.3. s, t, u, v, w, x, z, aa
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Standard 7--Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

<p>First Grade</p>	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems • Using specific skills & strategies to solve interdisciplinary (MST) problems 	<ul style="list-style-type: none"> •C.9 a, b, c, d, e, f, g, h •D.4 a, b, c, d, e, f, g, h, i, j, k, l •D.5 a, b, c, d, e, f
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MATHEMATICS, SCIENCE AND TECHNOLOGY

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1 --Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions.		
Second Grade	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> •C.9 a, b, c, d •D.4 a, b, c, d, e, f, g, h, i, j, k, l
Standard 2 --Students will access, generate, process, and transfer information using appropriate technologies.		
Second Grade	<ul style="list-style-type: none"> • Using Information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> •D.5 a, b, c, d, e, f •D.6 a, b, c, d
Standard 3 --Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.		
Second Grade	<ul style="list-style-type: none"> • Mathematical Reasoning • Number and Numeration • Operations • Modeling/Multiple Representations • Measurement • Uncertainty • Patterns/Functions 	<ul style="list-style-type: none"> C.1 a, b, c, d C.2 a, b, c, d, e C.3 a, b, c C.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q C.5 a, b, c, d C.6 a, b, c, d, e C.7 a, b C.8 a, b, c, d, e C.9 a, b, c, d

Standard 4--Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical developments of ideas in science.

<p>Second Grade</p>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities and differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium • Dependence of plants & animals on each other & environment • Impact of human activities on the environment 	<ul style="list-style-type: none"> •D.1 a, b, c, d, e, f, g, h, i •D.2 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, x, aa, bb, cc, dd •D.3 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa
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Standard 5--Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy and environmental needs.

<p>Second Grade</p>	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • Technological Systems • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> •C.2 b, c, d •C.3 c •C.5 b •D.1 g, h •D.3 g •D.4 g, i •D.5 a, b, c, d, e, f •D.6 a, b, c, d
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Standard 6--Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

<p>Second Grade</p>	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<ul style="list-style-type: none"> •C.8 a, b, c, d, e •D.1 c •D.2 b, c, p, u •D.3. s, t, u, v, w, x, z, aa
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Standard 7--Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

<p>Second Grade</p>	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems • Using specific skills & strategies to solve interdisciplinary (MST) problems 	<ul style="list-style-type: none"> •C.9 a, b, c, d •D.4 a, b, c, d, e, f, g, h, i, j, k, l •D.5 a, b, c, d, e, f
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MATHEMATICS, SCIENCE AND TECHNOLOGY

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1-- Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions.		
Third Grade	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> •C.9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p •D.4 a, b, c, d, e, f, g, h, i, j, k, l
Standard 2-- Students will access, generate, process, and transfer information using appropriate technologies.		
Third Grade	<ul style="list-style-type: none"> • Using Information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> •D.5 a, b, c, d, e, f, g, h, i, j •D.6 a, b, c, d, e, f, g, h, i, j
Standard 3-- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.		
Third Grade	<ul style="list-style-type: none"> • Mathematical Reasoning • Number and Numeration • Operations • Modeling/Multiple Representations • Measurement • Uncertainty • Patterns/Functions 	<ul style="list-style-type: none"> •C.1 a, b, c, d •C.2 a, b, c, d, e, f, g, h, i, j •C.3 a, b, c, d, e, f •C.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, z, aa •C.5 a, b, c, d, e, f, •C.6 a, b, c, d, e, f, g, h, i, j •C.7 a, b, c, d •C.8 a, b, c, d, e, f •C.9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p

Standard 4--Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical developments of ideas in science.

<p>Third Grade</p>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities and differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium • Dependence of plants & animals on each other & environment • Impact of human activities on the environment 	<ul style="list-style-type: none"> •D.1 a, b, c, d, e, f, g, h, i, j, k, l •D.2 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p •D.3 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u
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Standard 5--Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy and environmental needs.

<p>Third Grade</p>	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • Technological Systems • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> •C.2 b •C.4 i •D.1 j, k •D.4 b, f •D.5 a, b, c, d, e, f, g, h, i, j •D.6 a, b, c, d, e, f, g, h, i, j
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Standard 6--Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

<p>Third Grade</p>	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<ul style="list-style-type: none"> •C.8 a, b, c, d, e, f •D.2 e, h, j, o •D.3 e, f, k, l, m, p, r, s, t, u
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Standard 7--Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

<p>Third Grade</p>	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems • Using specific skills & strategies to solve interdisciplinary (MST) problems 	<ul style="list-style-type: none"> •C.9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p •D.4 a, b, c, d, e, f, g, h, i, j, k, l •D.5 a, b, c, d, e, f, g, h, i, j
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MATHEMATICS, SCIENCE AND TECHNOLOGY

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1--Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions.		
Fourth Grade	<ul style="list-style-type: none"> • Mathematical Analysis • Scientific Inquiry • Engineering Design 	<ul style="list-style-type: none"> •C.9 a, b, d, d, e, f, g, h, i, j, k •D.4 a, b, c, d, e, f, g, h, i, j, k, l
Standard 2--Students will access, generate, process, and transfer information using appropriate technologies.		
Fourth Grade	<ul style="list-style-type: none"> • Using Information Technology • Impacts of Information Technology 	<ul style="list-style-type: none"> •D.5 a, b, c, d, e, f, g, h, i, j •D.6 a, b, c, d, e, f, g, h, i, j
Standard 3--Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.		
Fourth Grade	<ul style="list-style-type: none"> • Mathematical Reasoning • Number and Numeration • Operations • Modeling/Multiple Representations • Measurement • Uncertainty • Patterns/Functions 	<ul style="list-style-type: none"> C.1 a, b, c, d, e, f, g, h C.2 a, b, c, d, e, f, g C.3 a, b, c, d, e C.4 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r C.5 a, b, c, d, e, f, g, h C.6 a, b, c, d, e, f, g, h, i, j, k C.7 a, b, c, d, e C.8 a, b, c, d, e, f C.9 a, b, d, d, e, f, g, h, i, j, k, l, m, n, o

Standard 4--Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical developments of ideas in science.

<p style="text-align: center;">Fourth Grade</p>	<p><u>Physical Setting.</u></p> <ul style="list-style-type: none"> • Earth & celestial phenomena • Interactions among air, water, land • Properties of matter • Energy • Energy & matter Interactions <p><u>Living Environment</u></p> <ul style="list-style-type: none"> • Living things/non-living things (similarities and differences) • Inherited genetic information • Organisms/species change over time • Continuity of life reproduction • Organisms & dynamic equilibrium • Dependence of plants & animals on each other & environment • Impact of human activities on the environment 	<ul style="list-style-type: none"> •D.1 a, b, c, d, e, f, g, h, i, j, k, l •D.2 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q •D.3 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u
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Standard 5--Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy and environmental needs.

<p style="text-align: center;">Fourth Grade</p>	<ul style="list-style-type: none"> • Engineering Design • Tools, Resources & Technological Processes • Computer Technology • Technological Systems • History & Evolution of Technology • Management of Technology 	<ul style="list-style-type: none"> •C.2 a, b, d •C.3 c •D.1 j, k •D.4 b, f •D.5 a, b, c, d, e, f, g, h, i, j
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Standard 6--Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Systems Thinking • Models • Magnitude & Scale • Equilibrium & Stability • Patterns of Change • Optimization 	<ul style="list-style-type: none"> •C.8 a, b, c, d, e, f •D.2 e, h, j, o •D.3 e, f, k, l, m, p, r, s, t, u
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Standard 7--Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Using math, science & technology together to solve problems • Using specific skills & strategies to solve interdisciplinary (MST) problems 	<ul style="list-style-type: none"> •C.9 a, b, d, d, e, f, g, h, i, j, k, l, m, n, o •D.4 a, b, c, d, e, f, g, h, i, j, k, l •D.5 a, b, c, d, e, f, g, h, i, j •D.6 a, b, c, d, e, f, g, h, i, j
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SOCIAL STUDIES

Kindergarten	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--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>		
Kindergarten	<p>United States & New York History</p> <ul style="list-style-type: none"> • Intellectual Skills* • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.1 a, b, c, d, e, f •E.2 a, b, c •E.4 a, b
<p>Standard 2--Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
Kindergarten	<p>World History</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.2 a, b, c •E.4 a, b

Standard 3--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.

Kindergarten	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and Society • Intellectual Skills —Human systems —Physical systems 	<p>•E.5 a, b, c, d</p>
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Standard 4--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 nonmarket mechanisms.

Kindergarten	<p>United States and Other Societies • Economics</p> <ul style="list-style-type: none"> • Intellectual Skills • Needs, Wants • Human, Natural and Capital Resource Allocation 	<p>•E.3 a, b, c, d</p>
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Standard 5—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights, and responsibilities of citizenship, including avenues of participation.

<p>Kindergarten</p>	<p>New York, United States and World Government</p> <ul style="list-style-type: none">• Intellectual Skills• Citizenship, Civic Values, Government• Human Rights: Justice• Political Systems• Power	<p>•E.6 a, b, c, d, e</p>
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*Intellectual Skills: Critical Thinking; Information Gathering and Organization; Multiple Perspectives

SOCIAL STUDIES

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--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>First Grade</p>	<p>United States & New York History</p> <ul style="list-style-type: none"> • Intellectual Skills* • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.1 a, b, c, d, e, f, g •E.2. a, b, c, d, e •E.3 a, b, c, d, e, f, g, h, i •E.4 a, b, c, d, e, f, g •E.5 a, b, c, d •E.7 a, b, c, d, e
<p>Standard 2--Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
<p>First Grade</p>	<p>World History</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.2 a, b, c, d, e •E3 a, b, c, d, e, f, g, h, i •E.4 a, b, c, d, e, f, g •E.5 a, b, c, d •E.7 a, b, c, d, e
<p>Standard 3--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>First Grade</p>	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and Society • Intellectual Skills — Human systems — Physical systems 	<ul style="list-style-type: none"> • E.6 a, b, c, d, e, f, g,

Standard 4--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 nonmarket mechanisms.

First Grade	United States and Other Societies • Economics • Intellectual Skills • Needs, Wants • Human, Natural and Capital Resource Allocation	•E.4 a, b, c, d, e, f, g
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Standard 5--Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights, and responsibilities of citizenship, including avenues of participation.

First Grade	New York, United States and World Government • Intellectual Skills • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power	•E.7 a, b, c, d, e
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*Intellectual Skills: Critical Thinking; Information Gathering and Organization; Multiple Perspectives

SOCIAL STUDIES

Second Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--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>		
Second Grade	<p>United States & New York History</p> <ul style="list-style-type: none"> • Intellectual Skills* • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.1 a, b, c, d •E.2 a, b, c, d •E.3 a, b, c •E.4 a, b, c, d •E.5 a, b, c •E.7 a, b, c, d, e, f, g, h
<p>Standard 2--Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
Second Grade	<p>World History</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.3 a, b, c, d •E.4 a, b, c, d •E.5 a, b, c
<p>Standard 3--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>		
Second Grade	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and Society • Intellectual Skills —Human systems —Physical systems 	<ul style="list-style-type: none"> •E.6 a, b, c, d, e

Standard 4--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 nonmarket mechanisms.

<p>Second Grade</p>	<p>United States and Other Societies • Economics • Intellectual Skills • Needs, Wants • Human, Natural and Capital Resource Allocation</p>	<p>•E.4 a, b, c, d</p>
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Standard 5--Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights, and responsibilities of citizenship, including avenues of participation.

<p>Second Grade</p>	<p>New York, United States and World Government • Intellectual Skills • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power</p>	<p>•E.7 a, b, c, d, e, f, g, h</p>
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*Intellectual Skills: Critical Thinking; Information Gathering and Organization; Multiple Perspectives

SOCIAL STUDIES

Third Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--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>		
Third Grade	<p>United States & New York History</p> <ul style="list-style-type: none"> • Intellectual Skills* • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.1 a, b, c, d, e, f, g •E.2 a, b, c •E.3 a, b, c, d, e, f, g, h •E.4 a, b, c, d, e, f, g •E.5 a, b, c, d, e, f •E.7 a, b, c, d, e, f
<p>Standard 2--Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
Third Grade	<p>World History</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.3 a, b, c, d, e, f, g, h •E.4. a, b, c, d, e, f, g •E.5. a, b, c, d, e, f •E.7 a, b, c, d, e, f

Standard 3--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.

Third Grade	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and Society • Intellectual Skills —Human systems —Physical systems 	<p>•E.6 a, b, c, d, e, f</p>
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Standard 4--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 nonmarket mechanisms.

Third Grade	<p>United States and Other Societies • Economics</p> <ul style="list-style-type: none"> • Intellectual Skills • Needs, Wants • Human, Natural and Capital Resource Allocation 	<p>•E.4 a, b, c, d, e, f, g</p>
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Standard 5--Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights, and responsibilities of citizenship, including avenues of participation.

<p>Third Grade</p>	<p>New York, United States and World Government</p> <ul style="list-style-type: none"> • Intellectual Skills • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power 	<p>E.5 d, e, f E.7 a, b, c, d, e, f</p>
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*Intellectual Skills: Critical Thinking; Information Gathering and Organization; Multiple Perspectives

SOCIAL STUDIES

Fourth Grade	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--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>		
Fourth Grade	<p>United States & New York History</p> <ul style="list-style-type: none"> • Intellectual Skills* • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.1 a, b, c, d •E.2 a, b •E.3 a, b, c, d, e, f, g, h, i •E.4 a, b, c, d, e •E.5 a, b, c, d, e, f, g •E.7 a, b, c, d, e, f, g, h
<p>Standard 2--Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>		
Fourth Grade	<p>World History</p> <ul style="list-style-type: none"> • Intellectual Skills • Belief Systems • Conflict • Cultural Identity, Diversity and Interdependence 	<ul style="list-style-type: none"> •E.2 a, b •E.3 a, b, f, g, h, i •E.4 a, b, c, d, e •E.5 a, b, c, d, e, f, g

<p>Standard 3--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>Fourth Grade</p>	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> • Environmental and Society • Intellectual Skills —Human systems —Physical systems 	<p>E.5 e, f, g E.6 a, b, c</p>
<p>Standard 4--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 nonmarket mechanisms.</p>		
<p>Fourth Grade</p>	<p>United States and Other Societies • Economics</p> <ul style="list-style-type: none"> • Intellectual Skills • Needs, Wants • Human, Natural and Capital Resource Allocation 	<p>E.4 a, b, c, d, e</p>

Standard 5—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights, and responsibilities of citizenship, including avenues of participation.

<p>Fourth Grade</p>	<p>New York, United States and World Government</p> <ul style="list-style-type: none"> • Intellectual Skills • Citizenship, Civic Values, Government • Human Rights: Justice • Political Systems • Power 	<p>E.5 d, e, f, g E.7 a, b, c, d, e, f, g, h</p>
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*Intellectual Skills: Critical Thinking; Information Gathering and Organization; Multiple Perspectives

THE ARTS

Note: These standards are not required as part of the performance standards [per §2851(2)(6)]. If the charter school applicant states an intent to meet all of the New York State Learning Standards, the applicant must complete this section.

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
<p>Standard 1--Creating, Performing and Participating in the Arts--Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p>		
<p>Kindergarten through Fourth Grade</p>	<ul style="list-style-type: none"> • Dance Students will perform dance forms and understand choreography • Music Students will play their own music and music written by others • Theatre Students will create and perform theatre pieces • Visual Arts Students use a variety of materials and techniques to create art 	<ul style="list-style-type: none"> •F.1 a, b, c, d, e •F.5 a, b, c, d, e •F.9 a, b, c •F.13 a, b, c, d, e, f
<p>Standard 2--Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p>		
<p>Kindergarten through Fourth Grade</p>	<p><u>Dance, Music, Theatre & Visual Arts</u> Students will:</p> <ul style="list-style-type: none"> • Evaluate and interpret art forms • Express opinions, using vocabulary of the art form • Connect art to other disciplines 	<ul style="list-style-type: none"> •F.2 a, b, c, d •F.6 a, b, c, d, e, f, •F.10 a, b, c •F.14 a, b, c, d

Standard 3--Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**Kindergarten
Through
Fourth Grade**

Dance

Students will:

- Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do and read about.

Music

Students will:

- Demonstrate the capacity to listen to and comment on music

Theatre

Students will:

- Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism

Visual Arts

Students will:

- Reflect on, interpret, and evaluate works of art, using the language of art criticism

•F.3 a, b, c, d

•F.7 a, b, c, d, e

•F.11 a, b

•F.15 a, b, c, d

Standard 4--Understanding the Cultural Dimensions and Contributions of the Arts--Students will develop and understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

<p>Kindergarten Through Fourth Grade</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts <p><u>Music</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of this world and their manifestations in the United States <p><u>Theater</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Gain knowledge about past and present cultures as expressed through theatre. <p><u>Visual Arts</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. 	<ul style="list-style-type: none"> •F.8 a, b, c •F.12 a, b •F.4 a, b, c •F.16 a, b, c
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HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

Note: These standards are not required as part of the performance standards [per §2851(2)(6)]. If the charter school applicant states an intent to meet all of the New York State Learning Standards, the applicant must complete this section.

Grade Level or Course	Standard Area Topic	Curriculum For each Standard Area Topic (bullet) describe what knowledge and skills students attain by the end of each grade or course.
Standard 1—Personal Health and Fitness-Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.		
Kindergarten through Fourth Grade	<ul style="list-style-type: none"> • human growth and development • positive healthy behaviors • basic motor and manipulative skills • proficiency in complex motor and sport activities • personal fitness programs • good nutrition for appropriate diets • healthy food preparation 	G.1 a, b, c, d, e, f G.2 a, b, c, d, e G.3 a, b, c
Standard 2—A Safe and Healthy Environment-Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
Kindergarten through Fourth Grade	<ul style="list-style-type: none"> • responsible for personal and social behaviors • care for the environment • home and community safety 	G.1 g, h, i, j G.2 g, h, i, j, k G.3 d, e

Standard 3—Resource Management-Students will understand and be able to manage their personal and community resources.

<p>Kindergarten Through Fourth Grade</p>	<ul style="list-style-type: none">• influence of culture, media and technology on healthy families and communities• informed and active consumers of community programs on physical fitness• positive relationships in home workplace and communities	<p>G.1 k, l, m, n G.2 l, m, n G.3 f, g, h</p>
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Bank Street



February 14, 2004

James D. Merriman
Executive Director
Charter School Institute
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dr. Merriman,

I am writing to offer my personal, and Bank Street's institutional, support to the Harlem Link Charter School. I am fully informed of their plans for the school and find them to be first rate – for children and for teachers. I am particularly impressed with their creative allocation of time and human resources that systemically organize the school day in service of student and teacher learning.

I know Margaret and Steve from their graduate work at Bank Street as well as their teaching careers and their planning efforts for the school. They are both exceptional educators and definitely possess the intellectual, emotional, and physical strengths and stamina necessary to make the Harlem Link Charter School succeed.

Many Bank Street faculty members have worked with the co-founders over the past several years and have lent their expertise about curriculum, leadership, and professional development to the school. In fact, Susan Goetz-Haver, the chair of our Teacher Education Department and professor in our Literacy Program is on their Board of Directors. Rima Shore, chair of our Educational Leadership Department and Director of the Weissman Center for Innovative Educational Leadership, is also working with them and enlisting *their* aid in our efforts to establish professional support networks for young school leaders.

Bank Street is committed to working with the Harlem Link Charter School in full partnership as it goes about making a difference in the lives of the children who will be in its care and the community in which it resides.

If I can be of further assistance as you make your decision please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jon D. Snyder'.

Jon D. Snyder
Dean, Graduate School of Education
Bank Street College

of Graduate
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on of
ning Education

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James D. Merriman
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Charter Schools Institute
State University of New York
74 North Pearl St., 4th Floor
Albany, NY 12207

To Mr. Merriman:

I am writing to express my support for the proposed Harlem Link Charter School. As the founder and Executive Director of Bronx Charter School for the Arts, I have a unique perspective on this proposal. I have worked closely with the lead applicants during the development of their proposal, sharing my own experiences as a charter founder and first year leader, and can say with confidence that I expect Harlem Link to become a strong, vibrant school serving Harlem's children.

Bronx Arts opened with 160 students in the fall of 2003. Our mission is to use arts education as a catalyst for the academic and social success of our students—a different focus than Harlem Link, but the same end goal of academic success. Indeed, Harlem Link's design has many features in common with Bronx Arts, and I expect the schools to collaborate in many ways in the future. The lead applicants have included in their school design curricular approaches used at Bronx Arts including balanced literacy, investigative TERC math, FOSS science and thematic integrated social studies units, as well as an emphasis on professional development through reflective practice.

I have known Steve and Margaret since 1997, and I know them both to be outstanding and committed educators and leaders. They have followed Bronx Arts' development closely since 1999, and I have met with them every few months since December, 2002 to discuss their progress on their own proposal and offer suggestions and help. I have shared with them many of the key documents, tools, and processes that were helpful to Bronx Arts, including our budget and benchmarks. In addition, Steve and Margaret have taught with other Bronx Arts staff members, including our Director of Arts, Director of Curriculum and Instruction, and our Lead Teacher, who is partly responsible for professional development of the staff. These relationships ensure that Harlem Link will have a natural ally in Bronx Arts. I expect Steve and Margaret to be regular visitors at Bronx Arts during their planning year, and they will always be welcome.

Please consider the application for Harlem Link.

Sincerely,


Xanthe Jory
Executive Director

Jane Doherty



February 27, 2004

James Merriman
Executive Director
Charter Schools Institute
The State University of New York
74 North Pearl Street
4th Floor
Albany, NY 12207

Dear James Merriman,

At the request of Steven Evangelista and Margaret Ryan, I am writing to offer my whole-hearted support for their choice to use TERC Investigations as the basis for the math curriculum at the Harlem Link Charter School. I have complete confidence in the TERC curriculum. Because the staff at my former school implemented TERC effectively, over seventy percent of our children scored a 3 or 4 on last year's fourth grade math test.

If put into practice correctly by teachers who are well versed in the theory and practice of constructivist math, if reinforced through effective, on-going staff development, and if supplemented with skill-building through programs such as Every Day Counts, TERC Investigations is an highly effective curriculum. It equips students with the skills they need to pass state assessments. More importantly, it builds impressive number sense and confidence in and excitement about mathematics.

For a total of six years I taught fourth grade at P.S. 4 in Manhattan's Washington Heights and at P.S. 191 in midtown Manhattan. Both schools serve a high needs population, with the majority of the students being eligible for free lunch. Both schools have a history of low performance on standardized tests.

During the first of my two years teaching fourth grade at P.S. 191, I was largely unsuccessful in my attempts to implement the TERC curriculum that the district required us to use. Though my Bank Street course work had provided me with a solid understanding of constructivist math, I received minimal staff development and struggled with my instruction and my short and long term planning. More significantly, my students (and those in the other fourth grade class) had not received TERC instruction in any consistent way in their previous three years at the school. Most had only "done" TERC for part of third grade. Consequently, they lacked a foundation on which to build higher level mathematical thinking and had no practice with the TERC "routines" – the explorations, the discussions, and the multiple approaches to solving a problem – upon which the curriculum relies. Not surprisingly, fewer than thirty percent of our students performed at Level Three or Four on that year's math test.

The following year was a completely different story. My grade partner and I each inherited a class of fourth graders who were the first at our school to have received consistent, effective math instruction since first grade in the TERC Investigations curriculum. Their math skills literally blew us away. In our combined total of ten years teaching, neither of us had ever seen

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students with such strong math understandings. They could break numbers apart and recombine them in ways that made them easier to manipulate. They could observe patterns and develop theories about when and why such patterns occurred. They could engage in lengthy, passionate discussions amongst themselves about numerous ways to solve a problem and which might be the most efficient. They loved math and often found quicker, more accurate solutions to problems than we could.

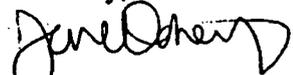
My grade partner and I planned together and supplemented the TERC curriculum with a daily fifteen or twenty minutes of Everyday Counts to introduce the students to any topics that did not feature prominently in the TERC curriculum, such as time, geometry, and measurement. The math staff developer, who was a TERC expert, came into our classrooms regularly to observe our students and our teaching. At our request, he would take over a lesson, modeling how to ask questions that clarified the students' understandings and brought any confusion to light. After his classroom visits, he would meet with us to make suggestions about where to go next in a particular unit – which “big ideas” the unit was working towards, which activities we could skip, and which would most benefit the children based on his observations of their progress. He also helped us revise our short and long term plans for the rest of the year's math instruction.

When our children's math test scores came back, we were thrilled but not surprised at the results. We already knew our students had impressive number sense and could articulate their thinking and come up with multiple ways to solve problems. We attributed this group's skills to their uninterrupted TERC instruction. Our school's teachers knew the program well, and the units built logically each year on the work of the year before. The children's solid foundation in TERC, our own background in constructivist math, the expertise and support of our staff developer, and the use of supplementary materials such as Every Day Counts, all combined to create an outstanding math program. The students' test scores and their enthusiasm about mathematics are the strongest evidence of the benefits of TERC Investigations.

The mathematics program that Steven Evangelista and Margaret Ryan are proposing for the Harlem Link Charter School incorporates all the elements that made our program at P.S. 191 such a success last year. If chartered, the school will use TERC Investigations as their primary curriculum beginning in kindergarten and will supplement it with Every Day Counts Calendar Math. The teachers will have a strong background in constructivist mathematics. They will collaborate with one another on a regular basis and will receive extensive staff development. I have no doubt that the students at Harlem Link will become terrific mathematicians as a result.

Thank you for your attention. Please do not hesitate to contact me if you should have any questions.

Sincerely,



Jane Doherty

D. By-Laws

Please provide a set of bylaws for the proposed school, which include the charter school's method for appointment of trustees and the length of the terms established for each trustee position.

Attached below are the proposed bylaws for Harlem Link.

ARTICLE I

NAME

The name of the Corporation is the Harlem Link Charter School (hereinafter the Corporation”).

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE III

BOARD OF TRUSTEES

A. **Powers** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

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5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. 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 applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees The number of Trustees of the Corporation shall be not less than 7 nor more than 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees

1. Election The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. Eligibility The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. Board members shall be sought who reflect the qualities, qualifications, and diversity determined by the Board.
3. Interested Persons Excepting the Co-Directors, no persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Term of Office
 - a. The Trustees elected or appointed shall be divided into three 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: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

f. Trustees may not serve more than two consecutive, three-year terms. A Trustee whose second consecutive full term has expired must wait one calendar year before serving another term on the board.

5. Time of Elections The Board shall elect Trustees whose terms begin on September 1st of a given year at the June Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law. A Trustee can be removed by majority vote of remaining Trustees for misconduct, incapacity, or neglect of duty, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Trustee proposed for removal at least twenty-one days before any final action is taken by the Board. The Trustee will be notified as to where and when the Board is to take action on the removal.

Additionally, any three consecutive unexcused absences from regular board meetings shall result in a motion at the next regular board meeting to remove the Trustee in question. It is the duty of the Chair to notify the Trustee by Registered Mail at least thirty days before any final action is taken by the board.

E. Resignation by Trustee A Trustee may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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 Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Harlem Link Charter School; c/o: Steven Evangelista; 481 Ft. Washington Avenue, #58; New York, NY 10033; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings The Board shall establish a schedule of Regular Meetings. The Board may choose to hold as few as six Regular Meetings and as many as 11 Regular Meetings, but will meet no fewer times than is required by the Charter Schools Institute of the State University of New York.

D. Special Meetings A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

3. Board meetings shall be consistent with the NYS Open Meetings Law. Board meeting announcements will be posted in the entrance to the school, and in local public places when school is not in session for extended periods.

G. Waiver of Notice Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board

1. **Actions Taken at Board Meetings** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees

1. **Appointment of Committees** The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board. The Board shall begin with six standing committees. In addition, the Board may create ad hoc committees as it sees fit. All committees will be chaired by trustees, but non-Board members may serve on committees. The six founding standing committees are:

a. **Board Development** This committee will evaluate prospective and current Trustees and nominate and orient new Trustees.

b. Community Outreach This committee will reach out to community leaders and institutions for resources, support and guidance.

c. Education This committee will support the Co-Director for Instruction in developing and evaluating the education program for Harlem Link.

d. Facilities This committee will support the Co-Director for Operations in identifying, evaluating and, when appropriate, leasing facilities for Harlem Link's short- and long-term needs.

e. Finance This committee will oversee the budget, accounting, and audits.

f. Resource Development This committee will support the Co-Director for Operations in creating and implementing an annual development plan.

2. Authority of Board Committees The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and

e. The appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings. Committee meetings will comport with the requirements of the New York State Open Meetings Law.

D. Standard of Care

1. Performance of Duties Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

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 Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the 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) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office Each Officer serves at the pleasure of the Board, holding office for a three-year term or until resignation, removal or disqualification from service.

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. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person

made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. **Fiscal Year** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **Execution of Instruments** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. **Checks and Notes** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by a Co-Director or the Treasurer. Two signatures are required on checks above \$5,000.

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 Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions

and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest Any Trustee, Officer, key employee, 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 can 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 include:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the _____ Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

Secretary

Date

37. Compliance with Freedom of Information Act

Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).

Part of Harlem Link's mission involves accessing and utilizing community resources. The founding team sees the flow of resources as a two way street. Further, Harlem Link believes that the Board of Trustees best practices include general transparency and clarity in its dealings. The New York State Freedom of Information Law (Article 6 of the New York Public Officers Law) is therefore in line with the school's mission. Harlem Link will follow the following procedures in order to comply fully with this law.

Freedom of Information Policy

Requests for public information must be in writing and submitted to the school's Records Access Officer who shall be designated by the Co-Director for Instruction or Co-Director for Operations. Within five business days of a written request, Harlem Link will, depending on the requested information, either make the information available at the school's principal location during normal business hours to the person requesting it, deny the request in writing, or provide a written acknowledgement of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the Co-Director for Operations or his or her designee, who shall not be the school's Records Access Officer. Upon timely receipt of such an appeal, Harlem Link will, within 10 business days of the receipt of the appeal, fully explain in writing the reasons for further denial or provide access to the record(s) sought. Harlem Link will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial pursuant to Article 78 of the Civil Practice Law and Rules.

Harlem Link may deny access to requested records, including where:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contact awards or collective bargaining negotiations;
- Such records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise;
- Such records are compiled for law enforcement purposes;
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes;

- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy or external audits.

Harlem Link will maintain:

1. A record of the final vote of each Trustee in every proceeding in which the Trustees vote;
2. A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and
3. A reasonably detailed current list, by subject matter, of all records in the education corporation's custody or possession.

Harlem Link may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by State law.

38. Compliance with Open Meetings Law

Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).

In accordance with the notion that Harlem Link is a public body and a community resource available for community input and information, the school will adhere to the following procedures in accordance with the Open Meetings Law, Article 7 of the New York Public Officers Law.

Open Meetings Law

Board Meetings

Every meeting of the Harlem Link Board of Trustees will be open to the general public, except when an executive session is called. The Board will make reasonable efforts to hold all meetings in barrier-free facilities to allow all persons equal opportunity to attend a meeting. In addition to conspicuously posting a calendar of regular meetings at the school, the Board will also conspicuously post a public notice of the time and place of all meetings scheduled one week in advance, and provide notice to the news media at least 72 hours prior to such meeting. The Board will provide public notice of the time and place of every other meeting to the news media to the extent practicable and will conspicuously post in the school at a reasonable time prior to such meetings.

Trustees may participate in board meetings in person or by videoconferencing, so long as if videoconferencing is done, the Board shall provide an opportunity for the public to attend at any site where a member participates. If videoconferencing is to be used, then the public notice must say so, identify the locations from which members will participate, and state that the public has a right to attend at any of these locations.

Exceptions to the Open Meetings Law

The Board may hold closed meetings to discuss judicial or quasi-judicial proceedings, such as student disciplinary hearings and employee grievance hearings, or any matter that is confidential under New York State or federal law, such as the discussion of a student's individual handicapping condition or academic records. The Trustees may not conduct any other school or public business at closed meetings.

Conduct of Executive Sessions

The Board may call an executive session with a majority vote of Trustees taken in an open meeting, identifying the areas of consideration. The Board may hold an executive session for the items below, providing no formal action shall be taken to appropriate public monies:

- Matters which will imperil the public safety if disclosed;
- Any matters which may disclose the identity of a law enforcement agent or informer;
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- Collective negotiations pursuant to article fourteen of the civil service law.

RECEIVED

- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, discipline, suspension, dismissal or removal of a particular person or corporation;
- Proposed, present or future litigation;
- The preparation, grading or administration of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Attendance at an executive session shall be permitted to any member of the Board and any person authorized by the Board.

Minutes

Minutes will be recorded at all open meetings of the Board consisting of a summary of all motions, proposals, resolutions and any other matter formally voted upon.

Minutes will be taken at executive session of any action taken by a formal vote, which shall consist of a record or summary of the final determination of such action. The record or summary need not include any matter that is not required to be made public by the Freedom of Information Law.

Except for minutes of Executive Sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

Grievance: Enforcement

A person having a grievance against the school for failure to enforce or comply with the Open Meetings Law (Article 7 of the Public Officers Law) may commence a proceeding pursuant to Article 78 of the Civil Practice Law and Rules and/or an action for declaratory judgment and injunctive relief.

Exemptions

These policies will not apply to any matter made confidential by applicable federal or state law or to judicial or quasi-judicial proceedings.

G. Personnel Policies

Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- the procedures for hiring and dismissing school personnel;
- the school's qualifications for hiring teachers, school administrators and other employees; and
- a description of responsibilities for staff members

Introduction

One of the most important advantages charter schools have over district public schools is that they have more flexibility to set qualifications, hire and, if necessary, fire their employees. Harlem Link sees this sensitive privilege and responsibility as central to meeting its mission of graduating articulate scholars and active citizens. While Harlem Link will not easily give up on faculty—intensive professional development and a supportive culture that encourages teachers to be learners will bolster each teacher's individual growth—it will hold teachers to a high professional standard, just as they will be expected to hold students to a high academic standard. The challenge of reaching each child and unlocking his or her potential is a great one, especially in an area with a history of academic failure like Harlem, and it will take teachers with unusual amounts of both will and skill to make it happen.

Often overlooked, supporting staff members will also be an important part of Harlem Link's professional learning community. In keeping with the notion that a consistent and supportive school culture is the responsibility of all adults at the school, Harlem Link will expect the same commitment to children and to the school's mission from its non-instructional staff as from its faculty. They may not have direct instructional contact with children, but their impact and attitude can be powerful all the same.¹ At Harlem Link, all employees will demonstrate a commitment to academics, values and community.

Personnel Policies

The founding team believes that the policies and procedures set forth below will help Harlem Link meet its mission by ensuring that appropriate staff members are hired and that teachers are qualified and continually growing professionally. Harlem Link reserves the right to change or delete the policies below, and add new policies or procedures at any time. In order to make use of the flexibility granted by the charter law, Harlem Link will retain an at will relationship with its employees.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of Harlem Link to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or

¹ Jane Ginsberg, principal of P.S. 82 in Queens, attributed her school's meteoric test score rise over the last five years partly to support staff: "It's my school nurse. It's the way my lunchroom people treat the kids. It's the way my custodian participates in what takes place in the school. It's really a central vision on the part of everybody who participates in the school, a belief in the kids." (*New York Times*, retrieved from the World Wide Web on February 24, 2004: <http://www.nytimes.com/2004/02/24/education/24school.html>)

disability. Furthermore, Harlem Link's policy is to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

II. Hiring

Upon employment by Harlem Link, all employees will be required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Co-Director for Operations and the Co-Director for Instruction.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified through a minimum of three reference checks (a supervisor, colleague, friend). As integrity is one of Harlem Link's core values, falsification of such information may jeopardize an employee's standing with Harlem Link or a prospective employee's likelihood of being hired.

III. Regular Full-Time and Part-Time Employment

Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The school also may hire part-time staff. A part-time staff member is one who is employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the Co-Directors as a condition of employment. The Co-Director for Operations or his or her designee may grant time off work without pay for part-time employees.

IV. Adjustments To Employee Status

The Co-Directors in consultation with one another may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out And Elimination Of Positions

From time to time, it may be necessary to phase-out or eliminate certain positions previously established within the school. To guide such phase-out or elimination of positions if necessary, Harlem Link will establish an orderly process.

Anyone whose employment with the school is terminated because their position is eliminated or phased-out will be entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time And Attendance."

VI. Discontinuation of Employment

Resignation

An employee who wishes to resign is required to give to his or her direct supervisor, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by either of the Co-Directors.

Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time And Attendance."

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless either of the Co-Directors makes an exception. Such an employee remains eligible for any salary due.

Termination

All employees serve at the will of the Co-Directors, and the authority to terminate an employee is vested with the Co-Directors, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

VII. Unauthorized Absence

An employee who is absent for a period of at least three days without notifying either of the Co-Directors will be considered to have resigned without giving the required two-week notice (see Section VI above), with such resignation effective on the initial date of absence. The Co-Directors will determine if any absence by an employee is unauthorized.

If an employee has any unauthorized absence as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the Co-Directors. Such an employee will remain eligible for any salary due.

TIME AND ATTENDANCE

I. Work Days and Work Week

Unless otherwise provided for or as approved by the Co-Directors, all employees are required to work a minimum of nine hours each day, Monday through Friday, and a minimum total of 45 hours each week. Unless otherwise provided for by the Co-Directors, all employees are expected to work at least from 8:30 a.m. to 5:30 p.m. each work day. Additionally, classroom instructional staff are expected to work such hours that ensures the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school. While Harlem Link expects faculty to participate in at least two hours of meetings and/or professional development among their minimum nine work hours each day, at times employees may find it necessary to continue working beyond the nine hour day.

Each employee may take a 30-minute non-working lunch break each day, which may be deducted from the daily nine-hour work day.

No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of one of the Co-Directors.

II. Pay Periods

Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the Co-Director for Operations, also may be subject to the lag payroll.

BENEFITS: PAID LEAVE

I. Vacation Leave

Administrative Staff: Accrual

Unless otherwise provided for or as approved by the Co-Director for Operations, Vacation Leave for regular full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

- Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.
- No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.
- Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administrative Staff: Use

Unless otherwise provided for or as approved by the Co-Director for Operations, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Vacation Leave may be used for any purpose of an employee’s choosing. Vacation Leave is time off of work with pay.
- Unless an exception is made by either Co-Director, all employees must request of the Co-Director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of either Co-Director or their designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.
- Vacation Leave is to be used in increments of one-half work day, except as provided below.
- Any employee whom the Co-Director for Operations has determined to be eligible to accrue “Comp” Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

Instructional Staff

Harlem Link recognizes that a nine hour school day coupled with the very challenging task of holding students to high academic and behavioral standards will require down time for teachers. Vacation Leave for regular full-time instructional employees – where “instructional employees” includes all classroom teaching staff and aides – shall be provided when classes are

not in session, and is time off work with pay. The Co-Director for Operations will annually prepare the school session calendar, noting which days instructional staff is not expected to report. For the school year beginning September 6, 2005 and ending July 14, 2006, such Vacation Leave shall include the following 21 days:

- one day in November (25th);
- five days in December (26th to 30th);
- five days in January (2nd to 6th);
- four days in February (21st to 24th);
- five days in April (10th to 14th); and
- one day in July (3rd)

II. Holiday Leave

In addition to the 22 days of Vacation Leave provided as noted, the school shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. For the school year, this includes the following ten Holidays:

- | | | |
|-----------------|--------------------------|--------------------|
| • Labor Day | • Thanksgiving Day | • Presidents Day |
| • Columbus Day | • New Year's Day | • Memorial Day |
| • Veteran's Day | • Martin Luther King Day | • Independence Day |
| • Christmas Day | | |

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of a Co-Director. Only employees determined to be eligible to accrue "Comp" Time Leave (see Section VI) shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

III. Weather Days and Other Closures

Harlem Link may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the Co-Directors, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

IV. Personal Leave

Accrual

Unless otherwise provided for or as approved by the Co-Director for Operations, Personal Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.
- Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.
- Unused Personal Leave may not be rolled-over from year to year.

Use

Unless otherwise provided for or as approved by the Co-Director for Operations, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.
- Unless an exception is made, all administrative employees must request of the Co-Director for Operations the use of Personal Leave, and the granting of such leave is conditional upon the approval of the Co-Director for Operations.
- Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.
- Personal Leave is to be used in increments of one-half work day.
- Any employee whom the Co-Director for Operations has determined to be eligible to accrue "Comp" Time Leave (see Section VI of this chapter) may use accrued Personal Leave in increments of one-half hour.

V. Sick Leave

Accrual

Unless otherwise provided for or as approved by the Co-Directors, Sick Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted five days of Sick Leave on September 1 of each year.
- Employees hired after September 1 in any given year are granted immediately upon the first day of employment a *pro rata* portion of the five days of sick leave for that school year.
- Unused sick leave may not be rolled-over from year to year.
- In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the Co-Director for Operations. The Co-Director for Operations retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave (see also Section VII, "Medical Leave").

Use

Unless otherwise provided for or as approved by the Co-Director for Operations, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Co-Directors.
- Notice of absence from work due to illness should be provided to the Co-Directors or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Co-Director for Operations

to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Co-Director for Operations
- Notice of total Sick Leave used should be provided to the Co-Director for Operations or his or her designee upon an employee's return to work.
- Sick Leave shall be used in increments of one-half work day.

VI. Overtime and Compensatory Time Leave

Exempt Employees

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-Exempt Employees

Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Co-Director for Operations.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VII. Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Co-Director for Operations or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Co-Director for Operations on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Co-Director for Operations a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require

a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with and approved by the Co-Director for Operations, will be deemed a voluntary resignation from employment.

VIII. General Leave With Or Without Pay

General Leave with or without pay may be granted at the discretion of the Co-Director for Operations according to an orderly process established for such purpose.

IX. Co-Director for Operations or Co-Director for Instruction

Leave policies for the Co-Directors differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

X. Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Co-Director for Operations or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the Co-Director for Operations a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

XI. Statement Of Leave Status

The Co-Director for Operations or his or her designee may provide statements of the status of each employee's accrual and use of leave periodically to that employee. Any employee may request of the Co-Director for Operations a status report on his or her leave use to date, available leave accruals, or similar information.

XII. Other Leave

The Co-Directors retain the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The Co-Director for Operations shall communicate the declaration of a "School Holiday" to all employees, students, and parents.

XIII. Unused Leave Accruals

Unless otherwise provided for or as approved by the Co-Director for Operations, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the Co-Director for Operations. Unused Leave Accruals for the Co-Directors differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

BENEFITS: INSURANCE

I. Medical Insurance

The Co-Director for Operations or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Co-Director for Operations or his or her designee.

II. Dental Insurance

The Co-Director for Operations or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. Life Insurance

The Co-Directors or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the Co-Director for Operations and in accordance with applicable law.

IV. Vision Care

The Co-Director for Operations or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Co-Directors and in accordance with applicable law.

V. Workers' Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Co-Director for Operations or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Co-Director for Operations or his

or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VII. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Co-Director for Operations or his or her designee.

BENEFITS: OTHER BENEFITS

I. Retirement

Upon determination by the Board of Trustees, the school may submit an application to join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

The school may, subject to approval by the Co-Directors and the Board of Trustees, offer a deferred compensation (403(b)) program either solely to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Co-Directors.

Employees may join the deferred compensation program only on the first pay day in September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the Co-Director for Operations or his or her designee.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

III. Co-Director's Benefits

The insurance coverage and benefits package offered to the Co-Director for Operations and the Co-Director for Instruction may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

IV. Reservation of Rights

Harlem Link reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

REIMBURSEMENTS

I. Travel

Harlem Link has built into its budget monies for the express purpose of employee travel in the latter years of its proposed charter. Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school, such as observations of model schools in other cities and attendance at education conferences. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Co-Director for Operations or his or her designee. All requests for travel reimbursement must appear on a form provided by the Co-Director for Operations or his or her designee for such purpose.

Unless otherwise provided for by the Co-Director for Operations, all employees traveling on approved business are required to abide by the following guidelines:

Transportation

The most reasonable mode and class of travel—considering factors such as cost, time efficiency, and convenience—should be selected by each employee at all times. All such expenses must be listed on a form provided by the Co-Director for Operations for such purposes.

Lodging

Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the Co-Director for Operations. The school may also pay for other reasonable related lodging expenses, such as business telephone call charges. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Co-Director for Operations for such purposes.

Meals

To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Co-Director for Operations. Employees seeking reimbursement for meal expenses must list on a form provided by the Co-Director for Operations all reasonable and appropriate expenses.

II. Mileage

Business Use of Personal Vehicle

As mentioned for other forms of travel in Section I above, Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Co-Director for Operations or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Co-Director for Operations. All requests for travel reimbursement must be listed on a form provided for such purpose, unless the Co-Director for Operations makes an exception.

Personal Use of School Vehicles

Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the Co-Director for Operations. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the Co-Directors.

Personal mileage incurred by an employee on any vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Co-Directors, unless an exception is made by the Co-Directors.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless the Co-Director for Operations makes an exception. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

IV. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. The Co-Director for Operations or his or her designee must approve all such expenses, if anticipated in advance. Requested reimbursement for such expenses must be specified in writing to the Co-Directors or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Co-Director for Operations or his or her designee.

V. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless the Co-Director for Operations makes an exception. Each employee charging any purchases to the school credit card is required to provide to the Co-Director for Operations or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of Harlem Link to prohibit sexual harassment in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Co-Director for Operations, his or her designee, or any other school official with whom that employee feels comfortable.

The Co-Director for Operations or his or her designee who is not involved in the alleged harassment will promptly investigate all reports of sexual harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Co-Director for Operations, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Co-Director for Operations in consultation with the Co-Director for Instruction, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

The Co-Directors will both conduct written evaluations of employees annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to their determination. The Co-Director for Operations will conduct evaluations of non-instructional staff, while the Co-Director for Instruction in consultation with the Co-Director for Operations will conduct evaluations of instructional staff. These evaluations will be maintained in the personnel file for each employee.

The Co-Directors will determine the format of all evaluations. Such evaluation may include the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The Co-Directors will notify the employee of any changes in salary, whether up or down, that are warranted based on this evaluation.

II. Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Co-Director for Operations at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Co-Directors or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Co-Director for Operations of the Co-Director for Instruction, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by Co-Director for Operations, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information that such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Co-Directors. Any document or other material containing such information is required to be returned to the Co-Director for Operations upon an employee's termination or resignation.

II. Personnel Inquiries

No one at Harlem Link other than the Board of Trustees, the Co-Directors, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the school.

III. Return Of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Co-Director for Operations. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the Co-Director for Operations.

IV. Ban On Acceptance Of Gifts

The Co-Directors and other school employees are not permitted to accept gifts of any kind of a value exceeding one hundred dollars (\$100.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from:

- individuals, schools, or companies serving as vendors or potential vendors for this school;
- elected officials or their representatives;
- candidates for public office or their representatives; or
- political party officials or their representatives.

The Co-Directors may make exceptions, including in instances where such gifts are intended for and will be used by the school. The employee receiving offers of such gifts in excess of \$100.00 must communicate, even when refused, such an offer to the Co-Director for Operations immediately.

V. Change Of Personnel Status

Employees are required to notify as soon as possible the Co-Director for Operations and any other person designated by the Co-Director for Operations of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

VI. Examination Of Personnel Files

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

VII. Copyrights

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of this school remain the property of the school. The Co-Director for Operations may assign copyrights, royalties, or other payments to the author or authors or project participants.

APPROVED:

Co-Director for Operations

Date

Co-Director for Instruction

Date

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

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

Employee Signature

Date

Employee Qualifications and Responsibilities

Harlem Link will ensure that all personnel meet any applicable certification requirements specified under the Charter Schools Act, but generally will not impose any certification requirements beyond what is mandated by law. Outlined below are the qualifications the school seeks in candidates for the Co-Directors of the school, teachers, and other school employees, followed by the job responsibilities in each case. A single individual may assume part-time responsibilities of multiple positions, which especially may be appropriate in the initial years of the school's operation.

ALL EMPLOYEES

Harlem Link will seek employees for all positions with the following minimum qualifications:

- belief in the mission and vision of Harlem Link;
- belief that all children can succeed at high levels;
- ability to model the mission-centered goals as an articulate scholar and active citizen;
- willingness to work hard to achieve the goals of Harlem Link's mission;
- propensity to demonstrate Harlem Link's Core Values;
- demonstrated ability to collaborate; and
- entrepreneurial spirit and interest in a new and growing venture.

CO-DIRECTOR FOR OPERATIONS (CDO)

The Co-Director for Operations (CDO) will be a full time staff member who will report to the Board of Trustees. The Board will hire, evaluate, and if necessary, fire the CDO. Steven Evangelista, one of the school's lead applicants, intends to be Harlem Link's first CDO.

Qualifications

Harlem Link will seek a CDO with the following minimum qualifications:

- demonstrated leadership;
- understanding of Harlem Link's vision and the capacity to evolve it;
- ability to manage budgets and finances;
- ability to raise the funds necessary to keep Harlem Link operating; and
- interpersonal skills and marketing skills.

Responsibilities

The CDO will:

- manage the budget, finances, and relationships with vendors;
- manage the facility;
- oversee implementation of the Harlem Link fund development plan and helps raise private funds (unless the school obtains a Development Director, at which time the CDO will oversee that person);
- host visitors and cultivate relationships with community members;
- represent Harlem Link to the Harlem community, including parents, institutions, media and community leaders, and the wider world beyond;
- supervise contracting of auditing procedures;
- coordinate student recruitment (i.e. advertisements, information sessions, lottery);

- supervise the Business and Technology manager, School Secretary, and School Nurse and conduct regular supervisory meetings with each;
- broker and secure partnerships and other links with community-based organizations for exchange of educational, social and business services;
- meet regularly with the Co-Director for Instruction to communicate progress toward meeting Harlem Link's mission; and
- serve as primary liaison with the Board of Trustees.

CO-DIRECTOR FOR INSTRUCTION (CDI)

The Co-Director for Instruction (CDI) will be a full time staff member who will report to the Board of Trustees. The Board will hire, evaluate, and if necessary, fire the CDI. Margaret Ryan, one of the school's lead applicants, intends to be Harlem Link's first CDI.

Qualifications

Harlem Link will seek a CDI with the following minimum qualifications:

- demonstrated leadership;
- knowledge of child development and expertise with children from early childhood to early adolescence;
- understanding of the Harlem Link curriculum philosophy and program;
- commitment to accountability, including ongoing student assessment; and
- demonstrated ability to include families in education.

Responsibilities

The CDI will:

- serve as the instructional leader and oversees curriculum development and assessment;
- supervise Lead, Novice, and Special Education Teachers and Teacher Assistants, and the Dean of Students, Families, and Community, conducting regular observations and supervisory meetings with each;
- oversee all professional development activities (e.g. create an annual professional plan, facilitate afternoon Professional Development sessions, act as a liaison with service providers, and schedule and plan all retreats);
- ensure that the curriculum across all subject areas is aligned with the New York State Learning Standards;
- visit other schools and read professional journals to evaluate curriculum, assessment, and pedagogy and share with faculty on a regular basis;
- implement effective internal assessment systems (e.g. Terra Nova, Stanford 10, ECLAS-2);
- serve as a direct liaison with social services providers (e.g. nurses and social workers);
- reinforce the Harlem Link *Discipline Code* and core values to all Harlem Link students and families (and supervise the Dean of Students, Families and Community who will assist in these responsibilities); and
- meet regularly with the Co-Director for Instruction to communicate progress toward meeting Harlem Link's mission.

BUSINESS AND TECHNOLOGY MANAGER

The Business and Technology Manager will be a part time staff member for the first three years of operation and a full time staff member by the fourth year who will be hired, evaluated, and if necessary fired by the Co-Director for Operations.

Qualifications

Harlem Link will seek a Business and Technology Manager with the following minimum qualifications:

- demonstrated organizational skills;
- experience in working with budgets and financial audits, including the responsibilities delineated below; and
- knowledge of computer hardware, software and Internet servers.

Responsibilities

The Business and Technology Manager will:

- record and track income and expenses related to all contracts and grants;
- record all cash receipts;
- record accounts payable receipts;
- record all accounts payable invoices;
- prepare vendor checks for the Co-Director for Operations to sign;
- reconcile the bank accounts each month;
- transmit payroll to payroll service and maintain payroll records;
- review and maintain the general ledger and subsidiary journals to support financial activities;
- record all journal entries required to close the books each month;
- prepare and provide unaudited monthly financial information including cash flow, balance sheet, and profit and loss statements;
- implement reporting tools that allows for reporting of budget to actual on all departments and contracts and grants along with variance reporting;
- prepare summary analysis of the monthly financial reports;
- maintain appropriate audit trails and assists with the audit;
- maintain records and file necessary paperwork regarding not-for-profit status;
- manage annual tax filings, including seeking outside contractors as needed; and
- provide technology support in the school as needed.

TEACHERS

Lead Teachers and Novice Teachers will be full time staff members who will report to the Co-Director for Instruction. The CDI will hire, evaluate, and if necessary fire Teachers.

Qualifications

Harlem Link will seek Teachers with the following minimum qualifications:

- expertise in the subject area or developmental level that he or she will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the education, or appropriate teaching experience;
- required state teaching certification (unless covered by exemptions provided under the Charter Schools Act of 1998);

- excellent communication skills;
- flexibility and sense of humor; and
- ability to evaluate tests and assessments and commitment to performance-based accountability.

Additional Qualifications—Lead Teachers

In addition to the above, Harlem Link will seek Lead Teachers with the following additional qualifications:

- teaching experience in a private or public school, preferably in an urban setting;
- deep knowledge of Harlem Link's curricular approach, including experience teaching balanced literacy and constructivist math; and
- demonstrated success in classroom teaching.

Responsibilities

Teachers at Harlem Link will:

- develop lesson plans that ensure the attainment of the Harlem Link Standards and the New York State Learning Standards and the additional specific grade-by-grade learning standards set forth in the charter;
- collaborate with the assigned Novice Teacher and grade level teachers to develop curriculum, lessons, and assessments;
- provide direct and indirect instruction to ensure that each child meets the Harlem Link Standards and New York State Learning Standards;
- prepare students adequately for all required assessments;
- assess students regularly and use assessment data to direct teaching
- address the individual needs of students;
- reinforce the Harlem Link *Discipline Code* with students and refuse to tolerate classroom disruptions;
- coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- maintain and enrich their expertise in the subject area they will teach;
- communicate with families regarding student progress, including preparing regular student achievement reports;
- provide an inviting, exciting, innovative, learning environment;
- engage in effective and appropriate classroom management and consistently enforce rules;
- assist in developing annotated bibliographies of excellent children's literature.
- attend all professional development sessions; and
- perform other duties, as deemed appropriate, by the Co-Director for Instruction.

Additional Responsibilities—Lead Teachers

In addition to the above, Lead Teachers at Harlem Link will:

- assist in the professional development of the Novice Teacher;
- assist in evaluating the Novice Teacher; and
- serve on either the Harlem Link Congress or an ad-hoc committee appointed by the Co-Director for Instruction.

SPECIAL EDUCATION COORDINATOR/TEACHER

The Special Education Coordinator will report to the Co-Director for Instruction. The CDI will hire, evaluate, and if necessary fire the Special Education Coordinator/Teacher.

Qualifications

Harlem Link will seek a Special Education Coordinator/Teacher with the following minimum qualifications:

- special education certification in teaching or administration;
- knowledge of special education legislation, including but not limited to IDEA-97;
- communication skills sufficient to coordinate successfully with the Committee on Special Education (CSE); and
- ability to adapt teaching strategies and lessons to individual student needs.

Responsibilities

The Special Education Coordinator/Teacher will:

- assume the same responsibilities as teachers;
- co-teach in an inclusion classroom setting;
- maintain special needs students' IEPs;
- provide long and short-term planning addressing individual needs of students;
- evaluate special needs students' progress;
- evaluate any students who may need special services and work with the CSE office if necessary to design an IEP;
- establish and maintain classroom management procedures;
- prepare written reports accurately and submit in a timely manner;
- effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- exhibit effective consultation with parents, students, teachers, and administration;
- take on the role of professional liaison between school and home when necessary;
- remain current on rules set forth in special education law and regulations; and
- maintain privacy of student records and information.

TEACHER'S AIDE

The Teacher's Aide will be a full time staff member who will report to the Co-Director for Instruction. The CDI will hire, evaluate, and if necessary fire the Teacher's Aide.

Qualifications

Harlem Link will seek a Teacher's Aide with the following minimum qualifications:

- knowledge of early childhood development;
- ability to relate to young children; and
- basic knowledge of Harlem Link's kindergarten curriculum.

Responsibilities

The Teacher's Aide will:

- work with teachers to address the individual needs of students;

- provide an inviting, exciting, and innovative, learning environment;
- use materials effectively and keep lesson focused on objective;
- work with small groups of students;
- keep students on task and give feedback about performance;
- meet regularly with classroom Co-Teachers to evaluate students' progress;
- assist in bringing students to bathrooms;
- reinforce the Harlem Link *Discipline Code* with students and do not tolerate any classroom disruptions.

DEAN OF STUDENTS, FAMILIES AND COMMUNITY

The Dean of Students, Families and Community will be a part-time staff member who will report to the Co-Director for Instruction. The CDI will hire, evaluate, and if necessary fire the Dean of Students, Families and Community.

Qualifications

Harlem Link will seek a Dean of Students, Families and Community with the following minimum qualifications:

- ability to discipline children in positive, constructive ways;
- knowledge of child development;
- ability to communicate with families for student success; and
- cursory knowledge of the range of social and educational services available for families in Harlem.

Responsibilities

The Dean of Students, Families and Community will:

- maintain regular contact with parents to identify school-related needs and identify opportunities for further improvement;
- encourage and coordinate parental involvement in the school;
- reinforce Harlem Link's *Discipline Code* with students and families;
- assist with Fieldwork planning and logistics.

SOCIAL WORKER

The Social Worker will be a part-time staff member who will report to the Co-Director for Operations. The CDO will hire, evaluate, and if necessary fire the Social Worker.

Qualifications

Harlem Link will seek a Social Worker with the following minimum qualifications:

- experience in the field of social work or experience with educational or social-service programs;
- specific knowledge of a wide variety of social service programs available for families; and
- experience working with children at risk for educational failure.

Responsibilities

The Social Worker will:

- assist the CDO in researching social programs that may be accessed by students at the school;
- know all current regulations, legal requirements, and funding streams for various social programs;
- evaluate the need for individual students to be referred to appropriate social services;
- coordinate any necessary contractual arrangements with social service providers in consultation with the CDO;
- meet regularly with the CDI to discuss students' needs and social progress;
- provide special education students with counseling as per their IEPs; and
- work with non-special needs students in need of counseling services.

SCHOOL SECRETARY

The School Secretary will be a full time staff member who will report to the Co-Director for Operations. The CDO will hire, evaluate, and if necessary fire the School Secretary.

Qualifications

Harlem Link will seek a School Secretary with the following minimum qualifications:

- organizational skills;
- proficiency in Microsoft Office applications;
- ability to relate well to children and adults; and
- strong communication, including writing, skills.

Responsibilities

The School Secretary will:

- maintain attendance records;
- assist in purchasing, transportation, travel arrangements, and field trips;
- assist in scheduling duties;
- collect data required for the preparation of reports to the chartering entity and other appropriate bodies;
- answer phones and manage messages;
- draft letters and memoranda as needed;
- welcome parents, children, and guests to the school;
- coordinate mailings and copying; and
- perform appropriate other duties, as assigned.

H. Other Information

Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.

Harlem Link would like to express its appreciation to the State University Board of Trustees and the Charter Schools Institute for considering this proposal for a new educational option for families in Harlem. The founding team would welcome the opportunity to meet with the Charter Schools Institute to discuss the proposal and answer any questions that may arise.

Please find in this Exhibit a number of documents referenced throughout the text, as well as a set of letters of support.

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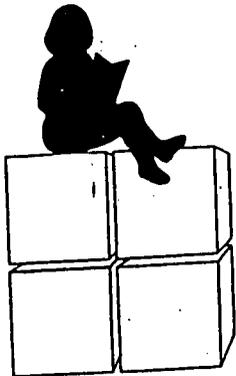
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MONTH-BY-MONTH **PHONICS**

FOR FIRST GRADE

SYSTEMATIC, MULTILEVEL INSTRUCTION

by

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and

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OCTOBER

In October of first grade, most classrooms have started moving into some teacher-guided reading in basal readers or other books which are early first-grade level. Daily class routines should also include writing time (in which children write about whatever they want and then share what they have written with the group), teacher read-aloud time, and independent-reading time (during which each child "reads" a self-selected book by himself or with a friend). The independent reading many first graders do early in the year is the pretend reading of familiar stories or the reading of the pictures in informational picture books with topics such as animals or trucks.

Shared/Guided Reading, Self-Selected Reading, and Writing are three components of a good, balanced literacy program. As such, they should occupy the majority of the instructional time in any first-grade classroom. The fourth component, Working with Words—learning to read and spell high-frequency words and to decode and spell lots of less-frequent words—is the focus of this and the following chapters.

The activities in this and other chapters help children develop their word skills. These word skills are worthless, however, if children are not doing lots of reading and writing. In fact, *only* if there are lots of opportunities to apply their word skills in reading and writing will children get enough practice with words to become truly automatic and fluent in dealing with words. Remember that the activities described here are only part of a balanced first-grade literacy program.

By the end of October, you will have introduced the following:

- A Word Wall on which is displayed many high-frequency words
- Use of the Word Wall as a visual cue for spelling these high-frequency words
- The strategy of using children's own names to learn more about letters and sounds
- Tongue Twisters as a way to learn and review beginning consonant sounds
- The ability to cross-check, using context and phonics clues (in Guess the Covered Word activities)

Additional Resources

Here are a few resources with rich descriptions of the three core components—shared/guided reading, teacher read-aloud/self-selected reading, and writing:

And with a Light Touch: Learning about Reading, Writing and Teaching with First Graders, by Carol Avery (Heinemann, 1993)

Invitations, by Regie Routman (Heinemann, 1994)

Classrooms that Work: They can All Read and Write, by Patricia M. Cunningham and Richard L. Allington (HarperCollins, 1994)

The Four Blocks: A Framework for Reading and Writing in Classrooms that Work, by Pat Cunningham and Dottie Hall (1995)
[This video is available from I.E.S.S. by calling 800-644-5280]

WORKING WITH WORDS BLOCK



Remember that the Working with Words Block is only one part of a balanced literacy program, and **30 to 35 minutes is an appropriate amount of time for most first-grade classrooms to spend each day on word activities.**

The first 10 minutes should be spent practicing the high-frequency words on the Word Wall. The Word Wall section beginning on the next page presents some basics about creating a Word Wall.

That then leaves 20-25 minutes for an activity in which students learn to decode and spell words that follow patterns. During the remaining 20-25 minutes of time allotted for word activities, a different activity could be done on different days. Three such activities are described on the following pages: Connecting Children's Names to Letters and Sounds, Tongue Twisters, and Guess the Covered Word.

WORD WALL



A Word Wall is a wall on which to display words—but not just any words—truly important words. Most teachers reserve a bulletin board or use the space above their chalkboard for these important words. Many teachers begin their Word Wall by adding the name of the special child chosen each day during August and September. (If you tell children that the Word Wall is where you put really important words, they will believe you when they see their names there because first graders know they are really important people!) Regardless of whether or not you start your Word Wall with the names of your students, the other really important words for first graders are the words that make up every other word they read and write (see page 30). Recognizing these high-frequency words helps children to read; being able to spell high frequency words will help children to write.

Adding Words

Add five new words to the wall each week. The best words to use are those that occur frequently in whatever the children are reading. If you made a Special Child chart for each student in August/September, you can select high-frequency words from those charts. Thus, the first five words might be:

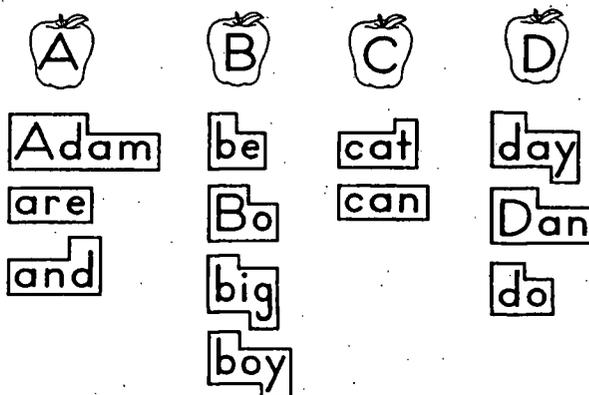
boy girl is has like

Write the words on sheets of colored paper. (It doesn't matter what colors, but avoid dark colors on which letters don't show up!) The words need to be large enough (2½" to 3") to be seen from anywhere in the room. If two or more words begin with the same letter, use a different color of paper for each of those words. After writing each word with a thick, black permanent marker, cut around the outline of the letters to emphasize handwriting features and to make the words more visually interesting. Put the words on the chalkboard as you review them with students. Display some of the charts that have sentences containing the words, and help students locate the words on the charts.

Once you have reviewed the words with the students, you can put each word on the Word Wall next to the letter that begins the word.

Here is a partial sample of what your Word Wall might look like.

Word Wall



Daily Word Practice

1. Begin by giving each child a half sheet of handwriting paper numbered 1-5.
2. Call out the first word on the wall and have children glue their eyes to the written word (**visual**).
3. After you have read the word, have the children cheer for the word—"B-O-Y—boy!" (**auditory rhythmic**).
4. Have each child write the word on the first line of his paper (**kinesthetic**). Write the word on the board or overhead projector as children write it on their papers to emphasize the correct formation of the letters.
5. Repeat the procedure for the four remaining words.
6. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

The first week, call out the same five words every day and have children practice looking at, cheering for, and writing the words. Next week, add five more words. If you are still using high-frequency words from the student charts, you might add:

he she can play to

Each day when new words are added, follow the same procedure. Locate those words in the context in which children have read them (chart, big book, basal, or other book). Call out five words for children to look at, cheer for, write and check. Most teachers add the five new words on Monday and call out the new words on Monday and Tuesday. Wednesday, Thursday, and Friday can then be used to call out some of the words added in previous weeks so that there is constant review and practice for all the words on the wall.

This procedure of adding five new words a week, practicing those words for a few days, and then spending the remaining days of the week practicing words from previous weeks continues until there are approximately 110 words (not counting children's names) on the wall. Try to add the last word to the Word Wall by April 15th (pay your taxes and put the last word on the wall!) and then do lots of reviewing and practice with these words until school is out. These words are so important that we want to assure some "overlearning" so that most children will still be able to read and spell them after a long summer away from school.

Word Selection

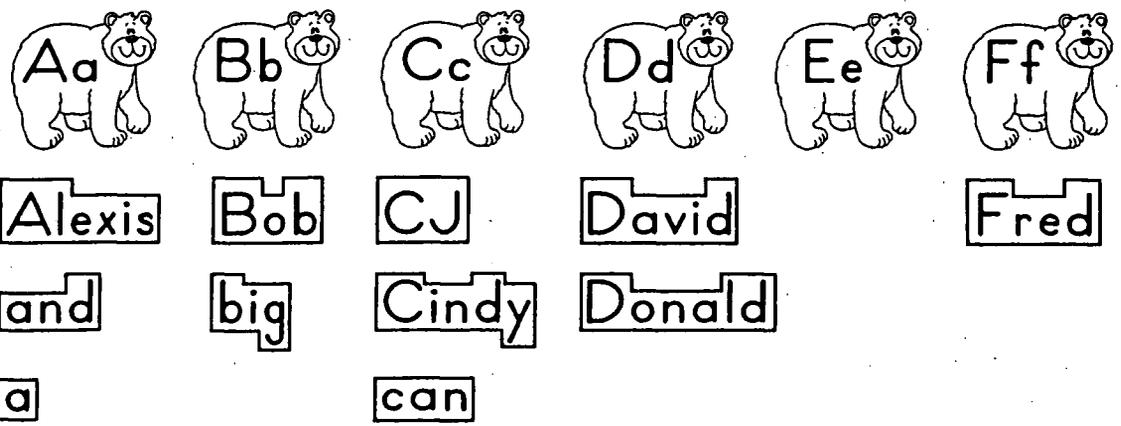
Use the list on the next page when choosing words to put on the Word Wall, and then decide the sequence of their introduction on the Word Wall. The list of 110 high-utility first grade wall words includes:

- The most frequent words needed to read and write
- At least one example for the most common sound for each initial consonant (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z)
- At least one example for the sound for ch, sh, th, wh, and qu
- An example for spelling patterns from which many rhyming words can be spelled. (Boldfaced words have helpful spelling patterns that can be transferred to additional words for reading and writing.)

OCTOBER

110 High-Frequency First Grade Words

after	down	I	out	they
all	eat	in	over	thing
am	favorite	is	people	this
and	for	it	play	to
animal	friend	jump	pretty	up
are	from	kick	quit	us
at	fun	like	rain	very
be	get	little	ride	want
because	girl	look	said	was
best	give	made	saw	we
big	go	make	school	went
boy	good	me	see	what
brother	had	my	she	when
but	has	new	sister	where
can	have	nice	some	who
can't	he	night	talk	why
car	her	no	teacher	will
children	here	not	tell	with
come	him	of	that	won't
day	his	off	the	you
did	house	old	them	your
do	how	on	there	zoo



CONNECTING CHILDREN'S NAMES TO LETTERS AND SOUNDS



Let's begin the lesson with some important information about learning and memory. There are two kinds of learning, and your brain has two memory stores. Things we just "do over and over" until we learn them are put in our rote memory store. This area has limited capacity, and if something that has been put there is not practiced in a while, the space is given to something more current. ("What was her phone number? Before she went to Florida, I called her every day and knew it, but now I will have to look it up again!") The other memory store, the associative store, has unlimited capacity and we can find things in there we haven't thought about for years if the memory is triggered by something such as an image, smell, or sound.

Storing Information in the Associative Memory Store

The trick to putting something in the associative store rather than in the rote store is to create an *association*. A child who is trying to remember that a particular shape turned a particular way is called "d" and that it has the

sound we hear in doughnut and dog cannot associate the name and the sound of d with doughnut and dog unless she can read the words doughnut and dog. The child must just try to remember that the letter is called d and it has the sound heard in doughnut and dog. The child must put all this information in her rote-memory stores and if she doesn't use it for awhile (as when she is on winter vacation for two weeks!), the space in her rote memory will be used up by something else, and she will have to learn it all over again!

Making Associations with Names

The only way to help children put names and sound knowledge of letters in their associative stores rather than their rote stores is to make sure they can read some words which contain the letters. If you did the August/September activities that used student names, you can now use the names as associative links to letter names and sounds.

Some letter-sound associations were emphasized as student names were introduced. Now that all the names are displayed, however, and most children have learned most of the names, we can begin to solidify some of that knowledge of letter names and sounds. Imagine that the names of our children displayed on the Word Wall or name board are:

Adam	Delano	Octavius
Amber T.	Erica	Rasheed
Amber M.	Erin	Robert
Bianca	Joseph	Sam
Bo	Julio	Shawonda
Brittany	Kelsie	Sheila
Catherine	Kevin	Tara
Cindy	Matt	
David	Mike	

Steps for Making Associations with Names

1. Begin the activity by giving each child a sentence strip with his name on it.
2. Choose a letter that many children have in their names and that usually has its expected sound. With this class you might choose the letter **r**.
3. Have each child whose name has an **r** in it come to the front of the class holding his name card.
4. Count all the **r**'s. (There are ten **r**'s in all.)
5. Have the children with names containing an **r** divide themselves into those whose names **begin** with an **R**—Robert and Rasheed; those whose names **end** with **r**—Amber T. and Amber M.; and those with an **r** that is **neither the first nor the last letter**—Brittany, Erica, Tara, Erin, and Catherine.
6. Finally, say each name slowly, stretching out the letters, and decide if you can hear the usual sound of the selected letter. In the case of the letter **r**, it can be heard in each name.

Choose another letter and let all the children with names containing the new letter come to the front of the class and display their name cards. Count the number of times the letter occurs and then have the children divide themselves into groups according to whether their names have the selected letter as the first letter, the last letter, or neither the first nor the last letter. Finally, say the names stretching them out and decide if you can hear the usual sound that letter makes. **D** would be a good second choice. You would have **David** and **Delano** beginning with **D**; **David** and **Rasheed** ending with **d**; and **Cindy**, **Shawonda** and **Adam** with **d**'s that are neither the first nor the last letters. (Point out that **David** has more than one **d**. As you say the **David**, allow him to choose which group to join.) Again, the usual sound of **d** is heard in all the names.

Continue choosing letters and having children come to the front of the room with their name cards until you have sorted for several different letters represented by the names. When doing the letters **s**, **c**, **t**, and **j**, be sure to point out that they can have two sounds and that the **th** in **Catherine** and the **sh** in **Sheila**, **Shawonda**, and **Rasheed** have their own special sounds. You probably wouldn't sort out the names with an **h** because although the names **Shawanda**, **Sheila**, **Rasheed**, **Catherine** and **Joseph** have **h**'s, the **h** sound is not represented by any of these. The same would go for the **p**, which only occurs in **Joseph**. When you have the children come down for the vowels **a**, **e**, **i**, **o** and **u**, count and then sort the children according to **first**, **last**, and **neither first nor last**, but do not try to listen for the sounds. Explain that vowels have lots of different sounds and that they will learn more about the vowels and their sounds later in the year.

TONGUE TWISTERS



Tongue twisters are wonderful for review of consonants because they give lots of word examples for particular sounds and are such fun to say. Do one or two each day. First, just say them and have the students repeat them after you (*not* while you are saying them). Have students say them as fast as they can and as slowly as they can.

Write the tongue twisters on a chart or poster and call attention to the first letter of each word. Have students read the tongue twisters several times. You may want to have students illustrate the tongue twisters.

Add one or two Tongue Twisters each day—always introducing them verbally first. After you write the new ones, review some of the old ones. Leave the charts or posters displayed and refer students to them if they forget or become confused about a sound.

Here are some Tongue Twisters to get you started. You can create different ones, but be sure to use children's names from your class when they have the right letters and sounds!

- Billy's baby brother bopped Betty.
- Carol can catch caterpillars.
- Dottie dawdled during dinner.
- Frank's father fried five fish.
- Gorgeous Gail gets good grades.
- Hungry Hannah happily had hot dogs.
- Jack juggled Jill's jewelry.

- Kevin's kitten kissed Karen.
- Laurie loves licking lemon lollipops.
- My mother makes marvelous macaroni.
- Naughty Ned needed nails and nickels.
- Peter Piper picked a peck of pickled peppers.
- Rapid Roger runs races.
- Sam's sister slurps soup.
- Tom took ten turtles to town.
- Vic visited very vicious vultures.
- William went west with Willy Winston.
- Yoland yelled, "You yanked my yellow yo-yo!"
- Zeke's zany zebra had a zipper.

Additional Tongue Twisters

Here are some wonderful Tongue Twister books:

- Alphabet Annie Announces an All-American Album*, by Susan Purviance and Marcia O'Shell. (Houghton Mifflin, 1988)
- Animalia*, by Graeme Base. (Abrams, 1987)
- The Biggest Tongue Twister Book in the World*, by Gyles Brandeth. (Sterling, 1978)
- Busy Buzzing Bumblebees and other Tongue Twisters*, by Alvin Schwartz. (HarperCollins, 1992)
- Six Sick Sheep*, by Jan Cole. (Morrow, 1993)
- A Twister of Twists, A Tangler of Tongues*, by Alvin Schwartz. (HarperCollins, 1972)

GUESS THE COVERED WORD



Learning to Cross-Check

The ability to use the consonants in a word along with the context is an important decoding strategy. **Children must learn to do two things simultaneously—think about what would make sense and think about letters and sounds.** Most children would prefer to do one or the other, but not both. Thus, some children guess something that is sensible but ignore the letter sounds they know. Other children guess something which is close to the sounds but makes no sense in the sentence!

In order to help children cross-check meaning with sound, do the following:

- First, have children guess a missing word that has no letters revealed. There are generally many possibilities for a word that will fit the context.
- Next, reveal some letters to narrow the number of possibilities.
- Finally, show all the letters and help children confirm the word that makes sense and matches the letters.

For each cross-checking lesson, you will need to write sentences on the board or chart and cover the word to be guessed with two sticky notes. The first sticky note should cover the first letters of the word up to the first vowel. (For the first lessons, each word will only have a single consonant before the first vowel. A more-advanced version of the activity can include words with letter combinations such as **sh**, **br**, and so on.) The second sticky note will cover the first vowel and all the other letters in the word. When covering the words, tear or cut your sticky notes so that each is exactly as wide as the letter or letters it covers. By doing so, you will provide students with the additional clue of word length. **Word length, beginning letters, and common sense are all powerful clues to the identity of an unknown word.**

Here are some sample sentences. (The bold word in each sentence will be the covered word that students will try to guess.) Remember that using your children's names helps to keep them engaged!

Carl likes to eat **cookies**.

Paula likes to eat **macaroni**.

Miguel likes to eat **hamburgers**.

Nick likes to eat **pizza**.

Show the children the sentences and explain that they will read each sentence and guess the covered word. Allow students to try to guess the covered word of the first sentence. Use a space on your chalkboard or chart next to the sentence to record each guess that makes sense. If a guess does not make sense, explain why but do not write this guess.

When you have written several guesses, remove the paper which covers the first letter. Draw a line through each guess which does not begin with this letter and ask if there are any more guesses which make sense and start with the letter. If there are more guesses, write these. Be sure all guesses both make sense and start correctly. Some children will begin guessing anything that begins with c. Respond with something like, "Cars does begin with a c, but I can't write cars because people don't eat cars."

When you have written all guesses which make sense and begin correctly, uncover the word. Let the children see if the word is one they guessed. If the correct guess had been made, praise the students' efforts. If not, say, "That was a tough one!" and go on to the next sentence. Continue with each sentence going through the same steps:

1. Read the sentence and write three or four guesses which make sense.
2. Uncover the letter (up to the vowel). Draw a line through any guesses which don't begin with the correct letter.
3. Have students make more guesses which both make sense *and* begin with the correct letter. Write the guesses.
4. Uncover the whole word and see if any of the students' guesses were correct.

Carl likes to eat c .

~~apples~~
~~candy~~
~~salad~~
 cupcakes
 corn

Paula likes to eat .

ASSESSING PROGRESS

As mentioned in the August/September chapter, assessment is an ongoing process and children at different stages of literacy development should be assessed on different abilities. At this point, you should know which children are still having difficulty with any of the critical concepts described in the August/September section. Use the assessment suggestions (on pages 22-25) to determine if any those children having difficulty with print concepts, phonemic awareness, word learning, or letter name and sound knowledge have made progress in October.

Remember that some children take much more practice and repetition than others before they understand these critical but complex concepts. You will probably have some children who have not yet mastered some of these concepts, but they should demonstrate some growth over this month's literacy activities.

Assisting Children Having Difficulty

Make a list of children who still need continued guidance with print concepts, phonemic awareness, word learning, or letter name and sound knowledge. Keep this list in a place you look at regularly and you will remember to give the extra little bit of individual support that makes a big difference. **Here are some possible "nudges" for those who still need help.**

Print Concepts

For those children who lack print concepts, have them come up and point to words with you as the rest of the class rereads a page from a big book or a chart. Help them to identify the first word, the last word, to find two words that begin with the same letter, etc. As you are writing a morning message or some other shared writing activity, ask them to come show you where to start and where to put the next word when you have finished one line.

Phonemic Awareness

For those children who lack phonemic awareness, be sure that they are saying rhymes, tongue twisters, etc., with you and the rest of the class, not just listening while others say them. These children might come up and lead the class in repeating favorite chants, etc. After someone else has identified the rhyming words, or words that begin alike. Have the child repeat what that child said. "Bo, can you tell me what words Rasheed said rhymed?"

Word Learning

Perhaps some children cannot yet read the words you have added to the wall, but they should be able to locate and identify them. As you are calling out Word Wall words for the daily practice, ask children who are slow at learning these words to go up and point to the words. You might be calling out *me*. You could say, "I want a word under the letter *m*. It is the pink word, *me*. Bobby can you go up and point to the pink word *me* so that we are all looking at the right word?" If children cannot yet read the word but they can locate it on the wall, they will be able to find when writing and that will provide the extra practice needed for them to be able to eventually read the word.

Letter Names and Sounds

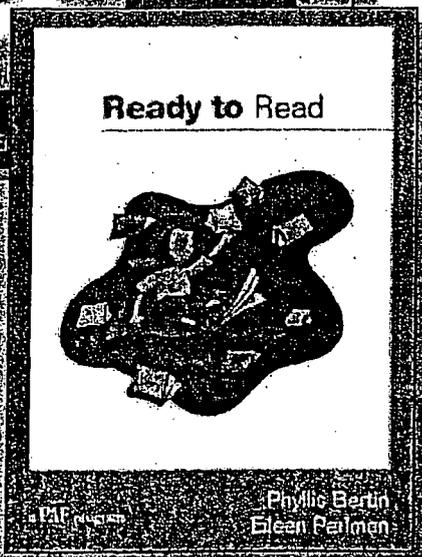
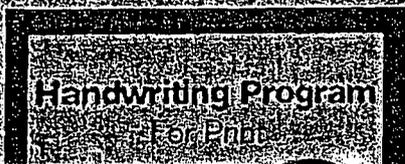
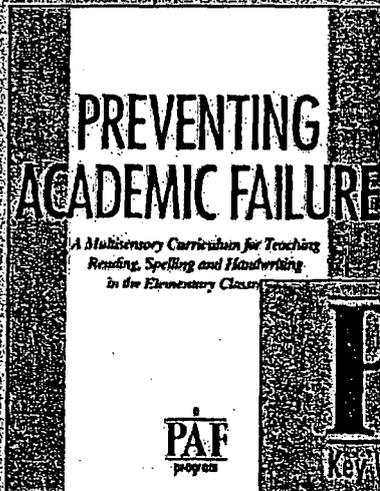
Some children need a lot of practice to learn letter names and sounds. If you have children who still cannot name a lot of the letters, begin each Making Words lesson, described in the November section by having the children hold up and name the letters. Call on the children you are worrying about to name each letter after you have named it and while they are holding it up. "Everyone hold up your *s*. Good Bobby, you are holding up the right letter. What is this letter's name?" Daily practice with the letters—particularly when they are tangible letters you can hold and move around to make words will usually result in even the most hard-to-teach child learning the names and sounds for most of the letters.

SAMPLER FOR

Preventing Academic Failure (PAF)

784

A multisensory curriculum for teaching reading, spelling, and handwriting in the elementary classroom



EDUCATORS PUBLISHING SERVICE
Trusted literacy solutions for every child

Harlem Link
Exhibit H-16

Preventing Academic Failure (PAF)

by Phyllis Bertin and Eileen Perlman

What is Preventing Academic Failure (PAF)?

PAF is a multisensory curriculum that uses Orton-Gillingham teaching methods. PAF can be used as an effective beginning reading program in the primary grades for all children, or as a program for older, struggling readers or students with learning disabilities. The program provides a 4-level sequence of reading, spelling, and handwriting.

PAF presents the building blocks of written language arts in a logical order, which results in minimum frustration and maximum success. The step-by-step progression leads to increased mastery and self-esteem.

PAF is coordinated with the *Merrill Readers* for reading practice. Students practice reading words, phrases, and sentences in the *Stepping Up* books before reading stories with an expanded context for comprehension instruction in the *Merrill Readers*. The *Merrill Readers* are published by SRA/McGraw Hill, but are available to purchase through Educators Publishing Service.

Research-Based Reading Instruction: PAF is based on the latest research for teaching decoding, fluency, and comprehension. For a detailed research document on PAF, visit www.epsbooks.com/PAF.

PAF and Explode The Code

These two best-selling EPS products are designed to be used together to teach, practice, and reinforce phonetic skills. The *PAF Curriculum Manual* references *Explode The Code* for added reinforcement on every skill taught in the PAF curriculum. Exercises in *Explode The Code* provides practice reading, writing, copying, matching, and spelling.

For more information on *Explode The Code* or to download sample lessons, visit www.epsbooks.com/ExplodeTheCode

Features for You

- ✓ PAF is a multisensory curriculum integrating visual, auditory, and kinesthetic modalities.
- ✓ PAF uses direct instruction and student-teacher interaction.
- ✓ PAF includes a strong fluency component based on oral and repeated readings.
- ✓ PAF uses the same vocabulary for reading and spelling, resulting in more cohesive instruction.
- ✓ PAF incorporates a unique handwriting component that includes specially designed books for left-handed students.

Benefits for Your Students

- Students receive information in a variety of ways, providing frequent reinforcement and increased retention.
- Students are better able to understand and retain essential reading skills through direct teaching and frequent teacher-student interaction.
- Students gain a sense of success and increased comprehension as they become smooth, fluent readers.
- Students are better able to learn reading and spelling skills in conjunction with vocabulary instruction.
- Students receive handwriting instruction that best fits their individual needs and reinforces reading development.

Scope and Sequence

Ready to Read (Lessons 1-16)

- Consonant sounds (c, t, d, g, s, m, l, k, p, n, f)
- Short vowels
- Lowercase letter formation
- CVC words (decoding and encoding)
- Sight words

Stepping Up in Reading 1 (Lessons 17-96)

- Short vowel sounds
- CVC words (decoding and encoding)
- Consonant digraphs
- Ending consonant blends
- Multisyllabic and compound words
- Suffixes (-s, -es, -ing, -ed, -ed)
- Sight words

Stepping Up in Reading 2 (Lessons 97-158)

- Beginning consonant blends
- Long vowels
- Vowel digraphs
- Open, closed, silent, r-controlled, and vowel team syllable
- Suffixes (-er, -ful, -less, -ly, -y)
- Sight words

Stepping Up in Reading 3 (Lessons 159+) Available 2004

- Vowel digraphs
- Vowel diphthongs
- Soft c and g
- Silent letters
- Three- and multisyllabic root words
- Sight words

How do I fit PAF into my curriculum?

PAF can be implemented in a variety of ways. It can be used as a beginning reading program in grades K-3, or with older, struggling readers or students with learning disabilities. The lessons are designed to be completed daily and can be done in small groups, individually, or with an entire class.

For more detailed information on the PAF program, please visit: www.pafprogram.com

PAF Components

The components needed to implement PAF depend on the grade or skill level of the students. Below is a list of suggested materials for each level of PAF.

Kindergarten Skill Level

- PAF Curriculum Manual
- Ready to Read
- Alphabet Picture Cards

Grade 1 Skill Level

- PAF Curriculum Manual
- Stepping Up in Reading Books
- PAF Handwriting Program for Print
- PAF Handwriting Program for Numerals
- Alphabet and Key Word Picture Cards
- Merrill Reader A – I Can
- Merrill Reader B – Dig In!
- Merrill Reader C – Catch On!
- Merrill Reader D – Get Set

Grade 2 Skill Level

- PAF Curriculum Manual
- Stepping Up in Reading Book 2
- Key Word Picture Cards
- PAF Handwriting Program for Cursive (optional)
- Merrill Reader E – Step Up!
- Merrill Reader F – Hit Off!

Grade 3 Skill Level

- PAF Curriculum Manual
- Stepping Up in Reading Book 3 (Available 2004)
- PAF Handwriting Program for Cursive
- Key Word Picture Cards
- PAF Cursive Wall Strip
- Cursive Alphabet Picture Cards
- Merrill Reader G – Take Flight!
- Merrill Reader H – Break Through!

Lesson Structure

The lessons in the *PAF Curriculum Manual* follow a consistent daily format. Below is an explanation of the lesson structure and a sample lesson.

PAF Daily Lesson Sequence

PAF Sample Lesson (/y/ = ī)

1. Review (10 minutes) — Students review previously taught phonogram cards, sight words (red words), and affixes. As each phonogram is reviewed, students respond in two ways. When shown the card, students say the sound and "slow write" the phonogram. When given the sound, students respond by repeating the sound and "slow writing" the phonogram.

2. Introduction of New Material
A new concept could include a phonogram, sight word (red word), spelling rule, syllabication rule, or grammatical concept.

3. Spelling Dictation (20–30 minutes)
Students apply the new concept to the encoding of spoken language.
• Individual word dictations
• Sentence dictation
• Original sentence (students write their own sentence using a given word)

4. Reading words, phrases, and sentences (15 minutes) — Students develop fluency as they read the words and phrases from the *PAF Stepping Up* books.

Reading Text (30–45 minutes) — Students read phonetically controlled text that reinforces the new concept. The *PAF Curriculum Manual* is coordinated with the *Merrill Reader*.

5. Reinforcement Activities — Students engage in a variety of independent exercises and activities that reinforce the new concept. The *PAF Teaching Manual* is coordinated with the *Explode the Code* series to be used during this part of the lesson.

1. Review card packs for reading and spelling. The specific phonograms, sight words, and affixes depend on the individual group of students.

2. Review with students the concept that a vowel at the end of a word makes a long sound. However, a single *i* cannot appear at the end of a word (*by* and *spaghetti* are foreign derivations). Therefore, if they hear the long sound at the end of a word, they should use a *y* in its place.

3. Words to dictate: *my, by, say, myself, try, on.*

Sentences to dictate:

Max wants to be by himself.
I am fixing the fan by myself.
Do you try this?

Original sentence: Use *by* and *but* in a sentence.

4. Read words and phrases from *Stepping Up in Reading Books*, page 80.

Students read *Merrill Reader* © pages 87–88.

5. Students complete *Explode the Code Book*, page 89.

For more information on *Explode the Code*, visit www.epsbooks.com/ExplodeTheCode.

Each lesson includes corresponding pages from the reader, student book, and reinforcement exercises.

PAF

MERRILL BOOK C - CATCH ON

Level	Reader	Skills Book	Stepping Up Book 1	PAF Print Workbook	Explode the Code 1
53. o (octopus)	5 - 8	1 - 4	42 - 45	—	74
54. Red Word: was Motor pattern: Capital W	9 - 12	5 - 9	46 - 49	94 - 95	75, 80
55. e (elephant)*	13 - 16	10 - 13	50 - 52	—	57, 81, 77, 87
56. Concept of root words and suffixes Suffix: -ing** (doing suffix)	17 - 20	14 - 16	53	—	64 - 66
57. Motor pattern: Capital L	21 - 24	18 - 22	54	96 - 97	69 - 70
58. Red Word: from Motor pattern: Capital O	25 - 28	23 - 26	55 - 56	98 - 99	72, 73, 78
59. -ll (for reading only)*** Motor pattern: Capital E	29 - 32	28 - 30 (omit 27)	57 - 58	100 - 101	26 - 27, 59 - 61
60. -ff (for reading only) Motor pattern: Capital U	33 - 36	31 - 34	59	102 - 103	50, 67 - 68

* Begin having the children write original sentences to conclude the spelling dictations.

** Begin a suffix chart. (See page 15.)

*** All phonograms are presented for mastery in reading and spelling unless marked for reading only. Phonograms presented for reading only are practiced in word lists and readers but are not included in spelling dictations until later in the sequence.

- 71 -

Daily lesson plans include words for reading and dictation.

PAF

LEVEL 87

-ank
(bank)

Place each spelling pattern (-ank, -ink and -unk) on an index card and add it to the sound pack for daily review.

To help the children discriminate among the families, divide a paper into columns labeled with two or more of the spelling patterns and dictate words in random order.

bank	sank	hank	tank
thank	yank	rank	

optional blend

blank

-ink
(pink)

ink	wink	sink	rink
think	pink	link	mink

optional blends

blink stink

-unk
(trunk)

junk	chunk	bunk	hunk
sunk	dunk		

optional blend

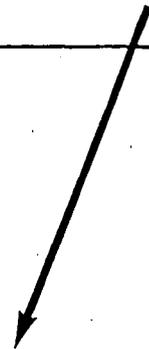
skunk

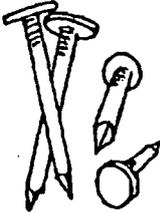


Download a FREE ready-to-use lesson from PAF at www.epsbooks.com/PAF

Ready to Read builds phonemic awareness and combines phonetic concepts with letter formation, beginning with initial consonant sounds.





 <p>_____ ----- _____</p>	<p>9</p> <p>_____ ----- _____</p>	 <p>_____ ----- _____</p>
 <p>_____ ----- _____</p>	 <p>_____ ----- _____</p>	 <p>_____ ----- _____</p>
 <p>_____ ----- _____</p>	 <p>_____ ----- _____</p>	 <p>_____ ----- _____</p>



Download a FREE ready-to-use lesson from PAF at www.epsbooks.com/PAF

Write the letter n next to each picture that begins with the sound /n/.

Student books include a page with words and phrases for reading that reinforce specific phonetic concepts and increase fluency.

PAF
Level 67

this	that	math
then	with	thin
path	bath	thick
them	thud	bathtub

that's

a thick pad	in the bathtub
this backpack	gives it to them
on the path	a math test
with his boss	then went back
thin legs	with a kiss
had a bath	waxed that hot rod
this and that	with you



Download a FREE ready-to-use lesson from PAF at www.epsbooks.com/PAF

Underline and re-read the phrases that tell *where*.

71

Sight word instruction includes sentences that increase fluency and accuracy.

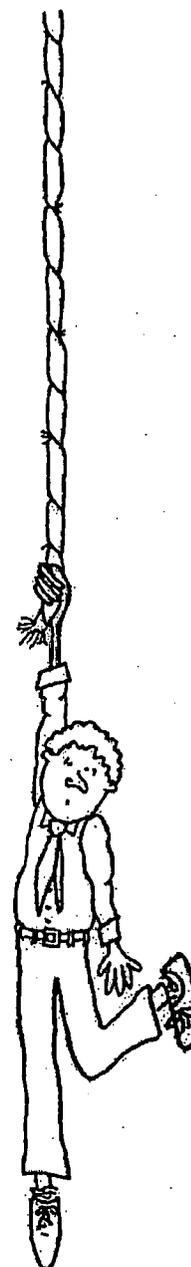
EM
Level 1.9

because

1. Let's go to the cabin at the lake because it will be fun to have a picnic there.
2. Steve is at the end of his rope because he can't get his car fixed in time to pick up the kids.
3. Jeff was late for school because he missed the bus.
4. Eve dozed off for a short while because she was tired.
5. Take these white roses home with you because I won't be here to take care of them.
6. Steve won't be home until later because he went to visit a friend.
7. Pete would never trade his pet snake for a dog or a cat because he likes it so much.
8. We couldn't have the baseball game because of the thunderstorm.
9. The car would not start because there was no gas left in the tank.
10. I am taking care of my sister after lunch because my mom has to go to the dentist.

Discuss the literal and figurative meaning of the idiom in sentence 2.

92



Handwriting books integrate visual, auditory, and kinesthetic elements with visual cues for proper letter formation.

The diagram shows a handwriting practice area with three horizontal lines: a top solid line, a middle dashed line, and a bottom solid line. A large uppercase letter 'R' is drawn between the middle dashed line and the bottom solid line. The letter is divided into two numbered strokes: stroke 1 is a vertical line starting from the bottom solid line and going up to the middle dashed line; stroke 2 is a curved line starting from the top of stroke 1, arching over to the right, and then coming down to meet the bottom solid line. To the left of the top line is a small drawing of a baseball cap. To the left of the middle dashed line is a small drawing of a belt buckle. To the left of the bottom line is a small drawing of a pair of sneakers. A large arrow points from the text above down towards the letter 'R'. Below the letter 'R', the numbers '1' and '2' are placed under the respective strokes. At the bottom center of the page is the number '28'.



Download a FREE ready-to-use lesson from PAF at www.epsbooks.com/PAF

Cursive practice includes individual letters, groups of letters, and whole words.

A handwriting practice sheet with ten sets of horizontal lines (top, middle dashed, bottom). A diagonal arrow points from the top right towards the bottom left. The first two rows each contain five cursive lowercase 'n' characters. The third row contains one cursive lowercase 'ar' digraph. The fourth row contains one cursive lowercase 'or' digraph. The fifth row contains one cursive lowercase 'dr' digraph. The sixth row contains one cursive lowercase 'fr' digraph. The seventh row contains one cursive lowercase 'ar' digraph. The eighth row contains the cursive word 'red'. The number '29' is printed at the bottom center of the sheet.

Handwriting books designed especially for left-handed students with appropriate slant.

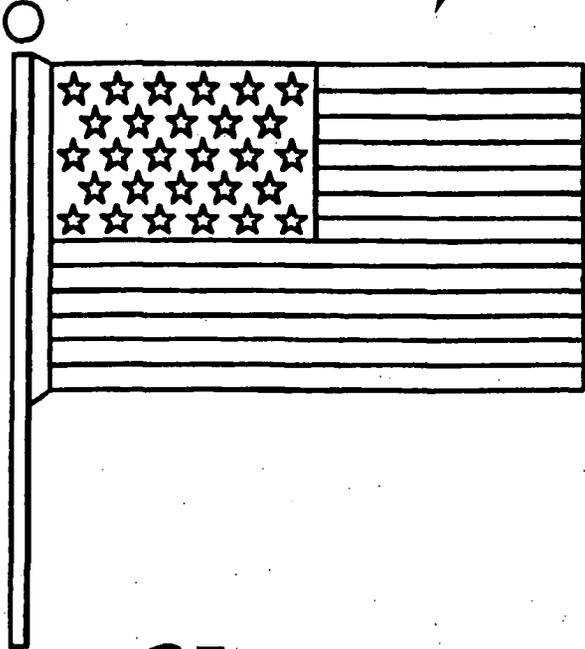
The handwriting practice sheet contains the following content:

- Row 1: Five cursive lowercase 'r's.
- Row 2: Five cursive lowercase 'r's.
- Row 3: One cursive lowercase 'a'.
- Row 4: One cursive lowercase 'c'.
- Row 5: One cursive lowercase 'd'.
- Row 6: One cursive lowercase 'f'.
- Row 7: One cursive lowercase 'a'.
- Row 8: The word 'red' written in cursive.

The PAF Program includes instruction in numeral formation and letter formation. The student books also integrate beginning number concepts.

Key word cards provide visual cues and help increase automaticity.

fl-



flag

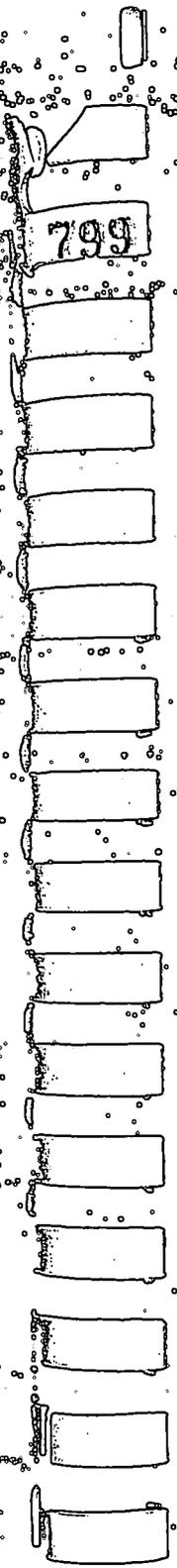
PAF level 106 29

Picture-Key Word Cards

SPICE

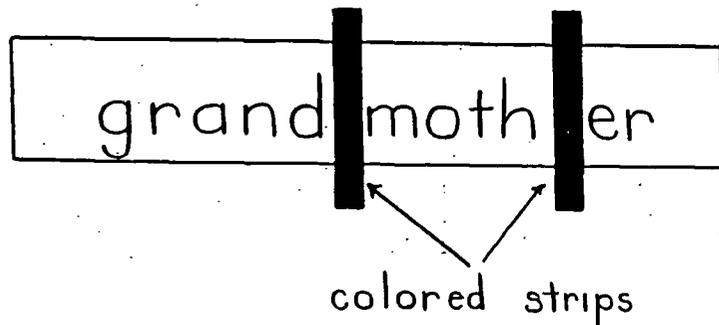
*A Handbook of Classroom Ideas
to Motivate the Teaching of*
PRIMARY LANGUAGE ARTS

**GAMES
ACTIVITIES
PROJECTS**



is divided. (The teacher should demonstrate this to the class.)

Example:

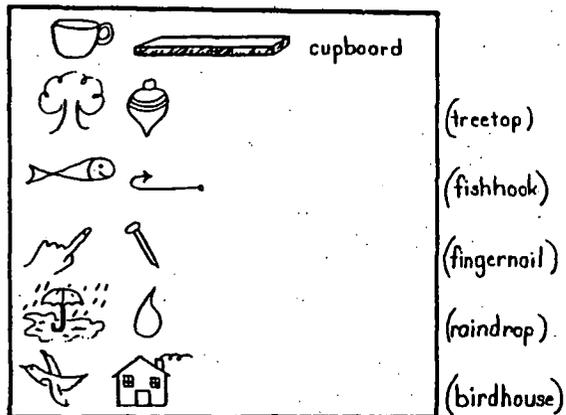


22. COMPOUND WORD PUZZLE (Grades 2-4)

A. Preparation and Materials: Children will need writing paper, pencils and crayons.

On the board illustrate pairs of words which can be put together to form compound words.

Example:



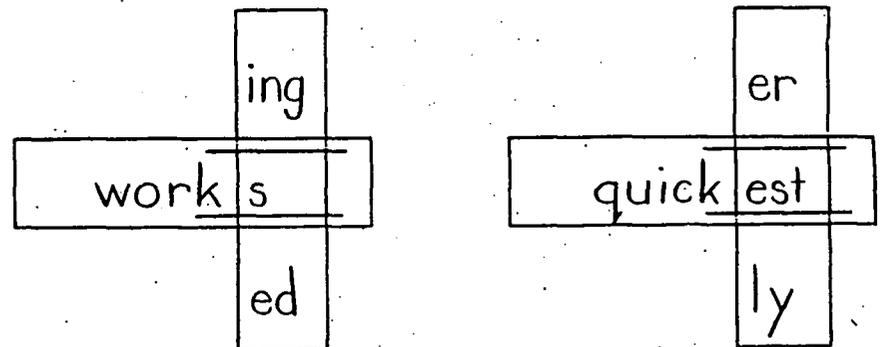
B. Introduction to the Class: Here is a new kind of puzzle for you. If you will say the names of each of the two pictures in a row, you will hear a new compound word.

Draw one pair of pictures at a time. After these pictures, write a new compound word you hear. If you can spell each word separately, all you need to do is join them together to spell the new compound word.

23. ROOT WORD SLIDE (Grades 2-4)

A. Preparation and Materials: Cut pairs of tagboard strips 2" x 6". On one strip write a root word. After it, cut two horizontal slits 2 1/4" long. On the second strip, write endings which could be added to that root word. Insert the second strip through the slits in the first strip.

Example:



B. Introduction to the Class: We have been studying root words and endings and you may practice using them with these cards. First, read the root word. Then slide the card with the endings and practice reading the new words formed each time you change the ending. (The teacher should demonstrate this.)

Example:

1. grandmother <i>grand-moth-er</i>	7. table
2. understand <i>un-der-stand</i>	8. elephant .
3. happy <i>hap-py</i>	9. ribbon
4. going	10. queen
5. look	11. prettiest
6. window	12. after

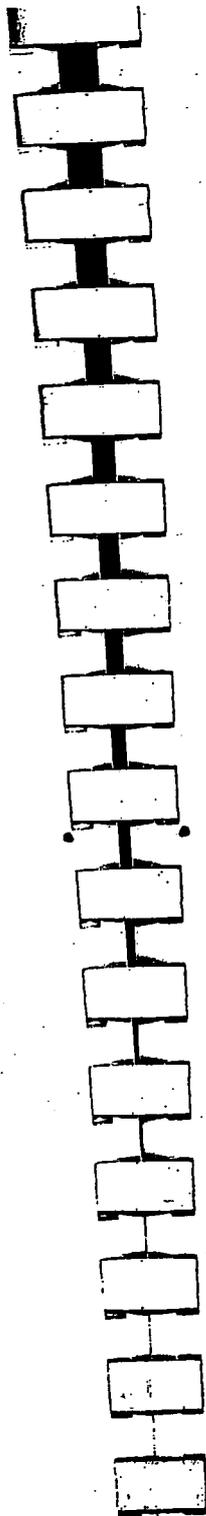
lables. Remember the rule for dividing words, "There are as many divisions in a word as there are vowel sounds in the word." How many syllables will be in the first word, "grandmother"? Yes, three. How would you divide that word? Yes, "grand-moth-er" (teacher writes the divided word on the board.)

You may divide the other words in the same way. First say the word to yourself. Think how many syllables there will be. Then divide the word and write it just as we have done this first one together.

20. SYLLABLE FLASH CARDS (Grades 2-4)

A. Preparation and Materials: Rule tag-board into 3" x 6" cards. Ask a committee to cut the cards. Write a word from the children's reading vocabulary on the front of each card. On the back, write the number that tells how many syllables are in that word. Put a rubber band around the complete set of cards.

B. Introduction to the Class: On each of



these flash cards I have written a word. On the back of each card is the number which tells how many syllables are in that word.

This card says "apple". How many syllables are in that word, Jack? Jack says there are two syllables. Let's turn the card over. See the number 2? That means Jack is right.

You may use the cards alone, turning over each card to check your answer. Or one person may hold the cards while his friend tells the number of syllables in each word shown. You can see the number on the back of the card as you show the word to your friend. You can tell him if his answer is correct.

21. DIVIDING STRIPS (Grades 2-4)

A. Preparation and Materials: Use any flash cards which the class is currently using. Under the rubber band encircling the cards, insert an envelope containing about fifty 1/4" x 3" strips of colored paper.

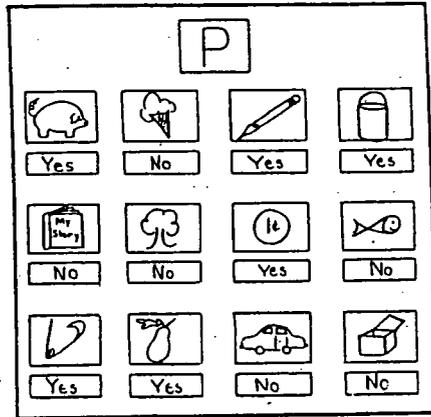
B. Introduction to the Class: I have put something new in the group of flash cards on our free time table. It is an envelope containing many narrow strips of colored paper.

We have talked about dividing words, and have studied several rules to help us in dividing words. (The teacher then helps the class review rules for dividing words into syllables.)

You can practice dividing words into syllables with these regular flash cards and these new strips of colored paper. First, read the word on one flash card to yourself. Then think how many syllables that word has. Lay the flash card on your desk. Put a colored strip of paper between the letters to show where the word

2" x 4". Use one larger card to make the stressed sound card (in red letters) and the rest of the larger cards to make the pictures. Make six pictures that begin with the stressed sound and six that do not. Use the 2" x 4" cards to make six "yes" and six "no" labels for the pictures. Paste scraps of flannel or sandpaper to the back of each card. Put all the cards in an envelope.

Example:



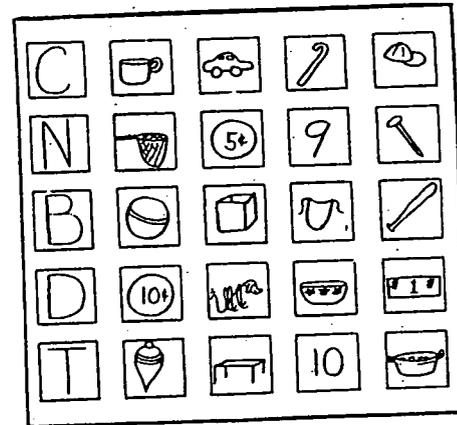
B. Introduction to the Class: You will find in this envelope a card with the letter "P" (or whatever the stressed sound might be) written in red. Put this card at the top of the flannel board. Next take out all the picture cards and place them in rows on the board.

Also in the envelope are many cards that say either "yes" or "no". Look at the first picture. Say its name to yourself. If it begins with a "P" sound, put a card that says "yes" under it. If you do not hear the sound of "P" at the beginning of that word, put a card that says "no" under it. Then go on and do the same with each of the other pictures.

III. MATCHING BEGINNING SOUNDS (Grades K-2)

A. Preparation and Materials: Cut twenty-five 4" squares of tagboard. On five of these cards write five different sounds currently being studied by the class. Use the remaining cards to make four pictures that begin with the same sound as each lettered card. Paste scraps of flannel or sandpaper to the back of each card. Place all these cards in an envelope.

Example:



B. Introduction to the Class: In this envelope you will find cards showing the letters for five of the sounds we have been studying. Place these cards, one below the other, along the left-hand side of the flannel board. (The teacher demonstrates.)

Then take out the pictures in the envelope. Look at one picture at a time. Listen to the way its name begins. Put it in the row with the card that tells how that word begins. There will be four pictures for each sound.

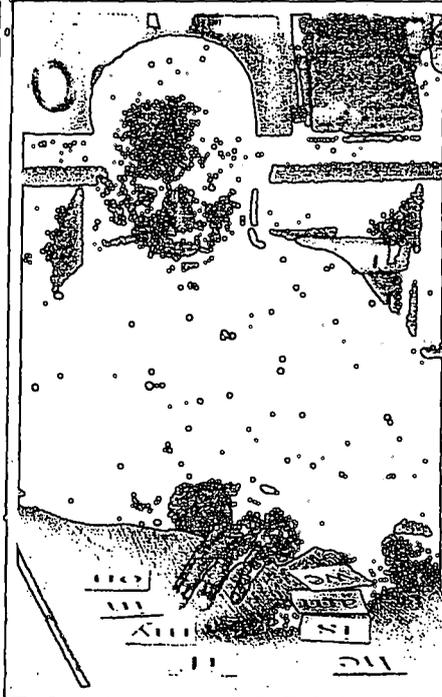
Gay Su Pinnell & Irene C. Fountas

Word Matters

Teaching Phonics and Spelling
in the Reading/Writing Classroom



reading

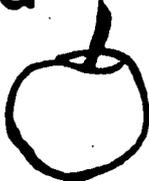
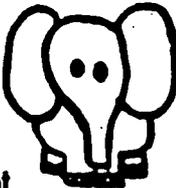
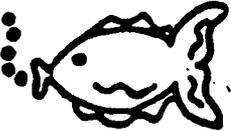
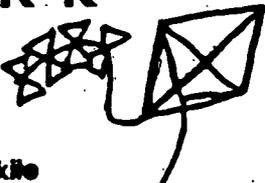
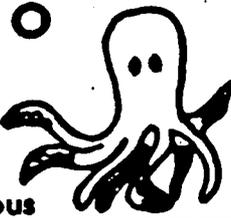
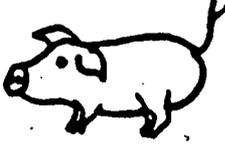
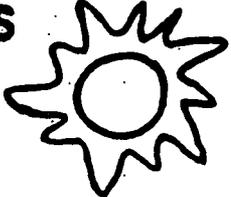
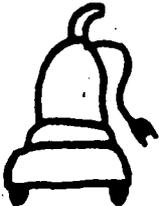
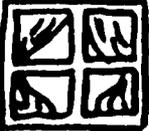
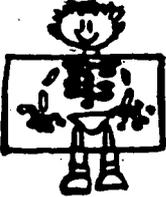
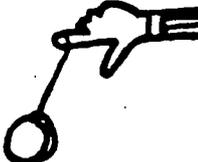
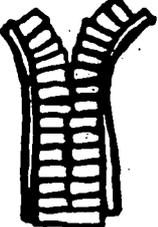


word study



writing

Guided Reading

<h1>Alphabet</h1> <p>abcd efg hijk lmnop qrs tuv wx yz</p>		<h2>A a</h2>  <p>apple</p>	<h2>B b</h2>  <p>bear</p>
<h2>C c</h2>  <p>cat</p>	<h2>D d</h2>  <p>dog</p>	<h2>E e</h2>  <p>elephant</p>	<h2>F f</h2>  <p>fish</p>
<h2>G g</h2>  <p>gate</p>	<h2>H h</h2>  <p>hat</p>	<h2>I i</h2>  <p>igloo</p>	<h2>J j</h2>  <p>jack-in-the-box</p>
<h2>K k</h2>  <p>kite</p>	<h2>L l</h2>  <p>leaf</p>	<h2>M m</h2>  <p>moon</p>	<h2>N n</h2>  <p>nest</p>
<h2>O o</h2>  <p>octopus</p>	<h2>P p</h2>  <p>pig</p>	<h2>Q q</h2>  <p>queen</p>	<h2>R r</h2>  <p>ring</p>
<h2>S s</h2>  <p>sun</p>	<h2>T t</h2>  <p>turtle</p>	<h2>U u</h2>  <p>umbrella</p>	<h2>V v</h2>  <p>vacuum</p>
<h2>W w</h2>  <p>window</p>	<h2>X x</h2>  <p>x-ray</p>	<h2>Y y</h2>  <p>yo-yo</p>	<h2>Z z</h2>  <p>zipper</p>

One Hundred High-Frequency Words

a	I	they
after	I'm	this
all	if	to
am	in	too
an	into	two
and	is	up
are	it	us
as	just	very
asked	like	was
at	little	we
away	look	went
back	make	were
be	man	what
because	me	when
before	mother	where
big	my	who
but	no	will
by	not	with
came	now	you
can	of	your
come	on	
could	one	
day	or	
did	our	
do	out	
don't	over	
for	play	
from	put	
get	said	
go	saw	
going	see	
had	she	
has	so	
have	than	
he	that	
her	the	
here	their	
him	them	
his	then	
how	there	

Harlem Link
Exhibit H-37

Five Hundred High-Frequency Words

a	became	care
able	because	carry
about	become	cat
above	bed	catch
across	been	caught
add	before	certain
after	began	change
again	begin	children
against	behind	city
air	being	class
all	believe	clean
almost	below	close
along	best	clothes
already	better	cold
also	between	come
although	big	coming
always	bike	complete
am	black	could
among	boat	couldn't
an	body	country
and	books	cut
animal	boot	dad
another	both	dark
answer	box	day
any	boy	deep
anything	bring	did
are	broke	didn't
around	brother	died
as	brought	different
ask	build	dinner
asked	bus	do
at	but	does
ate	buy	dog
away	by	doing
baby	call	done
back	called	don't
bad	came	door
ball	can	down
be	can't	draw
beautiful	car	dream

dry	full	house
during	fun	how
each	funny	however
early	game	hurt
earth	gave	I
easy	get	I'd
eat	getting	idea
either	girl	if
else	give	I'm
end	go	important
enough	goes	in
even	going	inside
ever	gone	instead
every	good	into
everyone	got	is
everything	grade	it
fact	great	it's
family	green	job
fare	group	jump
fast	grow	just
father	had	keep
favorite	half	kept
feel	hand	kids
feet	happy	killed
fell	hard	kind
few	has	knew
field	have	know
fight	having	lady
finally	he	land
find	head	large
fine	hear	last
fire	heard	later
first	heart	learn
fish	heavy	leave
five	help	left
fix	her	less
follow	here	let
food	high	life
for	hill	light
form	him	like
found	his	line
four	hit	list
free	hold	little
friend	home	live
from	hope	lived
front	hour	lives

special
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 something
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